

# ALL AT ONCE!

## Where The Noise Becomes Music!

Book, Music & Lyrics by Richard Ehrlich  
Based on the book GoYou! Focus Forward

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Runtime: 1h20m (no intermission)

### CHARACTERS

**JULES CHEN (17)** - High school junior. Soprano, G3-G5.  
**DEREK MARTINEZ (18)** - Jules' lab partner, later boyfriend. Tenor, C3-A4.  
**SAM MARTINEZ (23)** - Derek's brother, guidance counselor. Baritone, A2-F4.  
**MAYA RODRIGUEZ (35)** - Graphic designer, single mother. Mezzo-soprano, B3-F5.  
**EMMA RODRIGUEZ (8)** - Maya's daughter. Treble, C4-D5.  
**DR. VASQUEZ (45)** - Support group facilitator. Alto, G3-D5.  
**MR. HENDRICKS (50s)** - Chemistry teacher. Speaking role.  
**LINDA CHEN (42)** - Jules' mother, nurse. Alto, A3-E5.  
**DAVID CHEN (45)** - Jules' father, engineer. Bass-baritone, F2-D4.  
**MARCUS WILLIAMS (19)** - College student. Baritone, G2-E4.

**INTERVIEWERS (2–3)** – Media Q&A voices; speaking roles.

**BOARD CHAIR PARK (50s)** – Board chair; speaking role.

**BOARD MEMBER TORRES (40s)** – Board member, skeptical; speaking role.

**BOARD MEMBER JOHNSON (50s)** – Board member, empathetic; speaking role.

**Ensemble:** 6-8 performers (Students, Board Members, Parents, etc.)

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## SCENE 1: EXPLOSION POINT (8 minutes)

*Set with moveable classroom desks. JULES sits at her desk, clearly in trouble. MR. HENDRICKS stands over her failed test.*

**MR. HENDRICKS:** (Disappointed) D-minus, Jules. Again. Your lab work is brilliant, but tests...

**JULES:** (Defensive) The fluorescent lights sound like angry bees, Derek's tapping "Bohemian Rhapsody" on his desk, and Madison's strawberry lip gloss is making my brain itch. The equilibrium stuff makes perfect sense, I just---

**DEREK:** (Interrupting, intrigued) Wait, how do you know I was tapping "Bohemian Rhapsody"?

**JULES:** (Surprised) You always tap in 6/8 time when you're nervous. Today it was definitely "We Will Rock You" transitioning to---

**MR. HENDRICKS:** (Cutting her off) Jules, focus! Friday's exam determines if you pass chemistry.

*(JULES stares at her notebook - elaborate atomic structure drawings instead of notes.)*

**JULES:** (Quietly) But I am focusing. Just... differently.

## **SONG 1: "SEVENTEEN DIRECTIONS"**

*Key: G minor → B♭ major | Tempo: 140 BPM | Duration: 2:45*

**JULES:** (Starting quietly, building to manic energy)

*Every sound's a symphony playing in my head  
Derek's drumming fingers, clock hands filled with dread  
I can taste the anxiety floating through the air  
While my brain runs seventeen directions everywhere*

*Too much noise, too much noise  
Can't turn down the volume  
Too much noise, too much noise  
Lost inside the storm*

*But maybe seventeen directions  
Is exactly where I'm meant to go  
Maybe all this noise and motion  
Makes a music they don't know*

**ENSEMBLE:**  
*Pay attention! Sit still! What's wrong with you?*

**JULES:**  
*Maybe seventeen directions is my superpower  
Maybe chaos in my head is my finest hour  
When you see scattered, I see patterns  
When you hear noise, I hear song*

*Too much noise, too much noise  
This is how I'm made  
Too much noise, too much noise  
I won't be afraid*

*Too much noise, too much noise  
Can't turn down the volume  
Too much noise, too much noise  
Can't turn down the volume  
Too much noise, too much noise  
Can't turn down the volume  
Lost inside the storm*

*Maybe seventeen directions is my superpower  
Maybe chaos in my head is my finest hour  
When you see scattered, I see patterns  
When you hear noise, I hear song*

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Too much noise, too much noise  
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**ENSEMBLE:**  
*Pay attention! Sit still! What's wrong with you?*

**JULES:**  
*Maybe seventeen directions is my superpower  
Maybe chaos in my head is my finest hour  
When you see scattered, I see patterns  
When you hear noise, I hear song*

*Too much noise, too much noise  
This is how I'm made  
Too much noise, too much noise  
I won't be afraid*

*(Bell rings. Students exit quickly.)*

**MR. HENDRICKS:** (Approaching gently) Jules, my daughter went through something similar. Got help. She's thriving now. (Hands her a card) Dr. Vasquez - she runs a support group. Might be worth checking out.

**DEREK:** (Poking head back in) Your atomic drawings are insane. In the best way. Coffee? I can explain chemical equilibrium using music theory if you want.

**JULES:** (Hope creeping in) Music theory?

**DEREK:** Everything's just patterns and energy, right?

*(Lights transition as they exit together)*

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## **SCENE 2: COLLISION COURSE (10 minutes)**

*Coffee shop. SAM studies at a corner table. MAYA sits nearby with EMMA, working on laptops. JULES and DEREK enter, sharing earbuds.*

**DEREK:** ---so if you think of chemical equilibrium like a song finding its key---

**JULES:** (Excited) Oh! Like when too much bass makes everything shift to compensate!

**SAM:** (Looking up, recognizing the pattern) Let me guess - someone just found a way to make chemistry make sense?

**DEREK:** (To SAM) Sam, meet Jules. (To JULES) My brother, the guidance counselor who sees everything.

**SAM:** (Closing his textbook) How long have you been fighting your own brain?

**JULES:** (Defensive) I'm not fighting anything. I just need better focus---

**MAYA:** (Looking up from her laptop, frustrated) Sorry, couldn't help overhearing. You sound exactly like me talking to my therapist last month. "I just need better time management" while my ADHD brain is running five projects simultaneously and forgetting to eat.

**EMMA:** (Looking up from her coloring, matter-of-fact) Mama's brain is like a kaleidoscope. It's pretty, but sometimes the pieces move too fast.

**JULES:** (Staring at EMMA) That's... actually perfect.

**MAYA:** (To JULES) Eight-year-olds are surprisingly wise about brain stuff. (To EMMA) Show her your fidget collection, sweetheart.

*(EMMA proudly displays a small bag of various fidget toys)*

**EMMA:** This one's for when my thoughts are bouncy. This one's for when they're sticky. And this one's for when I need to think really hard.

**SAM:** (To JULES) Wednesday night. Seven o'clock. Dr. Vasquez runs the group - people who think in spirals instead of straight lines.

**JULES:** What kind of people?

**SAM:** Honest ones. Who've figured out that different doesn't mean broken.

## **SONG 2: "THE LEARNING CURVE"**

*Key: E♭ major → G major | Tempo: 130 BPM | Duration: 2:30*

**SAM:** (Upbeat, confident)

*I used to think I was broken, tried to fix what wasn't wrong  
Failed college twice before I realized I belonged  
In a different kind of classroom, with a different kind of song  
Now I'm here to tell you --- you've been right here all along!*

*This is the learning curve  
Finally making sense  
This is the learning curve  
Trading shame for confidence*

**MAYA:** (Joining with excitement)

*Thirty-five years of wondering why I couldn't keep the pace  
Running five projects, forgetting my own face  
Till someone said "Your wiring's not a problem to erase"  
Now I'm raising Emma knowing she belongs in any space!*

**JULES:** (Building energy)

*You mean there's actually a reason that I paint until I drop?  
A reason that I hyperfocus and forget to ever stop?  
A reason that my mind works like a never-ending shop  
Of ideas and connections that just bubble to the top?*

**ALL THREE:** (Full energy, driving rhythm)

*This is the learning curve  
Better than going it alone  
This is the learning curve  
Finally coming home*

*We're not broken, we're not lacking  
We're just learning how to fly  
This is the learning curve  
And we're finally getting high!*

*Learning curve, learning curve  
Watch us rise and watch us thrive  
Learning curve, learning curve  
This is how we come alive!*

**DEREK:** (Spoken over music) Would you want me to come Wednesday? I don't understand it all, but I want to learn.

**JULES:** (Touched) Really?

**DEREK:** Really.

*(Lights fade as they make plans)*

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### **SCENE 3: RAW TRUTH (22 minutes)**

*Two weeks later. Support group circle. DR. VASQUEZ facilitates. JULES, DEREK, MAYA, SAM, and MARCUS in folding chairs.*

**DR. VASQUEZ:** Quick re-intros—Jules, this is Marcus, a college sophomore who joined us last week; Marcus, this is Jules, just starting with us.

**DR. VASQUEZ:** (Warm but direct) Marcus, you look defeated. What happened? I know this is only your second week with us, but you seemed hopeful last time.

**MARCUS:** (Bitter) Failed organic chemistry. Again. Even with accommodations. (Looking around) Maybe I should just accept I'm not smart enough for pre-med.

**DEREK:** (To the group, awkward) I keep trying to be Jules's backup brain. Reminding her about everything, planning for her...

**JULES:** (To DEREK, sudden intensity) Stop! That makes me feel like a broken thing you're trying to fix.

**DEREK:** (Defensive) I'm just helping---

**JULES:** (Cutting him off) I need support, not management.

**DR. VASQUEZ:** (To DEREK) What would support look like instead of management?

**DEREK:** (Genuinely confused) I... I don't know.

**MAYA:** (To DEREK) Learn her rhythms. Notice when she's struggling before she crashes. And remember - her chaos isn't about you.

**JULES:** (To the group, vulnerable) Sometimes I feel genuinely broken. Other times everyone else seems to move in slow motion and it's maddening.

**MARCUS:** (Nodding) Too much and not enough at the same time.

**MARCUS:** (To JULES) How old are you?

**JULES:** Seventeen.

**MARCUS:** (With envy and hope) I wasted two years hating myself. You're figuring this out early. That's huge.

### **SONG 3: "WHAT IF THERE'S NOTHING WRONG WITH ME?"**

*Key: F major → A major | Tempo: 95 BPM | Duration: 3:15*

**JULES:** (Raw vulnerability)

*What if there's nothing wrong with me?  
What if this storm inside my head  
Isn't damage to repair  
But music waiting to be conducted?*

*What if I'm not broken, just different?  
What if I'm not lacking, just learning?*

**MARCUS:** (Standing, angry)

*But what if I'm just making excuses?  
Nineteen years of feeling stupid  
"Such potential if he'd apply himself"  
Yeah, potential to disappoint everyone*

*What if the world's just not built  
For minds that spiral and leap  
Instead of marching in straight lines?*

**MAYA:** (Fierce protectiveness)

*What if I'm teaching Emma  
To hate her own beautiful mind?  
What if my struggle becomes her shame?*

**DEREK:** (Confused but committed)

*I don't hear your symphonies  
But I watch you create magic  
What if different isn't less than?  
What if I need to learn your language?*

**ALL:** (Building revelation)

*What if there's nothing wrong with us?  
What if we're exactly what the world needs?  
Different kinds of light  
Different ways to see*

*The question changes everything  
From broken to discovering  
How to love ourselves  
In a world still learning  
How to love us too*

**DR. VASQUEZ:** (After silence) That's the work. You're not broken, but you still have to navigate a world designed for different minds.

**MARCUS:** (Thoughtful) Maybe I should switch to psychology. Help other kids who feel like I did.

**DR. VASQUEZ:** That's exactly why Sam's peer mentoring proposal matters so much. Having students who understand guide others through the system.

**SAM:** The district board meets Tuesday to vote on a new Student Supports policy—movement breaks, fidgets, extended time, quiet rooms, all of it. Public comment is open. If voices like yours show up, it matters.

**JULES:** What would we say?

**SAM:** Just tell your truth. Show them that accommodation isn't about excuses - it's about access.

**JULES:** (To the group) My parents don't know I'm here. They think I'm studying. They wouldn't understand.

## **SONG 4: "NOT ALONE ANYMORE"**

*Key: C major → E major | Tempo: 120 BPM | Duration: 2:30*

**MARCUS:** (Looking around circle)



*Spent so many nights believing I was broken  
Every mirror showed a failure looking back  
But sitting in this circle, something's woken  
A truth that fills the places where I lack*

**ALL:** (Building energy, hands reaching toward center)

*We're not alone anymore  
In this wild and winding journey  
Not alone anymore  
When the world won't stop turning*

*There's a voice that says "I know this"  
There's a hand that understands  
Not alone anymore  
We're finally where we stand*

**JULES:** (Solo verse)

*All my life I thought my mind was just too much  
Racing thoughts that no one else could ever share  
Now I see there's others with this magic touch  
Who know exactly what it's like to live up there*

**ALL:** (Full harmony)

*We're not alone anymore  
In this beautiful confusion  
Not alone anymore  
Past the hurt and the illusion*

*Finding souls who speak our language  
Hearts that beat the same off-rhythm  
Not alone anymore  
We're learning how to live with them*

*We're not alone anymore  
In our spectacular difference  
Not alone anymore  
Making sense of our existence*

**MAYA:** (Bridge, maternal)

*Every parent's fear is passing down their pain  
But what if what we carry is a gift?*

**ALL:** (Final chorus, building)

*We're not alone anymore  
In our bright and blazing glory  
Not alone anymore  
This is how we tell our story*

*(Group embrace as lights shift)*

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## **SCENE 4: FAMILY CRISIS (8 minutes)**

*One month later. The Chen kitchen. LINDA aggressively organizing already-clean counters. DAVID sits with JULES's report card and bills. JULES enters with mail.*

**JULES:** (Excited) I got an interview for State's art program! They only interview thirty students for the scholarship---

**LINDA:** (Not looking up) That's nice, sweetheart. Sit down. We need to discuss your grades.

**JULES:** (Deflated) What about them?

**DAVID:** (Reading report card) C+ in chemistry after all that tutoring. D in calculus. Incomplete in English.

**JULES:** (Defensive) I'm using accommodations now. Mrs. Patterson said my writing shows real insight when I have extra time---

**LINDA:** (Exploding) Accommodations won't exist when you're an adult! The real world doesn't give participation trophies!

**DEREK:** (Entering through back door, sensing tension) Bad timing?

**DAVID:** (To DEREK) Actually, maybe you can talk sense into her. Ever since this whole diagnosis thing, she acts like normal expectations don't apply.

**DEREK:** (Carefully) Mr. Chen, Jules works harder than anyone I know. She just works differently.

**LINDA:** (Breaking down) Because if that's true, then we failed her. Seventeen years of missing this. What kind of parents does that make us?

**JULES:** (Quietly fierce) Parents who are failing me now by making this about your guilt instead of my future.

*(She grabs her art supplies)*

**JULES:** (To DEREK) I can't stay here tonight.

**DEREK:** (To her parents) She's not asking you to understand everything immediately. Just stop making her feel broken for needing different support.

*(They exit. LINDA and DAVID left alone with their guilt)*

**LINDA:** (To DAVID) What if we really did miss it? What if we made it worse?

**DAVID:** (Slumping) What if we still are?

*(Walking to Sam's apartment)*

## **SONG 5: "CHOSEN FAMILY"**

*Key: F major → A♭ major | Tempo: 95 BPM | Duration: 2:30*

**JULES:** (Heartbroken but gathering strength)

*I thought that home meant love you didn't earn  
That family meant they'd never let you go  
But some doors slam when you need them most  
Sometimes love means letting people know*

*They can keep their conditions  
I won't play their games*

**DEREK:** (Taking her hand, steady and sure)

*I choose your lightning mind  
I choose your restless heart  
I choose the girl who sees the world  
In seventeen directions*

*This is chosen family  
Love that stays when things get hard  
Chosen family  
You don't have to play a part*

**JULES:** (Finding her voice, defiant)

*Done shrinking down to pocket size  
Done dulling all my shine  
Done waiting for their blessing*

**DEREK:** *Time to claim what's mine*

**BOTH:** (Overlapping, growing stronger)

**JULES:** *This is chosen family*

**DEREK:** *Hearts that see you as you are*

**JULES:** *Chosen family*

**DEREK:** *Love that isn't very far*

**BOTH:** *When you're ready to be free*

*And brave enough to choose*

*The love that doesn't change you*

**JULES:** (Final declaration, powerful)

*This is chosen family*

*And I refuse to lose*

*(They reach Sam's building as music fades)*

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## **SCENE 5: MAKE OR BREAK (12 minutes)**

*Two weeks later. Art studio. Three INTERVIEWERS at a table. JULES's portfolio spread before them.*

**INTERVIEWER 1:** (Cold) Ms. Chen, your portfolio is... unconventional. This piece - what exactly are we looking at?

**JULES:** (Nervous but honest) "Hyperfocus Storm." It shows what my brain looks like when I'm completely absorbed in creating. Each color represents a different thought stream.

**INTERVIEWER 2:** (Skeptical) It appears quite chaotic. Our program demands structure, discipline---

**JULES:** (Finding courage) You know what? This is exactly the problem. You see chaos because you don't understand how my mind works. But this painting took sixteen hours of sustained focus. Just because my process looks different doesn't mean it's undisciplined.

**INTERVIEWER 3:** (Dismissive) Our students need to handle intense pressure---

**JULES:** (Interrupting, passionate) When I care about something - really care - I disappear into it. Time stops. I work until I collapse because I forget my body needs food. If that's not intense focus, what is?

*(She unveils "Seventeen Directions" - a stunning multimedia work)*

**JULES:** This represents simultaneous thought streams. Most people see noise. I see music waiting to be conducted.

## **SONG 6: "HYPERFOCUS MAGIC"**

*Key: A major → C major | Tempo: 125 BPM | Duration: 2:30*

**JULES:** (Starting quietly, materials in hand)

*The world fades out, the noise goes quiet  
My hands know what they need to do  
Colors call and shapes start shifting  
Time stops when I'm breaking through*

*Watch me disappear completely  
Into something being born  
This is where I come alive  
This is what I was made for*

**JULES:** (Building energy, creating in real time)

*Every line has its own purpose  
Every shadow tells a story  
What you see as scattered madness  
I see blazing into glory*

*This is hyperfocus magic  
When my mind becomes a flame  
Hours vanish, world goes silent  
Nothing left but me and making*

**JULES:** (Peak intensity, lost in creation)

*Red for the anger that won't settle  
Blue for the sadness that won't leave  
Gold for the moment when it all makes sense  
Green for the hope I now believe*

*Layer over layer over layer  
Building something no one's seen  
This is hyperfocus magic  
This is where I reign as queen*

**JULES:** (Key change to C major, triumphant realization)

*Now you see what I've been trying  
To explain to all of you  
What looks broken from the outside  
Is exactly what I do*

*This is hyperfocus magic  
My superpower set free  
When you stop trying to fix me  
Look what I create when I'm me*

*(She steps back, revealing completed artwork)*

*This is hyperfocus magic  
And it's everything I am*

*(Final orchestral flourish as interviewers stare in amazement)*

**INTERVIEWER 1:** (Genuinely amazed) That's... extraordinary. I've never seen anyone work quite like that.

**INTERVIEWER 2:** (Making notes, intrigued) The process is as compelling as the result.

**INTERVIEWER 3:** (Still resistant) We'll be in touch by Friday.

**DEREK:** (To himself as JULES exits) I'll wait by her mailbox. She shouldn't face this alone.

## **SCENE 6: THE REAL FIGHT (20 minutes)**

*DISTRICT SCHOOL BOARD — Public Comment on Agenda Item 6B: Classroom Supports & Accommodations (movement breaks, sensory tools (fidgets), extended time, quiet rooms). JULES, SAM, MAYA, EMMA, and MARCUS face skeptical board members and hostile parents. [Parents, students, and teachers pack the room. MR. HENDRICKS stands at the back.]*

**BOARD CHAIR PARK:** We're here to take public comment on Agenda Item 6B—Classroom Supports & Accommodations—and to consider Mr. Martinez's peer-mentoring pilot as part of that discussion.

**BOARD MEMBER TORRES:** (Aggressive) How will this program not just enable students to make excuses for poor performance?

**PARENT IN AUDIENCE:** (Standing, angry) My tax dollars shouldn't coddle kids who won't try!

*(EMMA stands before anyone can stop her)*

**EMMA:** (Innocent but profound) Can I tell you about my brain?

**BOARD MEMBER JOHNSON:** (Softening) Of course, sweetheart.

**EMMA:** (Center stage) My brain is like a kaleidoscope. It sees pretty patterns all at once, but sometimes it's hard to focus on just one. My old teacher thought that was bad because I couldn't sit like a statue. But my new teacher gives me fidget toys and lets me wiggle, and now I listen so much better. I'm not broken. I just need different things to help my brain work its best.

**BOARD MEMBER JOHNSON:** (Genuinely curious) What else helps you learn?

**EMMA:** (Thoughtful) When teachers know I'm not being naughty on purpose. Like how Sofia needs glasses to see the board, I need movement breaks to help my brain settle down.

**PARENT IN AUDIENCE:** (Hostile) In my day, we learned to sit still without special toys!

**SAM:** (Professionally calm) Current research shows that accommodations like movement breaks improve learning for all students, not just those who need them.

**MARCUS:** (Standing) I switched from pre-med to psychology this semester. Not because I gave up, but because I found where my mind belongs. That's what this program offers.

**JULES:** (Standing, raw honesty) Two months ago, I wanted to drop out. I thought I was worthless. Today, I'm waiting to hear from one of the most competitive art programs in the country. Not because someone fixed me, but because someone saw me.

## **SONG 7: "ALL AT ONCE!" (Title Song)**

*Key: C major → E♭ major → F major | Tempo: 130 BPM | Duration: 3:30*

**JULES:** (To the room, building passion)

*You want to know what it's really like  
Inside a mind like mine?  
Imagine seventeen radio stations  
Playing different songs at the same time*

*All at once I'm hearing every whisper  
All at once my mind's a storm I can't shut out  
But in that storm I see patterns you miss  
While you see chaos, I see possibility*

*We are the kids who think outside every box  
We are the ones who find keys to every lock*

*All at once we're asking for space to be ourselves  
All at once we're proving we don't need your help*

*To be fixed or cured or normalized  
Just understood and seen*

*ALL AT ONCE! ALL AT ONCE!  
DIFFERENT MINDS, SAME DREAMS!  
ALL AT ONCE! ALL AT ONCE!  
NOTHING'S BROKEN AS IT SEEMS!*

*Stop trying to fix us, start trying to see  
ALL AT ONCE WE'RE SHOWING WHO WE'RE MEANT TO BE!*

*All at once I'm hearing every whisper  
All at once my mind's a storm I can't shut out  
But in that storm I see patterns you miss  
While you see chaos, I see possibility*

*We are the kids who think outside every box  
We are the ones who find keys to every lock*

*All at once we're asking for space to be ourselves  
All at once we're proving we don't need your help  
To be fixed or cured or normalized  
Just understood and seen*

*ALL AT ONCE! ALL AT ONCE!  
DIFFERENT MINDS, SAME DREAMS!  
ALL AT ONCE! ALL AT ONCE!  
NOTHING'S BROKEN AS IT SEEMS!*

*Stop trying to fix us, start trying to see  
ALL AT ONCE WE'RE SHOWING WHO WE'RE MEANT TO BE!*

*ALL AT ONCE! ALL AT ONCE! ALL AT ONCE!  
DIFFERENT MINDS, SAME DREAMS!*

*(Tense silence)*

**BOARD MEMBER JOHNSON:** I move to approve a six-month pilot program.

**BOARD MEMBER TORRES:** I move to table the item.

**BOARD CHAIR PARK:** Motion to table fails, 3–4. Returning to the main motion.

**BOARD CHAIR PARK:** On the pilot program—four in favor, three opposed. Motion carries.



*(Muted celebration)*

**DEREK:** (Bursting in with envelope) Jules! Your acceptance letter!

**JULES:** (Reading, voice breaking) "We are pleased to offer you a full scholarship... your unconventional perspective and demonstrated ability to sustain intensive creative work makes you exactly what we're looking for."

*(Real celebration)*

**MAYA:** You did it.

**SAM:** You fought for yourself and won.

**EMMA:** Can you teach other kids to paint like their brains?

**JULES:** (Laughing through tears) Yes, Emma. Exactly.

**SAM:** (To Marcus) Psych major orientation is next week, right?

**MARCUS:** (Grinning) Already registered. And Dr. Vasquez and I are talking about me co-facilitating a campus group next semester.

**DR. VASQUEZ:** (Warmly) You'll be amazing at it.

**MAYA:** (To Emma, kneeling) So... still want to help me design that fidget toolkit line we talked about?

**EMMA:** (Excited) Can we call it "Kaleidoscope Tools"?

**MAYA:** (Smiling) Perfect.

**SAM:** The pilot program launches in three weeks. (To the group) We actually did this.

**MR. HENDRICKS:** (from the back, moved): Lab policy update starts Monday—fidgets welcome.

**DEREK:** (To Jules, taking her hand) We start visiting schools next month, right?

**JULES:** If they'll let a freshman with a lightning mind help.

*(LINDA and DAVID CHEN enter quietly)*

**LINDA:** (Hesitant) Jules? We...we saw the meeting announcement. Heard your speech.

**JULES:** (Turning, surprised) Mom? Dad?

**DAVID:** (Humble) We realized we've been fighting against you instead of for you.

**LINDA:** (Emotional) We want to learn. About your brain, about how to support you instead of trying to change you.

**JULES:** (Cautious hope) It'll take time. And you'll have to listen even when you don't understand.

**LINDA:** (Taking her hand) We're ready to try. Really try.

## **SONG 8: "WHERE THE NOISE BECOMES MUSIC" (Finale)**

*Key: F major | Tempo: 75 BPM | Duration: 2:30*

**FULL COMPANY:** (Gentle, earned)

*Where the noise becomes music  
Where the scattered finds its song  
Where the different find their voices  
That were strong all along*

**JULES:** (Solo, reflective)

*In the space between silence and overwhelming sound  
That's where I learned to listen  
That's where I was found*

**MAYA:**

*Not in spite of how we're wired*

**SAM:**

*But because of how we're made*

**ALL:** (Building gently)

*Where the noise becomes music  
Where the chaos finds its beat  
Where the symphony of difference  
Makes the harmony complete*

**JULES:** (To audience)

*Listen for the music in the noise you can't understand  
We're not asking you to hear it  
Just to let us take the stand*

*Where the noise becomes music  
That's where we belong  
Where the noise becomes music  
That's our freedom song*

*(Final tableau: JULES center stage, surrounded by biological and chosen family)*

**JULES:** (Final line) This isn't the end of anything. It's the beginning of everything.

*(Final blackout)*

**END OF PLAY**

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## **FINAL MUSICAL NUMBERS**

1. "Seventeen Directions" - Jules (2:45)
2. "The Learning Curve" - Sam, Maya, Jules (2:30)
3. "What If There's Nothing Wrong With Me?" - Jules, Marcus, Maya, Derek (3:15)
4. "Not Alone Anymore" - Full Group (2:30)
5. "Chosen Family" - Jules, Derek (2:30)
6. "Hyperfocus Magic" - Jules (2:30)
7. "All At Once!" - Full Company (3:30)
8. "Where The Noise Becomes Music" (Finale) - Full Company (2:30)

**Total Runtime: 1h20m (no intermission)**

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## **PRODUCTION NOTES**

**Set Design:** Set with moveable elements. Focus on lighting changes rather than complex set changes.

**Casting:** Requires strong young leads with both acting and vocal ability. Emma's role is crucial - needs mature 8-10 year old performer.

**Music:** Contemporary musical theater style with some electronic elements to represent mental noise/chaos. Acoustic instruments can handle all requirements.

**Themes:** Neurodiversity acceptance, family dynamics, self-advocacy, community building, systemic change.

**Target Audience:** Young adult and adult audiences. Educational market potential for schools/organizations.

**Commercial Viability:** Timely subject matter, strong roles for young performers, clear message without being preachy.