**Promoting Self-Regulation Through Games: Professional Development Module**
**Transcript for Slide 14 – Increasing complexity – A coach’s ideas**

Coach: So at the beginning of the year, the teacher models and gives prompts in a game. So another example might be where they play music. They play fast music, and the children have to move really fast. And when the music stops they have to stop. That also includes the inhibitory control – being able to stop that impulse of “I still wanna dance.” Then, they put slow music on and the children move slowly. So then, as the next progression, would be to do the opposite. So you put on fast music, but they move slowly. You put on slow music, and they move fast, and they still have to remember to stop. Then, as you change up the songs, it develops in complexity.