

## Classroom Routines

Students with brain injury often struggle with memory impairment, organization and focusing attention. Varying routines can create enough stress for a student with a brain injury that they cannot focus on the material they are to be learning.

Try to create routines consistent enough to permit brain injured students to learn.

## Strategies to Try

**Students with brain injuries may need more or more detailed classroom routines than the average student to be successful.**

### Try:

- Reteaching previously taught routines on a regular basis.
- Listing routines in a visual way.
- Building reminders of what to do into all transitions.
- Be consistent with your routines. Do not change them unless they are not working.
- Providing reminders in a routine way.

**Students with brain injuries need more instruction to learn and use classroom routines. They may need instruction each day for an extended length of time before they master the routines and they become automatic.**

### Try:

- Reteaching previously taught routines to the whole class. (All students can benefit from the reminder).
- Give the child with the brain injury reminders of what is expected.
- Provide lists of how to do each routine to aid their memory.
- Be sure the student truly understands what is expected of them. You may need to practice individually with the student until the routines become automatic.

**Consistency is important in classroom routines.**

### Try:

- Consistent routines provide a sense of safety that allows the students to focus their attention on learning.
- Expect a student with brain injury to struggle if routines change.
- Be as consistent as possible with classroom routines.
- If your classroom routines are well thought out ahead of time you should be able to keep them all year and simply add in additional routines to support students with brain injury.

**Examples of routines to practice:**

- Pencil sharpening, putting belongings away.
- Turning in papers, asking questions.
- Entering the room, leaving the room.

## Questions? Get in touch!

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