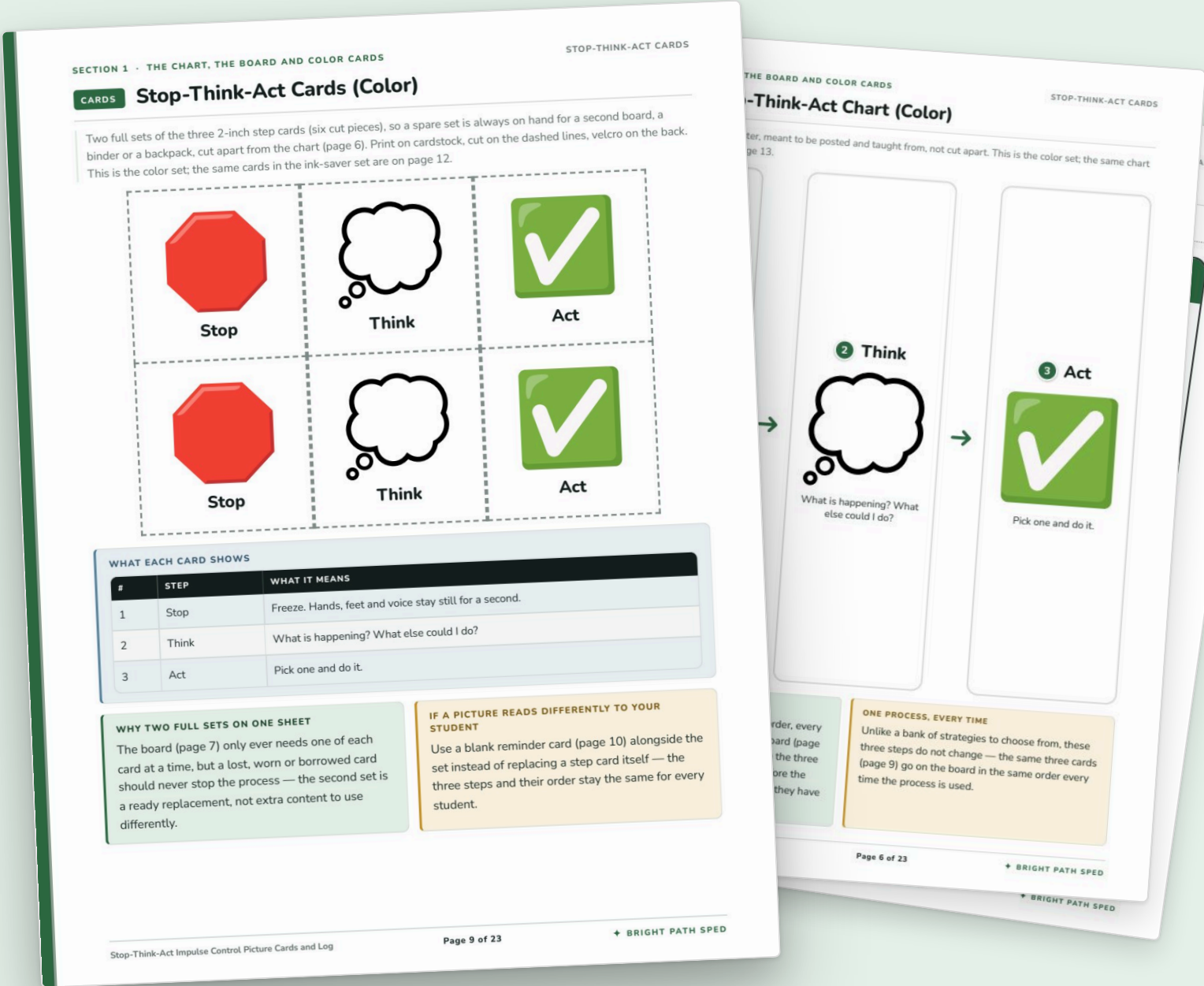


Stop-Think-Act Impulse Control Cards



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, the Board and Color Cards

PAGES 6–10



Stop-Think-Act
Chart (Color)
REFERENCE

6



Stop-Think-Act
Board
BOARD

7



Two Desk-Size
Boards
BOARD

8



Stop-Think-Act
Cards (Color)
CARDS

9



Blank Reminder
Cards (Type or
Write)
CARDS

10

02 The Ink-Saver Sets

PAGES 12–13



Stop-Think-Act
Cards (Ink-Saver)
CARDS

12



Stop-Think-Act
Chart (Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and Board
REFERENCE

15



Stop-Think-Act
Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the chart and board (pages 6–7) and the six cut-apart cards (page 9, two sets of three) from the color set on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

A blank reminder card is on page 10: type a word, print, cut.



2

Post the chart, use the board

Post the chart (page 6) where it is easy to point to. At a real moment, say “let’s stop” and move through the three cards in order on the board (page 7): Stop, Think, Act.

The how-to page (page 15) has the rest: choosing what to do at Act, and what to do when the process does not go smoothly.



3

Log it, roll it up, send it home

One row on the log (page 16) each time the process is used: what was happening, whether the student stopped before acting, and what was chosen for Act.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the cards are new; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: the three-step Stop-Think-Act process as cut-apart picture cards in two sets, a wall chart, a board and the data pages behind it, with type-in fields on the board, the log, the roll-up, the family and hand-off pages and the blank reminder cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student a three-step process and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A whole class learning the same three-step process in pictures	Chart, page 6; cards, page 9
One student who needs the board for a real moment	Board, page 7
Several students, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver chart and cards, pages 12–13
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

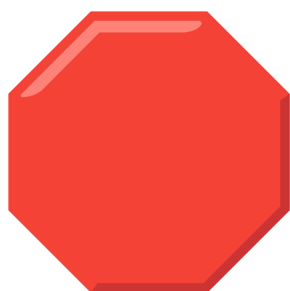
A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank reminder card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

REFERENCE

Stop-Think-Act Chart (Color)

The three steps on one poster, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.

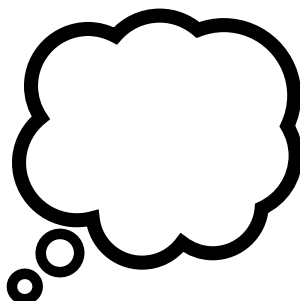
1 Stop



Freeze. Hands, feet and voice stay still for a second.



2 Think



What is happening? What else could I do?



3 Act



Pick one and do it.

HOW THE CHART IS USED

Point to Stop, then Think, then Act, in order, every time — the chart is taught before the board (page 7) is ever used for a real moment. Teach the three words and what each picture means before the first day; a student cannot use a process they have not been shown.

ONE PROCESS, EVERY TIME

Unlike a bank of strategies to choose from, these three steps do not change — the same three cards (page 9) go on the board in the same order every time the process is used.

BOARD

Stop-Think-Act Board

NAME _____

TODAY _____

① STOP	② THINK	③ ACT

MOMENTS TODAY

One line here each time the process is used in full, then moved to the log (page 16).



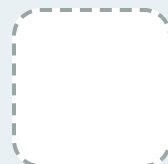
MOMENT 1



MOMENT 2



MOMENT 3



MOMENT 4



MOMENT 5

WHAT EACH SLOT IS FOR

The Stop card goes in the first slot the moment the process starts; the Think card goes in the second slot while the student considers what to do; the Act card goes in the third slot once a choice is made and the student is doing it. All three slots fill, in order, every time.

MOVING IT TO THE LOG

After the moment passes, write one line on the log (page 16): what was happening, whether the student stopped before acting, and what was chosen for Act. The board itself is never the record; the log is.

ALL THREE STEPS, AT A GLANCE

The full set of cut-apart cards is on page 9.



1. STOP



2. THINK

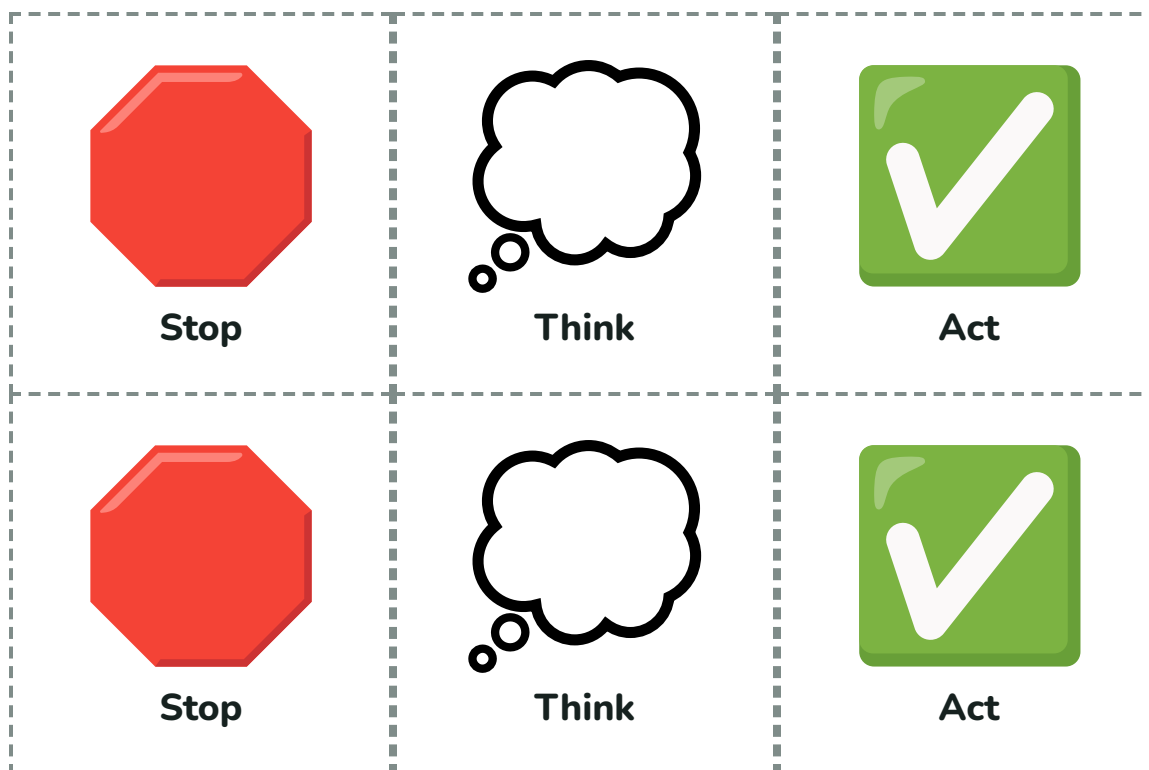


3. ACT

CARDS

Stop-Think-Act Cards (Color)

Two full sets of the three 2-inch step cards (six cut pieces), so a spare set is always on hand for a second board, a binder or a backpack, cut apart from the chart (page 6). Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same cards in the ink-saver set are on page 12.



WHAT EACH CARD SHOWS

#	STEP	WHAT IT MEANS
1	Stop	Freeze. Hands, feet and voice stay still for a second.
2	Think	What is happening? What else could I do?
3	Act	Pick one and do it.

WHY TWO FULL SETS ON ONE SHEET

The board (page 7) only ever needs one of each card at a time, but a lost, worn or borrowed card should never stop the process — the second set is a ready replacement, not extra content to use differently.

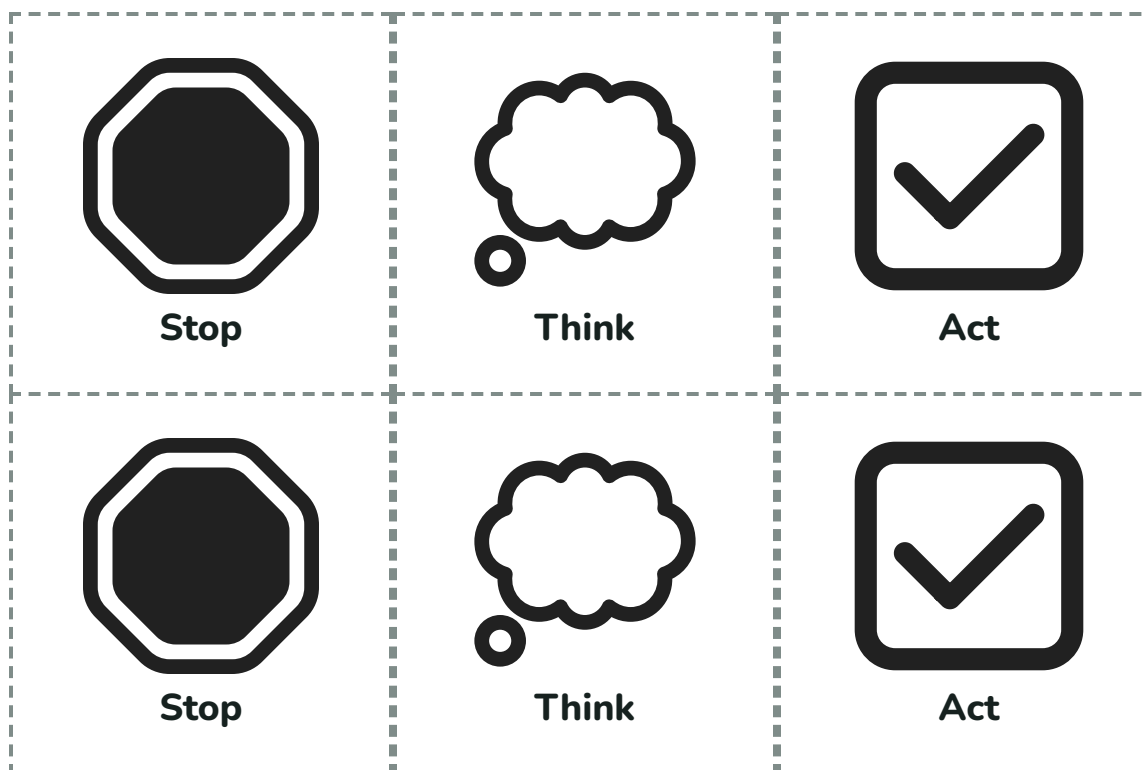
IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank reminder card (page 10) alongside the set instead of replacing a step card itself — the three steps and their order stay the same for every student.

CARDS

Stop-Think-Act Cards (Ink-Saver)

Two full sets of the three 2-inch step cards (six cut pieces), so a spare set is always on hand for a second board, a binder or a backpack, cut apart from the chart (page 6). Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same cards in the color set are on page 9.



WHAT EACH CARD SHOWS

#	STEP	WHAT IT MEANS
1	Stop	Freeze. Hands, feet and voice stay still for a second.
2	Think	What is happening? What else could I do?
3	Act	Pick one and do it.

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The board (page 7) only ever needs one of each card at a time, but a lost, worn or borrowed card should never stop the process — the second set is a ready replacement, not extra content to use differently.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank reminder card (page 10) alongside the set instead of replacing a step card itself — the three steps and their order stay the same for every student.

 LOG

Stop-Think-Act Log

One row every time the process is used, in full or in part. It counts one thing: whether the student stopped before acting.

STUDENT		SETTING OR ROUTINE		WEEK OF		
#	DATE	TIME	WHAT WAS HAPPENING	STOPPED BEFORE ACTING? (Y / N)	WHAT WAS CHOSEN FOR ACT	HELP GIVEN (YOUR OWN WORDS)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

WHAT “STOPPED BEFORE ACTING” MEANS ON THIS SHEET

Y when the student paused at the Stop card before doing anything, even briefly. N when the action happened first and the process was used afterward, or not at all. Use the same reading every day so two rows can be compared.

WHAT GOES IN “HELP GIVEN”

Your own short words for what you did — nothing, pointed to the Stop card, said the question, moved the card for them. Count how many rows read Y on the roll-up (page 17).

TRACKER

Weekly Roll-Up and Graph

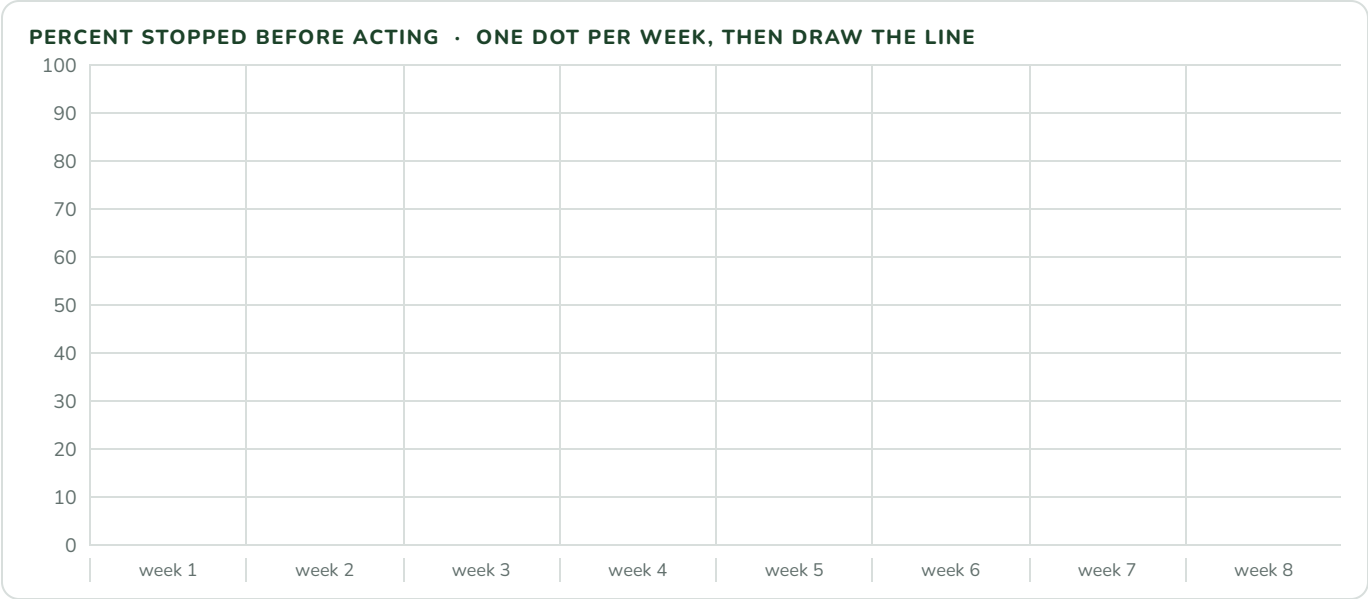
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES PRACTICED	STOPPED BEFORE ACTING	PERCENT	MOST COMMON ACT CHOICE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one use of the process, every Y is one stop before acting. Stopped before acting divided by times practiced, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is pausing before acting more often; the criterion field above is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Noah is invented, and so is every mark on this page. One school day on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one day (page 16)

#	DATE	TIME	WHAT WAS HAPPENING	STOPPED BEFORE ACTING? (Y / N)	WHAT WAS CHOSEN FOR ACT	HELP GIVEN (YOUR OWN WORDS)
1	9/29	8:15	Wanted a turn on the classroom computer	Y	Asked for a turn	None
2	9/29	9:40	Wanted to answer out of turn	N	Called out the answer	Reminder after
3	9/29	10:50	Line moving slowly on the way to specials	Y	Counted to five	None
4	9/29	12:05	Bumped by another student in the hallway	Y	Kept walking	With a reminder
5	9/29	1:30	Wanted the last cracker at snack	Y	Asked if he could have it	None
6	9/29	2:40	Stuck on a hard math problem	N	Pushed the paper away	Modeled by adult

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES PRACTICED	STOPPED BEFORE ACTING	PERCENT	MOST COMMON ACT CHOICE	NOTES
1	9/8	12	7	58%	Asked for a turn	Process introduced this week
2	9/15	14	9	64%	Asked for a turn	No absences
3	9/22	15	11	73%	Counted to five	Home practice started

READING THE NUMBERS

The day above: 4 of 6 moments stopped before acting, 67 percent. The weeks: 58, then 64, then 73 percent — a rising line, which is what more stopping before acting looks like on paper. Every percent is that row's own stopped count divided by its times practiced.

A LINE THIS SHEET COULD WRITE

"Using the Stop-Think-Act process, Noah stopped before acting on 11 of 15 times practiced the week of 9/22 (73 percent), up from 7 of 12 the week of 9/8 (58 percent)."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 58, 64 and 73, joined by a line that rises. The "what was chosen for Act" column on the day above reads six different things, so the log shows not just whether the process worked but what the student actually did instead.

WHAT THIS EXAMPLE IS NOT

One invented child's day and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Noah's team wrote — not a number this file supplies.