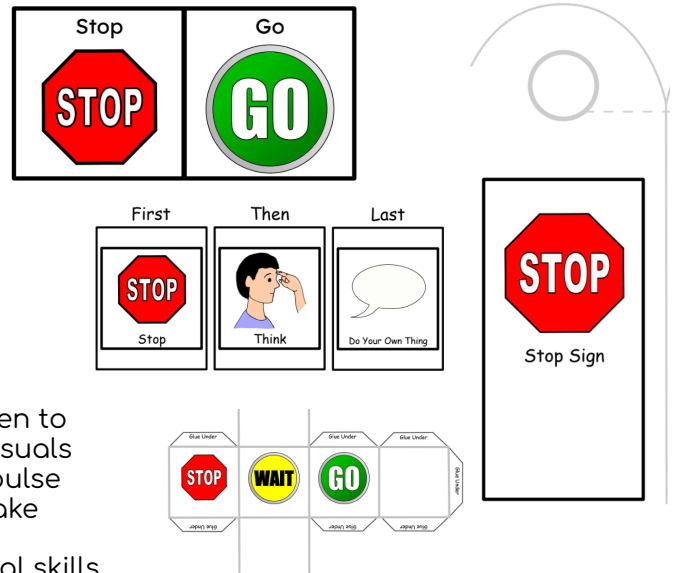


Stop & Go

Stop & Think

Stop Door Hanger

Stop Go Wait Dice



What are Stop, Wait, Go, and Stop-Think Visuals?

Stop, Wait, Go, and Stop-Think visuals are behavior and self-regulation supports that help students understand when to stop, wait, begin an activity, or think before acting. These visuals provide concrete reminders that help students develop impulse control, follow directions, improve safety awareness, and make appropriate choices. They can be used during classroom instruction, transitions, games, behavior interventions, social skills lessons, hallway routines, community-based instruction, and other situations where students need support with self-regulation and decision-making. These visuals serve as reminders of skills and expectations that have already been taught and practiced rather than replacing direct instruction.

How to Use the Visuals

1. Explicitly teach the meaning of Stop, Wait, Go, and Stop-Think.
2. Model each concept during real-life activities and routines.
3. Present the visual before or during situations that require self-control or decision-making.
4. Pair visuals with concise verbal language.
5. Reinforce students when they respond appropriately to the visual cue.
6. Practice across multiple settings and activities.
7. Gradually fade prompts as students become more independent.

Adapting for Different Levels

Emerging Learners

- Focus on one concept at a time (e.g., Stop or Wait).
- Use highly visible visuals and simple language.
- Pair visuals with modeling and physical demonstrations.
- Reinforce successful responses immediately.

Developing Learners

- Introduce multiple concepts together.
- Practice responding to visuals across routines and environments.
- Use visuals during games and structured activities.
- Encourage students to identify what each visual means.

Independent Learners

- Use visuals as reminders rather than direct prompts.
- Teach students to self-monitor and self-correct.
- Encourage students to use Stop-Think strategies before making decisions.
- Gradually reduce reliance on visual supports as skills develop.

Implementation Tips

- Teach the meaning of each visual before using it during challenging situations.
- Use consistent language across staff and settings.
- Pair visuals with positive reinforcement and behavior-specific praise.
- Practice skills during calm and successful moments.
- Use visuals proactively rather than reactively whenever possible.
- Incorporate visuals into classroom routines, social skills instruction, and behavior supports.
- Individualize expectations based on student needs.

Why It Works

Many students struggle with impulse control, waiting, and making thoughtful decisions in the moment. Stop, Wait, Go, and Stop-Think visuals make expectations clear and concrete by providing immediate visual reminders of what to do. By reducing language demands and increasing predictability, these supports help students develop self-regulation, improve behavior, increase safety awareness, and build independence across school, home, and community environments.

