

I was first reached out to by the director of this production in July. She provided a list of dramaturgical needs such as information on Greek mythology, minor characters, a school handbook, and front of house displays. She also expressed the desire to perform a sensory friendly performance and wanted me to compile information to make that happen. I started with my research on sensory friendly performances. The design team needed to know what changes needed to be made, and I also wanted to share and incorporate the concept of sensory friendly bags at our University. This work carried over into the entire process, as I worked on making budget estimates for the bags and being the go to for questions regarding the two sensory friendly performances.

Then I began mythological research. The Greek gods are an integral part of the show, so I began by making an information presentation discussing the gods that either appear or are mentioned in the show. On each slide I explained what they were the god/goddess of, who their children were, and some important symbols associated with them. I also created a family tree of the Greek gods. I then moved onto the monsters and minor characters in the show that needed more explanation. I ended the series of presentations with an extensive powerpoint of information from the book that is not properly explained by the musical.

During the rehearsal process, I was in charge of several things. I helped the cast with any questions they might have had about background information, I sat in on some rehearsals to help with any Latin or Greek pronunciations, and I also shared findings on traits of ADHD and Dyslexia. Many of the characters in the show, the three main protagonists included, have ADHD and Dyslexia, and I was asked to share some traits and habits of neurodivergent people, some struggles they may face in life, how the cast could display that in the show, and any other information about those conditions I deemed relevant. Then, I created a school handbook full of

accessible information about the show for the middle school audiences that came to see the production.

The final part of the process was putting together the lobby display and setting up for sensory friendly performances. Once we had the supplies, I guided people on how to put the bags together, and made signs to display in the lobby. I also took my previous research and made a front of lobby video to display for audience members entering the theater. It included rehearsal photos of the cast and the basic information of Greek mythology in colorful and eye-catching designs. Finally, I led the sensory activities during the show to guide the audience during their performances.