1. **Engage the student’s caregiver.**  The caregiver may be the best resource in understanding what accommodations and modifications are required to help the student succeed.  Not only when (if) IEP is written, but also throughout the school year as abilities and situations change that may require more/less modifications/accommodations for the student.  Periodic communication, on an as needed basis or regularly scheduled, may help to facilitate any new requirements to help their child succeed.
2. **Take into account that every student learns differently.**  This may mean providing extra time, allowing for differentiated response methods to achieve the same assessment outcomes (ie: for students with ADHD, FASD, hearing loss, or other exceptionalities, allowing for an oral presentation to be done via pre-recorded podcast to be played for the class ot video/digitally recording response and playing for class; for students with exceptionalities surrounding speech, using a text to speech program/app (Claro) that will allow for the student (or EA) to communicate their thoughts via text and having the program/app read it out.  In this case, the assignment may also be modified to achieve the same curriculum goals within a reduced framework, if needed. The bottom line is to provide multiple ways of demonstrating skill development/mastery.  As Jacki Oxley outlines, “Change to a classroom environment or delivery method that permits an individual to participate in the classroom process and the task.”  This also holds true for ELL learners, examined further below.
3. **For ESL learners,** using appropriate assistive devices if needed - ie: text to speech app/program to help students hear the English language, instructions, assignment, etc. rather than trying to process what they are hearing and translate that into written format. Also, providing opportunities that allow ELL students to demonstrate their learning in a non threatening environment (perhaps progressing from presenting orally one on one, small groups, classroom)
4. **Creating a classroom is physically conductive to learning**.  Perhaps for some students, the fluorescent lights are distracting; using natural sunlight might be beneficial to them; further, having a classroom that is free (or has minimal) distracting posters on the wall, being sure that all materials are at a height that all students can easily reach - this may mean adjusting bookshelves, supply placement, etc. especially if students in the classroom are in a wheelchair or use another type of assistive device.  Also, being sure that the classroom space is easy to manoeuvre so that all students can access common areas, computers, supplies, books, etc.

**Create and maintain a safe classroom environment.**  Students will feel included in all activities and the environment will be welcoming of all. This can be done by working with the students to establish classroom rules and goals and that they are inclusive of all students.