



Bureau of Postsecondary and Adult Education Division of Adult Education Policy

Subject: **Interactive Literacy Activities (ILA)**
Number: D.150
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POLICY STATEMENT

All families must participate in ILA that are designed so that language and literacy development are taught or modeled during the session.

PURPOSE

ILA are a critical component of family literacy programs because parents and children who share positive language and literacy focused interactions learn together and are true partners in education. Parents who learn and play with their children as a family unit contribute to their children's success in school and in life.

GUIDANCE

ILA are one of the instructional components in family literacy. As such, ILA should be conducted in the presence of a qualified staff person, whether program staff or collaborating partner. Although parents should be encouraged to engage in ILA with their child at home, "Home ILA" should not replace regular, structured ILA provided under the supervision of a qualified staff person in the classroom and/or home. Programs should not depend on "take home packs" to fulfill the requirements of ILA instruction, but they may be used to encourage parents to apply and practice the techniques learned during the ILA session at home. Home ILA conducted by parent(s) without staff facilitation/supervision must be documented (e.g., use of home packets, workbooks) and be discussed during a scheduled Parent Education session.

Programs also may use student participation in ILA at a distance using one of the approved Distance Learning Curricula and following the course guidance for counting the hours of participation. These curricula may be used regardless of whether the student is engaged in distance learning for the other components; however, they may be used only to supplement and not replace regularly scheduled ILA.

ILA must be:

- Regularly scheduled center-based sessions with an opportunity for parents to learn and play with their children as a family.
- Designed so that language and literacy development are taught during the session. The topics can include, but are not limited to, oral language, interactive communication, building vocabulary, emergent literacy skills, phonological awareness, and rhyming. Programs have access to resources, such as the Parent Education Profile (PEP) and *Adult-Child Interactive Reading Inventory (ACIRI)* lessons to guide instructional content.
- Monitored by instructors, if approved distance learning curricula is used to supplement regularly scheduled ILA, to ensure that students have understood and practiced the language and literacy concepts taught through the curricula.
- Demonstrated or modeled by teachers to increase this language and literacy development. Teachers are expected to observe families practicing these techniques and to support family success in applying them.
- A time when staff members help parents learn how to support their children's learning through language and literacy-based activities that are culturally responsive and occur in meaningful settings and routines.
- Integrated with the other components of the family literacy program. Parents increase their own literacy levels during adult education classes and learn the theory behind child development and learning behaviors during parent education classes. ILA serve as a laboratory in which parents can apply what they have learned under the supervision of an instructor.
- Administered according to these guidelines if provided by a collaborating partner. Programs should communicate the expectations of the ILA component to their partners and be familiar with the content provided by these collaborators.
- Assessed as appropriate, depending upon the age of the child, by using the *Adult-Child Interactive Reading Inventory (ACIRI)*. See Policy D.160 for details.