

Tip Sheet

for Attending Nashville Opera's Performance of *Goldie B. Locks & The Three Singing Bears*

Nashville Opera's All-Access Opera strives to make opera inclusive for ALL students with special evidence-based toolkits designed in collaboration with the Treatment and Research Institute of Autism Spectrum Disorders at Vanderbilt University. The program bolsters accessibility for children with Autism Spectrum Disorder (ASD) and other disabilities and creates exciting new learning opportunities and audience experiences for students through opera. It is the first program of its kind to be documented for replication in communities across the United States. Partners include Arizona Opera, Pensacola Opera and Michigan Opera Theater. We hope it is helpful to your students or your family!

Supports:

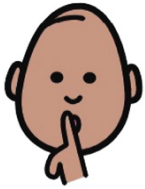
1. **Social Story™**

We have developed and provided multiple versions of a **Social Story™** for children to use prior to the opera. Social Stories™ describe a situation or experience in order to provide children with an idea of what to expect. Creating predictability can be reassuring for children entering a new situation and can allow children to respond to challenges in an adaptive way. We recommend reviewing this social story with your student or child prior to attending the opera. Social Stories™ are an evidence-based practice as identified in the autism intervention literature review, *Evidence-Based Practice for Children, Youth, and Young Adults with Autism Spectrum Disorder* (2014) by the National Professional Development Center on Autism Spectrum Disorders.

2. **Storyboard**

We have developed and provided a **Storyboard** online that can be projected or printed out for use during the performance. A story board is visual schedule that outlines the sequence of events. Visual Schedules can be used to outline what might happen a doctor's visit, the sequence of events occurring over a whole day, or, as in this case, the sequence of events occurring within the plot of the opera. Reviewing the story board prior to the performance will also familiarize your child or student to the story and prepare them for what to expect, both of which may enhance their experience at the opera. Visual schedules are an evidence-based practice as identified in the autism intervention literature review, *Evidence-Based Practice for Children, Youth, and Young Adults with Autism Spectrum Disorder* (2014) by the National Professional Development Center on Autism Spectrum Disorders.

3. Quiet Space



If you or your child or student need to take a break from the noise and/or commotion, it is highly effective to have a designated room or area as a “Quiet Space” to visit. It can be a hallway outside of the performance space, a classroom, or any other place conveniently located near the performance.

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Resources:

- **VKC-TRIAD Community Engagement Initiative:**
<http://vkc.mc.vanderbilt.edu/vkc/triad/community/>
The Community Engagement Initiative includes the Families First and Organizational Engagement Programs. Families First is a free workshop series for caregivers of young children with Autism Spectrum Disorder. The Organizational Engagement Program focuses on supporting organizations in building capacity for inclusion by providing training, developing supports, and collaborating on modified events.
- **Vanderbilt Autism Resource Line:** Local 322-7565 or Toll Free (877) ASD-VUMC (273- 8862) A toll-free helpline for families and professionals to access information about autism- related clinical, research, and outreach services at Vanderbilt University.
- **Tennessee Disability Pathfinder:** 1-800-640-4636 or tnpathfinder@vanderbilt.edu The Tennessee Disability Pathfinder is a free, statewide, information and referral service for persons with disabilities, family members, service providers, and advocates.
- **National Professional Development Center on Autism Spectrum Disorders:**
<http://autismpdc.fpg.unc.edu>
The National Professional Development Center on Autism Spectrum Disorders is a multi-university center to promote the use of evidence-based practice for children and adolescents with autism spectrum disorders.
- **Mayer-Johnson:** www.mayer-johnson.com
DynaVox Mayer-Johnson is the leading provider of speech generating devices and symbol-adapted special education software used to assist individuals in overcoming their speech, language and learning challenges.

A Brief Social Story™

The opera is a place where actors wear costumes and sing songs to tell a story.

Before the show begins, people might be talking a lot and it might be noisy. That is okay. There will be quiet spaces where I can go to get away from the noise. If I need a break from the noise, I can ask my teacher or family member to take me to a quieter space.

When the show starts, people will come onto the stage. Some of them might be wearing costumes that look like people, and some might be wearing costumes that look like animals. There might be music playing and sometimes the people might sing. The people in the audience will try to stay quiet to listen to the show. I will try to be respectful to the performers and others watching the performance by staying in my seat, sitting quietly, and watching the performance.

I might need to go to the bathroom during the show. If I need to go to the bathroom, I can ask my teacher or family member to take me to the bathroom.

At the end of the show, people might clap if they liked the show. I might want to clap too. The characters might bow and ask the audience if there are any questions. If I want to ask a question, I can raise my hand and wait for them to pick me to ask my question. If they pick me, I will try to talk loudly so everyone can hear my question.

When it is time to leave, everyone will stand up and walk to the exits. I will try to wait my turn to walk out the door. If I am respectful during the show my teacher and family will be so proud of me. I might like watching the opera!

A Detailed Social Story™

The opera is a place where actors wear costumes and sing songs to tell a story.

When I get to the theatre or big room where the performance will take place, there may be a lot of places to sit. My teacher or family member will help decide where I should sit. Before the show begins, people might be talking a lot and it might be noisy. That is okay. There will be a quiet space where I can go to get away from the noise. If I need a break from the noise, I can ask my teacher or family member to take me to the quiet space.

When an adult goes on stage and starts talking loudly, this means that the show is about to start and everyone should finish their conversations and be quiet. I will try to finish my conversation and be quiet when an adult starts talking loudly on stage. When the show starts, people will come onto the stage. Some of them might be wearing costumes that look like people, and some might be wearing costumes that look like animals. There might be music playing and sometimes the people might sing. The people in the audience will try to stay quiet to listen to the show. I will try to be respectful to the performers and others watching the performance by staying seated, sitting quietly, and watching the performance. If the music or the singing gets too loud, I can ask my family member or teacher to go to a quiet space.

The people in the opera are called characters. Sometimes the characters might pretend to be happy and sometimes they might pretend to be angry. When the characters are angry, they might growl or stomp around. I might get scared. If I am scared, I can ask a family member to hold my hand, take a break, or go to the quiet space.

I might need to go to the bathroom during the show. If I need to go to the bathroom, I can ask my teacher or family member to take me to the bathroom.

At the end of the show, people might clap if they liked the show. I might want to clap too. The characters might bow and ask the audience if there are any questions. If I want to ask a question, I can raise my hand and wait for them to point to me to ask my question. If they point to me, I will try to talk loudly so everyone can hear my question.

When it is time to leave, everyone will stand up and walk to the exits. I will try to wait my turn to walk out of the door. If I am respectful during the show my teacher and family will be so proud of me. I might like watching the opera!



Going to Nashville Opera for *Goldie B. Locks & The Three Singing Bears!*

Illustrated Social Story™

Nashville Opera

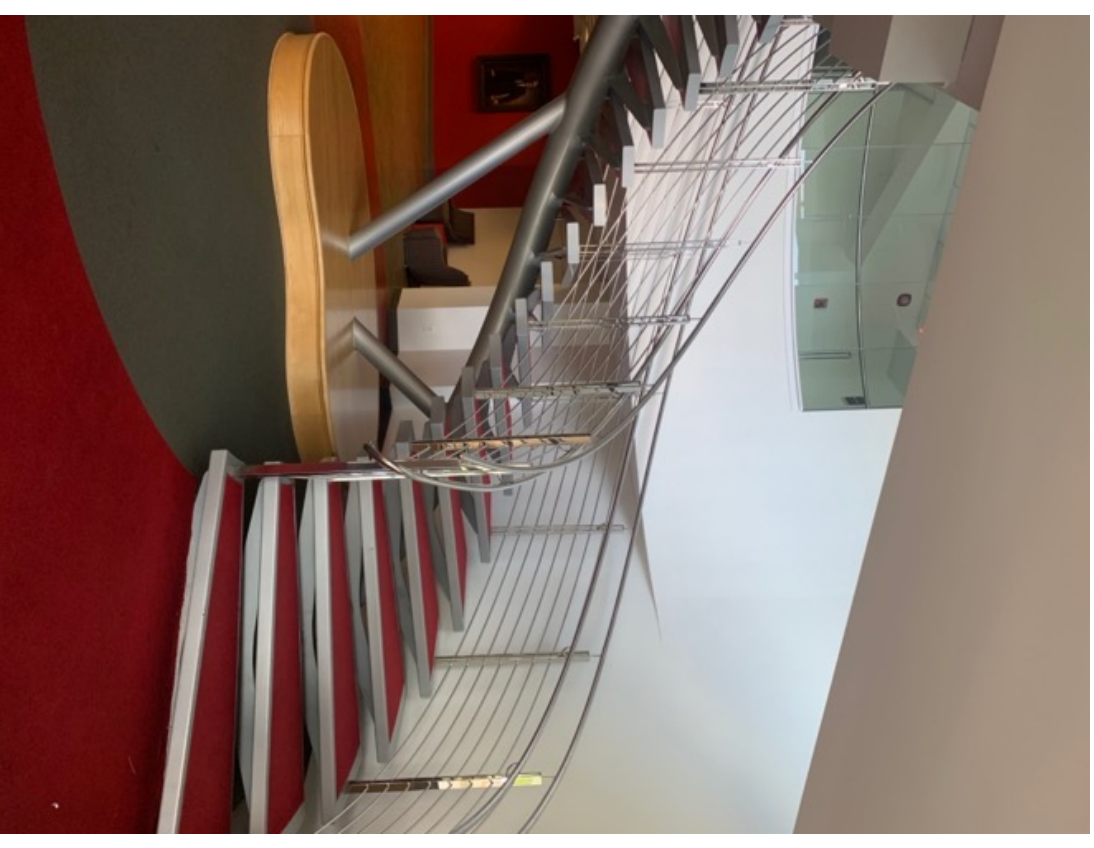


VANDERBILT KENNEDY CENTER
TREATMENT & RESEARCH INSTITUTE FOR AUTISM SPECTRUM DISORDERS



I am going to a special performance at the
Nashville Opera

When we get there,
I will have to go up the
stairs to get to the
theater.





Inside the theatre,
there will be a lot of seats
and it might be crowded
with many people.
This is okay.



When people go on the stage at the front,
I will know the show is about to begin.



During the show, the performers will be wearing costumes and singing. I will try to be respectful by staying in my seat, sitting quietly and watching the performance.



If it gets too loud, I can ask to go to the quiet space in the kitchen.

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I might need to go to the bathroom during the show. If I need to go, I can ask my guardian or teacher to take me to the bathroom.



At the end of the show,
people might clap if they liked the show.
I might want to clap too.



When it is time to leave, everyone will stand up and walk to the exits.



If I am respectful during the show,
my family will be so proud of me.
I might like going to the opera!



A Storyboard for *Goldie B. Locks & the Three Singing Bears*



VANDERBILT KENNEDY CENTER
TREATMENT & RESEARCH INSTITUTE FOR AUTISM SPECTRUM DISORDERS



Meet the three singing bears family:
Papa Bear, Mama Bear, and Peek.



The three singing bears get asked to join the circus!
This means they can fix up their house and make soup,
and Peek can join the Smokey Scouts Troop.



Meet Goldie B. Locks and her toy tarantula.
She loves to look for bugs near and far
and keep them in her jelly jar.



The bear family is in their home. Mamma Bear made
Peek a scouts uniform and he can't wait to get started
solving a mystery for his first patch.



The bears begin to eat the soup, but it is too hot.
They decide to go for a walk.



Goldie is lost and finds the bears' home.
She is hungry and tastes the soups
until she finds one just right.



The bears come home and see someone has been eating their soup! Papa sees Goldie's spider!



Goldie and Peek find each other in the woods. They decide to become best friends. Goldie is going to help Peek find the soup-eater, even though he's talking about *her*.



Goldie and Peek look for the robber.

Goldie is very sorry but afraid to get caught.

She knows she should tell the truth. Goldie is worried and wants to find her lost spider, Danielle.



The bears go marching into the woods in search of the robber. Goldie stays behind to look for her spider.



Goldie searches the house for her pet spider.
She hears the bears coming back! Goldie hides under a
sheet that's just the right size to cover her.



The bears come back and fear a ghost ate the soup!
Goldie decides to come out of hiding and tell the
bears the truth. She was the one who ate the soup.



The three bears forgive Goldie for not telling the truth and remind her to tell someone next time she's in trouble. Papa Bear then takes Goldie home to her mom and dad.



The End!