

Hollywood & Hollywood High!

Musselwhite & Hanser, 2003

Intro

Hollywood (ages 6-12) and Hollywood High (ages 9-18) are multimedia script writing software programs. Both Hollywood and Hollywood High were developed for general education populations. However, as many authors have pointed out, they can be highly appropriate for individuals in special education, general education, and gifted programs. Both programs are ideal for supporting struggling writers, especially those using AAC devices for writing.



Hollywood High

www.nprinc.com/catalog/char-ed/char-dev/hollywood.htm

Awesome Features

These programs combine a number of features that make them especially appropriate for beginning or struggling writers, and AAC device users. We have used these programs with a range of students (from age 6 to adults), a number of settings (school, camp, home, adult day center), and a variety of purposes (see next page). A key feature is the motivation - they are so fun that reluctant or struggling writers become engaged!

Use of features include:

- 1) **Choice of Backgrounds** (scores of backgrounds are available)
- 2) **Choice of Characters:** students first select characters, then add:
 - ***Animation** (students can use devices to choose character actions)
 - ***Facial changes** (provides a platform for exploring emotions)
- 3) **Script- Writing - Synthetic speech** (students can hear the text they have written)
- 4) **Sound effects** (holds attention)
- 5) **Scene production** (supports revision, as the work is 'published' - also, multiple re-playing gives the opportunity to evaluate text)

Where To Order?

This software is available from National Professional Resources, Inc. Both Hollywood and Hollywood High are available. At this site, you can also order *Engaging the Resistant Child Through Computers*. Order numbers are as follows:

- * Hollywood CD-ROM: Order # HOLEM-WEB \$39.95
- * Hollywood High CD-ROM: #HOLHS-web \$39.95
- * Hollywood High CD-ROM + *Engaging . . .* : #ERHHB-WEB \$75

Website: www.nprinc.com/catalog/char-ed/char-dev/hollywood.htm
Phone: 1-800-453-7461

Sample Purposes

Hollywood / Hollywood High can support a range of writing and communication purposes:

- **Exploring Language on Communication Devices:** Students can navigate communication devices to:

- 1) find words to define moods for characters (angry / sad / scared)
- 2) locate words to select an action for a character. For example, the partner can list possible actions (talk on phone, brush teeth, fix hair) and the AAC user can select the desired action

- **Planning:** Students can work as a group to brainstorm actions that will happen, emotions, places, etc. (see next page for more ideas)

- **Translation of Thoughts Into Writing:**

Students can use the ideas developed during planning to write scripts, ranging from very simple (BABY: eat eat) to highly complex (ANNA: (Anna looks paranoid) Do you think that I am having a bad hair day? (Anna rummages in handbag)

- **Mini- Lessons:** Facilitators can use these programs to teach writing or communication mini-lessons such as:

- *use of 'is' to clarify meaning.* Ex: Facilitator writes 'Sally funny' writes a few more lines, then plays back the script. Facilitator: "Hmmm, I'm not sure they'll understand what I mean . . . let's see, maybe if I add *is* . . . Sally *is* funny." " She replays scene.

- *word order.* Ex: Facilitator uses device to write EAT . . . BABY. He adds two more lines of script, then plays the scene. He says, "Oh no! I said EAT . . . BABY - I meant the baby is hungry. Baby wants to eat. But it sounds like I will eat the baby! Hmmm, how can I say it . . . BABY . . . EAT? Is that clear? I think everyone will understand now that the baby wants to eat."

- **Revision:** Students can play scenes for a friend, to see if the content is clear. Pick a few lines and ask if the student wants to add or revise the content. Give VERY general support - the revision MUST come from the student, so the student can internalize it!

- **Editing:** Be cautious about over-editing for reluctant or struggling writers. Pick one or two areas for editing (ex: spelling). Watch for over-cueing and using negative language. For example, avoid language that talks about 'errors' (Do you want to fix this?)

Ideas for Adapting Hollywood & Hollywood High

Choosing Characters: Deanna Wagner uses character stick-puppets to help students quickly select characters. Do this:

- 1) Take a screen shot (see the June, 1999 Tip of the Month at aacintervention.com)
- 2) Print, cut out, and laminate characters
- 3) Attach characters to popsicle sticks or place on choice board
- 4) Offer stick puppets for visual choice-making



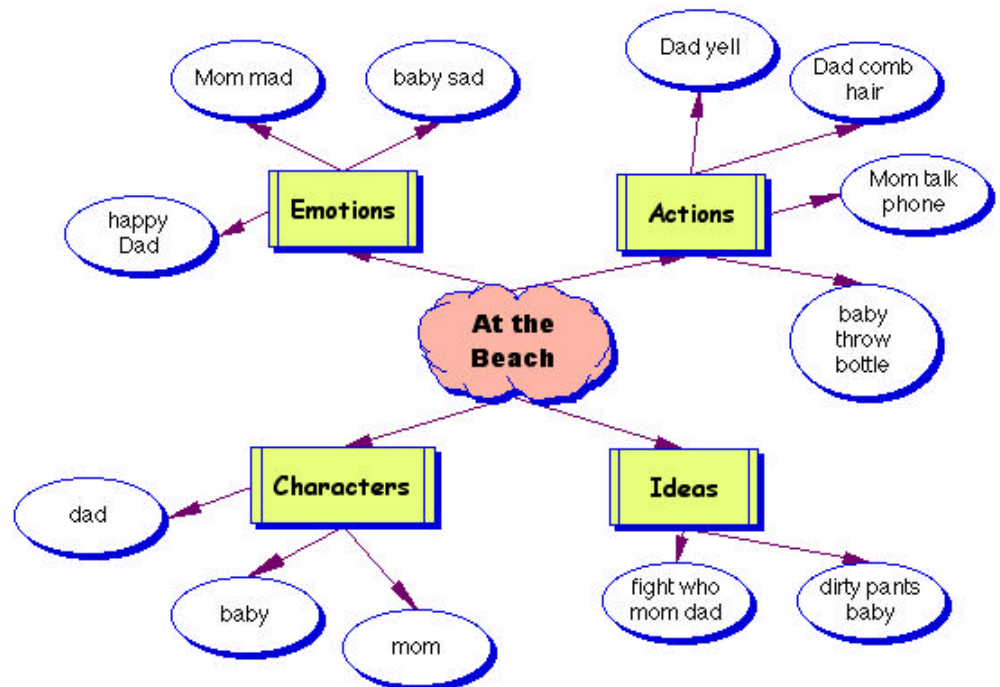
Choosing Scenes: Make screen shots of the various scenes, as shown below. You can place them on a choice board, such as the Tri-Fold Choice Board (see March 2003 Tip of the Month at: www.aacintervention.com).



Connect Communication Devices to the Computer for Writing: It is SO powerful for beginning writers to see their words appear on screen as they are read back to them. For How-To's, see the Sept, 2003, Tip of the Month at aacintervention.com)

Planning - High

Tech: Use Inspiration to make a brainstorming web. Remember, this is brainstorming! Accept all ideas, and support students in developing new ideas. It is crucial not to over-prompt. Ask open-ended questions, "Okay, we have a baby with dirty pants and Mom and Dad are fighting. . . . what else?"



Planning - Light Tech: Create a planning page. Attach the screen shot of the scene and the characters to the page. Use strategies similar to those described for Inspiration, writing down ideas and grouping them in categories.

Behind the Scenes! Sample Scripts.How They Were Created

WHITE MOVIE: Got a Busy Day

SCENE: in the arcade.

BABY: (AN: Baby cries) I need a drink.

Pre-Stored Phrase: DynaMyte food page

JENNY: I want to go to the movie theatre.

Word by Word: PathFinder

BABY: eat eat!

Word by Word: Gateway/DynaMyte

GUS: I am so awesome Dudes!(FE: Gus looks cool)
(AN: Gus plays the air guitar)

Word by Word: PathFinder

JENNY: I want to get popcorn, root beer, chocolate and pretzel. (FE: Jenny looks cool)
(AN: Jenny eats a candy bar)

Word by Word + Word Prediction:
Gemini

GUS: (AN: Gus combs the 'do) Oh no! Jenny would you like to dance with me.

Word by Word: PathFinder

JENNY: (FE: Jenny looks shy)

GUS: (FE: Gus looks embarrassed) (FE: Gus looks panicked) Oh no!

Word by Word: PathFinder

JENNY: What a busy day.

Pre-Stored Phrase: DynaMyte

BABY: (AN: Baby throws a bottle)
This is yucky. (FE: Baby looks angry)
Can I go out and play now.
(AN: Baby exits right)

Pre-Stored Phrase: DynaMyte food page

Pre-Stored Phrase: DynaMyte home page

JENNY: It's terrible! I have to go home.

Word by Word: PathFinder

BLUE MOVIE: Beach!

SCENE: on the beach.

RUTH: (SFX: wind #1)

I am so happy that we are at a trip on the beach.
I am thinking that we should put on swim suits.

Word by Word: PathFinder

Word by Word: Gateway on DynaMyte

BABY: (AN: Baby cries) (AN: Baby cries)
please drink milk. Thanks. Finished.

(AN: Baby throws a bottle)
ED: (SFX: helicopter fly by)
(SFX: hospital monitor beep)

Pre-Stored Phrases: Student went to medical page on DynaVox

There has been an accident.
This is a medical emergency.
Airvac is on the way.

AN = Animation FE = Facial Expression
SFX = Sound Effects