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Improving Beginning Reading Instruction and Intervention for Students with LD:

Reconciling “All” with “Each”

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Abstract: We begin with an examination of the tensions that exist between educational efforts that target the needs of all students and efforts that target the needs of individual students with disabilities. Next, we provide reasons why, in beginning reading, a schoolwide system designed to teach all students to read can also support individualized and flexible instruction designed to teach each student to read. Finally, we describe a schoolwide beginning reading model that includes a schoolwide framework or infrastructure that supports comprehensive and coordinated reading goals, assessment, and instruction for all students integrated with ongoing progress monitoring and instructional adjustments that allow for differentiated and individualized instruction for each student, including students with disabilities.

All students will learn to read by third grade. This ubiquitous phrase has become a focal point in the current national conversation about beginning reading instruction and intervention. In contrast, Crockett (in this issue) writes from the premise that instruction should ensure that each student with learning disabilities (LD) receives the appropriate interventions to learn. The first goal is concerned with *all* students, whereas the second is concerned with *each* student. Are these goals compatible with each other? Recent history suggests that special education researchers and practitioners should be wary about competing goals that confuse the needs of all with the needs of each (Kaufman & Lewis, 1999). In the case of beginning reading, however, we believe that these goals are not necessarily at odds with each other. In fact, in this discussion we will argue that to effectively meet the needs of each student with a reading disability (RD), schools must embrace the charge of teaching all students to read.

Tensions Between All and Each

Special education's historic mission, as codified in the Individuals with Disabilities Education Act (IDEA) of 1990, is to ensure that students with disabilities receive a free, appropriate public education. Because of the distinctive and specific educational needs of these students, the central tenet of IDEA is *individualization*. Special education is organized around the belief that to provide an appropriate education to students with disabilities, instruction must be individualized to meet each student's unique needs.

The focus of IDEA on the needs of individual students - distinctive among federal education policies - however, has resulted in a fundamental tension with efforts that attempt to

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President's Letter

Dear Fellow ALTA members,

These are exciting times for ALTA. The bylaws changes that were ratified at the meeting in April affected our membership levels, which in turn affected our directory, the exam process, and our certificates. Adopting the Alliance National Registration Exam as the exam required for membership also had ramifications in the all processes related to the exam.

In response to these changes and with a dedication to meeting the needs of our membership, the ALTA board and committee chairs have been hard at work! The directory is being reworked under the guidance of Avril Greenberg. I predict that you will be pleased with the results! Lynne Fitzhugh is working to update our website and make it more user-friendly as well as more useful for you. Lisa Tyler has been at work on the CEU listings and on addressing alternate ways to meet the requirement for members who live in isolated areas. Meg Carlsen and her committee are planning the April 28, 2007 conference which will provide you with information and techniques to take home and put to use in your therapy settings. As you can see, Tracey Cox and Tresa Owens have been working to improve the newsletter. We are very happy to launch a "Member Spotlight" article, and what better way than to focus on two individuals who fit the theme of our conference: Standing on the Shoulders of Giants!"

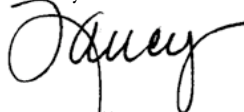
Recently, the ALTA board participated in a leadership training "retreat" with the goal of becoming more efficient and effective with our efforts on behalf of those we serve. A generous friend of ALTA underwrote facilitation of the retreat with the able leadership of Lori Darley through Stagen Leadership, Incorporated. At the end of the day we had developed objectives and strategies for meeting those objectives within the year. This board is "laser focused" on serving individuals with dyslexia by supporting qualified professionals.

Part of our retreat day was dedicated to discussion about our membership in the Alliance for Accreditation and Certification of Structured Language Education, Inc. (the Alliance). This board is also dedicated to supporting the Alliance of which we are a founding member. The Alliance is comprised of ALTA and The International Multisensory Structured Language Education Council (IMSLEC) and is sponsored by The International Dyslexia Association (IDA). IMSLEC accredits training courses that offer the training required to be members of ALTA. Our working together in the Alliance will move our profession forward, strengthening each part in the ability to serve individuals with dyslexia. If you would like more information on the Alliance you can visit the website (www.allianceaccreditation.org) or come to the presentation on the Alliance at IDA in Indianapolis on Friday, November 10th at 10:45 (session F61).

This is also a time for reflection. Aylett Royall Cox passed away on October 18, 2006. We honored her in April as a Cornerstone Award recipient. We honor her memory each time we offer quality instruction to a child with dyslexia.

Recently someone said to me, "You just want ALTA to get bigger!" I replied, "Absolutely! If ALTA grows in membership, then each of the members has a larger presence in his or her community, and families have more beacons of light to draw them to quality services for their loved ones with dyslexia." With talented ALTA members working together, we will grow, not only in number but in quality. I believe that Mrs. Cox would have been proud of us.

Sincerely,



Nancy Coffman



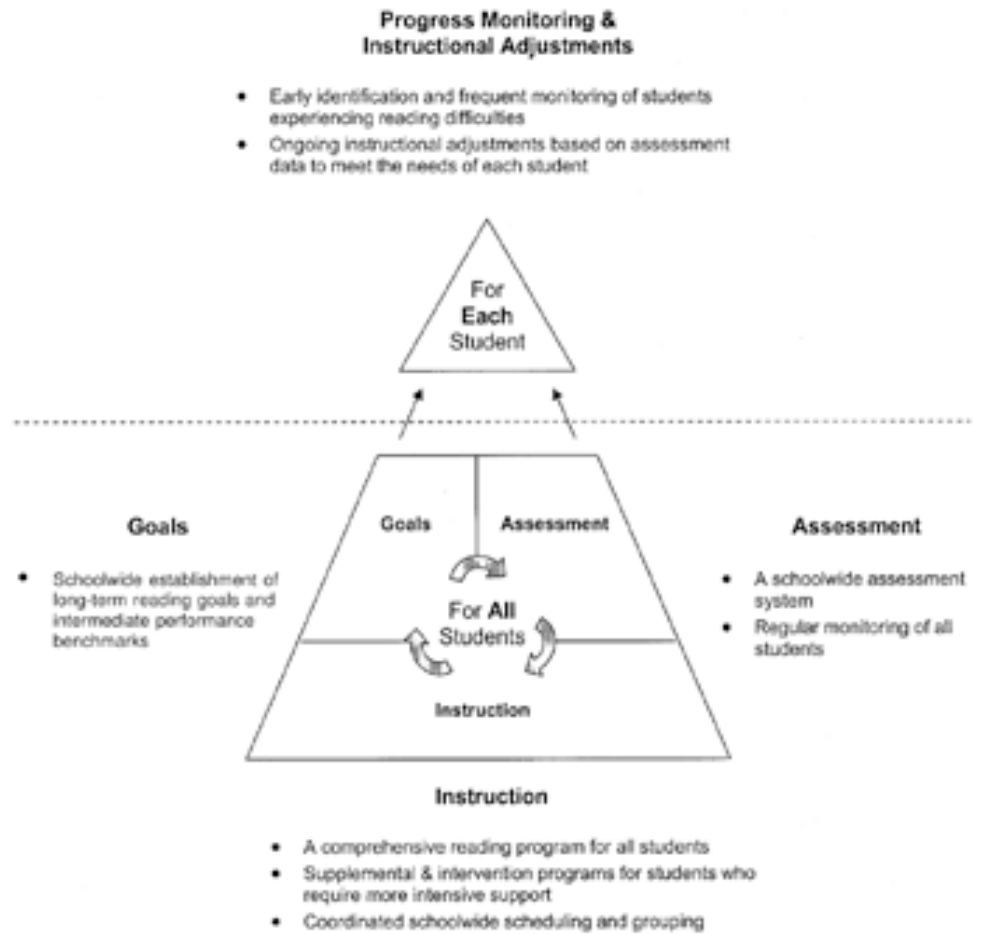
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target the needs of all children or groups of children (Kaufman & Lewis, 1999). Because special education's charge is to provide an individualized education to each student with a disability, it recognizes and celebrates individual differences among students. In contrast, the basic charge of schools, by necessity, is to provide a *general* education to all students. General education, therefore, must focus on the samenesses across students. This underlying dissonance between focusing on individual differences and focusing on essential samenesses has often led to divergent perspectives on educational issues.

For example, the field of special education has long grappled with the idea of inclusion (Crocket & Kauffman, 1999; Fuchs & Fuchs, 1994). On the one hand, the goal underlying the inclusion movement - that all students have a fundamental right to be educated alongside their peers - appeals strongly to broad democratic ideals of equality, social justice, and human dignity. On the other hand, it is undeniable that the unique needs of some students with disabilities require intensive, specialized instruction that cannot be provided within the general education classroom. Therefore, if we guarantee all students full inclusion, we may be denying individual students an appropriate education. In the case of inclusion, a goal formulated to benefit all may, in reality, be detrimental to the needs of each.

Similar tensions surround the movements toward greater accountability and high standards for all students. Again, although raising educational expectations may result in improvements for students as a whole, it may be at the expense of providing individualized education to students with disabilities. Finally, in an educational system that depends on the rationing of limited funds, policies that attempt to improve services for all students (e.g., improving general education) can have the practical effect of siphoning off monies formerly

Ongoing Progress Monitoring and Instructional Adjustments that Allow for Differentiated and Individualized Instruction for Each Student



Schoolwide Framework or Infrastructure that Supports Comprehensive and Coordinated Reading Goals, Assessment, and Instruction for All Students

FIGURE 1. Schoolwide beginning reading model.

designated to support individualized special education services (Kaufman & Lewis, 1999; Scruggs & Mastropieri, 2002).

In both the cases of inclusion and of standards-based accountability, efforts designed to benefit all students have had the effect of jeopardizing the fundamental mission of special education, ensuring that each student with a disability receives an individualized education. These efforts have often promoted a “one size fits all” mentality (e.g., all students should be educated in a general education classroom, all students should be held to the

same educational standards) or, as Kauffman (1999) has argued, the unrealistic and mistaken belief that “what is good for one is good for all” (p.252).

In the words of Kaufman and Lewis (1999), the ongoing conundrum we face is “how to balance, in a public education system having rationed resources, the creation of enhanced system capacity to meet the needs of all students, and continue to provide special education and

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related services associated with providing each student with a disability a free, appropriate public education” (p. 242). Why, then, given the persistent challenge of reconciling *all* with *each*, should the idea of teaching all students to read by any different? The next section provides reasons why a schoolwide system designed to teach all students to read can also support individualized and flexible instruction designed to teach each student to read, particularly students with disabilities.

Acknowledging the Complexities of Teaching Reading

We know more about RD than about all other learning disabilities combined (Stanovich, 1999). This assertion underscores the substantial scientific knowledge base that exists in beginning reading, consisting of converging multidisciplinary research evidence accumulated and consolidated over the past 30 years (Adams, 1990; National Reading Panel, 2000; National Research Council, 1998). This research base reflects a significant advancement in our understanding of both the nature of RD and effective interventions that can improve outcomes for students experiencing reading difficulties.

At the same time, we are only beginning to truly understand the challenges associated with translating this research into effective practice. Again, “developing and sustaining the use of research-based classroom practices is far more complicated than announcing the existence of a knowledge base and requiring teachers to use it” (Gersten, Chard, & Baker, as cited in Crockett, this issue). In beginning reading, we are faced with the immense task of teaching reading in an intricate alphabetic writing system to an increasingly diverse population in constantly changing schools (Coyne, Kame'enui, & Simmons, 2001).

What we know about RD and the intricacies of schools compels us to intervene in more complex, comprehensive, and coordinated ways. Because teaching beginning reading is such a complex endeavor, effective

instruction and intervention must be coordinated across settings and consistent over time. For example, the effects of research-based interventions can be diminished if general education classroom instruction is inconsistent or incompatible with the intensive instruction provided to students experiencing reading difficulties (O'Connor, 2000; Torgesen et al., 1999). There is evidence to suggest, however, that carefully designed and implemented classroom reading instruction can support and enhance the reading outcomes of students who receive specialized intervention (Coyne, Kame'enui, Simmons, & Harn, in press).

The practical implication of the complexities inherent in teaching reading is that it is unrealistic to assume that individual teachers, working independently, can provide students with comprehensive reading instruction. Similarly, an individualized program designed to meet the needs of a student with RD will be less effective and less efficient if it exists in isolation, unconnected to a coordinated, schoolwide reading program developed to support all students.

Facilitating a Prevention Orientation Toward RD

One of the most salient and compelling conclusions to emerge from the scientific knowledge base on beginning reading is the vital and cumulative consequences of establishing - or failing to establish - reading skills in the early grades (Cunningham & Stanovich, 1998; Juel, 1998; Stanovich, 1986). For example, trajectories of reading success or failure are established early, grow more discrepant over time, and are stubbornly resistant to change (Coyne, Kame'enui, & Simmons, 2001). In response, reading researchers have strengthened their focus on prevention and early intervention efforts as a primary way to combat reading difficulties before they snowball into long-term RD and reading failure (see O'Connor, this issue).

There is mounting evidence suggesting that some RD can be prevented (National

Reading Panel, 2000). If children who are at risk of RD are able to establish foundational reading-related skills early in their school experience, before a serious discrepancy develops between their skills and the skills of their peers, they are better positioned to develop subsequent skills at a rate comparable to these peers (Share & Stanovich, 1995; Torgesen et al., 2001). In this way, children who receive intensive and individualized early intervention can often be spared the insidious Mathew effects (i.e., an ever-widening gap in skills and exposure to text) that so often lead to serious reading difficulties and, ultimately, to RD.

Although it is impossible to prevent all reading difficulties (see Torgesen, 2000), even those students with severe and enduring RD benefit from prevention and early intervention efforts. By the time an RD is identified and special education services begin, students have often experienced significant and persistent reading failure over a number of years (Lyon et al., 2001). Without access to early intervention services through general education, these students' first experience with explicit and systematic reading instruction in special education may not come until third or fourth grade. However, in a school that provides early intervention, all students experiencing reading difficulties receive intensive instruction beginning in kindergarten. Therefore, when a student is identified for special education services, the initial Individualized Education Program (IEP) can be developed as a seamless continuation and expansion of current and ongoing reading instruction and intervention.

Prevention and early intervention services clearly support the reading development of individual students with disabilities who have yet to become eligible for special education services. However, because the goal of primary prevention, by definition, is to prevent reading difficulties in individuals who have yet to manifest these dif-

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facilities, it must be designed for and targeted toward all students (Simeonsson, 1994). The appropriate role of special education and special educators in schoolwide prevention and early intervention efforts remains an important area of debate and discussion (Lyon et al., 2001; Scruggs & Mastropieri, 2002). Once again, we see that in beginning reading, a schoolwide prevention program developed for all students can at the same time optimize the individual reading outcomes of students with disabilities.

Communicating a Common Commitment and a Shared Responsibility

If taken at face value, it is easy to dismiss the call to teach all students to read as just mere rhetoric, unrealistic and unattainable. However, the power of this broad, admittedly ambitious goal is not in its specificity but in its spirit. The goal of teaching all students to read is a very different prospect, conceptually, than teaching some students to read, or even teaching most students to read (Kame'enui, 1998). Understood in this sense, *all* becomes a symbolic term, representative of a common commitment and a shared responsibility for all students.

For example, an implicit assumption in many schools is that in indeterminate number of students will not learn to read. When starting from this perspective, it can become convenient to relinquish instructional responsibility for a sizable group of students. Most often, these students are children from at-risk populations or children with disabilities receiving special education services. On the other hand, a school community that makes an explicit, albeit symbolic, commitment to teach all students to read accepts instructional responsibility for every student. This school must, therefore, work to build the instructional expertise and capacity to meet the needs of all students, including those at the lower end of the reading continuum. Of course, the reality is that some individual students with significant cognitive, learn-

ing, or behavioral disabilities may not become successful readers, even with the best instruction. However, it is much easier to overlook these students as a group when they are actually *expected* to fail.

Almost 400 years ago, according to folklore, Michelangelo observed that “the greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.” This enduring observation is just as relevant today. The danger in setting our goal too low in beginning reading is that we may never realize what we are capable of achieving. However, if we set our aim high, we must then do what it takes to try and reach it. When taken seriously, teaching all students to read means teaching each student to read. Therefore, by articulating a goal for all, we are compelled to address the needs of each.

A Schoolwide Reading Improvement Model

Simmons, Kame'enui, and their colleagues have developed a schoolwide beginning reading model that promotes the science of reading instruction within the schoolhouse by recognizing and addressing the challenges that contemporary schools face when trying to adopt, implement, coordinate, and sustain effective, research-validated practices (Simmons et al., 2000). This model draws both from the literature concerned with effective beginning reading instruction and intervention (e.g., Kame'enui, Carnine, Dixon, Simmons, & Coyne, 2002; National Reading Panel, 2000) and from the literature concerned with increasing the capacity of systems to support reform and innovation (e.g., Elmore, 1996). The schoolwide beginning reading model includes common organizational components that are the same across all schools as well as alterable variables that allow schools to customize reading practice to reflect their unique and characteristic differences (Coyne et al., 2001; Kame'enui, Simmons, & Coyne, 2000). This model is currently being implement-

ed, refined, and evaluated in a large number of schools across the country.

This schoolwide model also explicitly acknowledges the interactive and symbiotic relationship between reading practices designed to support all students and reading practices designed to meet the needs of individual students. For example, school-level decisions (e.g., the adoption of a core reading program, the availability of early intervention) have important consequences for individual student outcomes. On the other hand, the overall success of a school's reading program depends on the ability to individualize instruction for students with RD and students at risk of reading failure.

Moreover, the reality is that schools do not have the resources to individualize beginning reading instruction for every student. Therefore, schools need to implement general instructional practices that will allow as many students as possible to become successful readers. In a sense, these instructional practices must draw on and emphasize the samenesses across students intrinsic to reading acquisition and effective beginning reading instruction. However, this standard protocol will not meet the needs of all students. Consequently, schools must provide differentiated and individualized reading instruction for those students experiencing reading difficulties. This instruction must take into account individual differences and tailor reading practices to meet unique student needs.

Figure 1 illustrates the primary components of the schoolwide beginning reading model and how they are organized to reconcile and integrate the needs of all with the needs of each (Simmons, Kame'enui, Coyne, & Harn, 2003). The bottom of the triangle represents a schoolwide framework or infrastructure that supports comprehensive and coordi-

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nated reading goals, assessment, and instruction for all students. The top of the triangle represents ongoing progress monitoring and instructional adjustments that allow differentiated and individualized instruction for each student. The following sections will briefly describe each component of the schoolwide beginning reading model, with a specific emphasis on how effective reading practices for all students, implemented schoolwide, support individualized reading instruction for each student experiencing reading difficulties.

Goals

If schools accept the challenge of teaching all students to read by third grade, they need to know whether students are learning enough along the way to meet this goal (Kame'enui et al., 2000). Therefore, an important feature of the schoolwide model is the establishment of long-term reading goals and intermediate performance benchmarks for all students. Criterion-based reading benchmarks, associated with critical reading skills and assessed at regular points in time between kindergarten and third grade, provide schools with the means to determine if students and instruction are on track.

Good and his colleagues (Good, Simmons, Kame'enui, Kaminski, & Wallin, 2002) have established performance-based benchmarks associated with the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS; Good & Kaminski, 2002). DIBELS benchmarks, established for specified time periods between kindergarten and third grade, are aligned with the big ideas in beginning reading, reliably predict performance on later benchmarks, and project future reading success (Good et al., 2003; Good, Simmons, & Kame'enui, 2001). Performance-based benchmarks allow schools to identify groups of children who are responding strongly to beginning reading instruction as well as children whose response to instruction places them at serious risk for experiencing later reading difficulties.

For example, students who meet or exceed the end-of-kindergarten benchmark goal are likely to meet the next benchmark goal in the middle of first grade. This information lets teachers know that the current instructional program is effectively meeting these students' needs. Students who are performing well below the end-of-kindergarten goal, however, are unlikely to meet the next goal unless instructional intensity is increased substantially. This information lets teachers know that they need to intervene with a sense of urgency to alter these students' reading trajectories and get them back on track to becoming successful readers by third grade.

Assessment

A second feature of the beginning reading model is the establishment of a schoolwide assessment system that monitors both student and school performance in beginning reading. Performance data are centrally organized and managed at the school-building level (Simmons et al., 2000). The assessment system in the schoolwide model is anchored by the DIBELS. The DIBELS are reliable and valid indicators of skills highly associated with early reading success. Moreover, the DIBELS are simple, quick, cost-effective measures that are sensitive to small changes over time and easily repeatable for continuous progress monitoring (Good et al., 2001).

Using DIBELS, all students are assessed three times a year. These schoolwide data allow schools to examine learner performance not only at the individual level but also at the school level. By analyzing trends across students, classrooms, and grades, schools can identify the strengths and weaknesses of their schoolwide reading practices. The information provided by this formative, continuous feedback loop allows school to respond to the shifting and evolving needs of their student population proactively by monitoring, coordinating, and adjusting reading practices schoolwide. For example, after examining schoolwide data in the fall of first grade, a school could discover that a large percentage of students

were not on track for meeting the middle-of-the-year goal for decoding fluency, although most students demonstrated established phonemic awareness skills. Based on these data, first-grade teachers could decide to allocate more time and emphasis to word reading instruction and less to phonemic awareness practice.

Instruction

The third and most critical feature of the schoolwide beginning reading model is the development of coordinated and differentiated instructional interventions for the full range of learners. At a schoolwide level, the adoption and implementation of an effective, research-based core reading program is essential and fundamental. A core program is the “base” reading program, designed to provide instruction on the essential areas of reading for the majority of students schoolwide. In general, the core program should enable 80% or more of the students to attain schoolwide reading goals. Without an effective core program implemented consistently across classrooms and grades, a school's ability to teach all students to read is seriously diminished.

Schools also need supplemental and intervention programs and materials to support and reinforce the core program. Because one size does not fit all in beginning reading instruction, schools need to offer a continuum of instructional programs. Supplemental programs extend the core program by providing students with additional instruction in identified strategic skill areas, such as phonemic awareness or reading fluency. Intervention programs provide intensive support for students who are struggling to acquire certain beginning reading skills.

In the model, schools also develop a schoolwide schedule to ensure adequate, prioritized, and protected time for reading instruction and practice for all students. A schoolwide schedule makes certain that sufficient time is allocated for reading instruction and that instructional

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time is consistent for students across classrooms. A coordinated schoolwide schedule also allows for the most efficient use of staff and resources. Finally, the availability of a continuum of instructional programs and a coordinated and consistent schoolwide schedule facilitates creative, flexible, and effective grouping practices. These could include whole-class, small-group, or one-on-one groupings that take place either within classes, across classes, or across grades.

Ongoing Progress Monitoring and Instructional Adjustments

The preceding sections described how schoolwide reading goals, assessment, and instruction target the needs of all students. This section describes how this schoolwide infrastructure also supports differentiated and individualized reading instruction for each student. The small triangle that represents this individualized instruction is located at the top of Figure 1, because the effectiveness and success of this component relies on the support of the systems included in the base of the triangle.

Early Identification. In the beginning reading model, performance-based goals and schoolwide assessment help anchor and guide reading practices for all students. At the same time, these systems make possible the early identification of individuals at risk of RD. By regularly assessing all students on critical reading-related skills beginning in kindergarten, schools are able to reliably and consistently identify students at risk of RD early, before their reading difficulties become entrenched and intractable. In the absence of schoolwide screening data, however, students at risk can be identified only through individual referral and assessment. This is a much less reliable system and can often result in reading difficulties not being discovered until they are severe and well advanced.

Progress Monitoring. A schoolwide assessment system is used to examine the reading performance of all students three

times a year. Because the DIBELS are easy to administer and sensitive to growth, however, the same assessment system can also be used to monitor the progress of individual students. This type of ongoing progress monitoring is extremely important for students with LD receiving individualized instruction through special education services. Ongoing, formative data provide information about how students are responding to instruction and whether they are making progress toward IEP goals and objectives.

A further benefit of monitoring progress within the context of a schoolwide assessment system is the ability to compare individual student performance to that of other students in the school as well as to benchmark goals that predict later reading achievement. Without these points of comparison, it is difficult to make sense of individual student growth in absolute terms (Torgesen, 2000). For example, performance-based benchmarks and schoolwide data allow teachers to determine whether individual students are closing the gap between their reading skills and the skills of their peers or making progress but still falling further and further behind. The larger context provided by a schoolwide approach to beginning reading goals and assessment can also help special educators write more educationally meaningful and socially valid IEP goals and objectives.

Ongoing Instructional Adjustments. In the beginning reading model, schools establish a continuum of instructional interventions. Furthermore, the schools develop a schoolwide schedule allocating adequate, prioritized, and protected time for reading instruction that also facilitates creative and flexible grouping practices. The result is an instructional system designed to provide coordinated and differentiated reading support for all students. This same system also supports the delivery of individualized reading instruction for each student with RD.

Converging research evidence suggests that students with RD do not require

reading instruction that is qualitatively different from effective reading instruction for students without disabilities. For example, instruction for all students must focus on the big ideas in beginning reading: phonemic awareness, alphabetic understanding, fluency, vocabulary, and comprehension (National Reading Panel, 2000; Simmons, Kame'enui, Coyne, & Chard, 2002). However, students with RD require instruction that is significantly more intensive, systematic, and sustained (Lovett et al., 2000; Torgesen et al., 2001). Therefore, schools that have implemented comprehensive, research-validated reading practices for all students can intensify and individualize these practices for students with RD. Moreover, schools that have worked to coordinate and integrate services at a schoolwide level are better able to differentiate and adjust these services more effectively and efficiently based on individual student needs.

Teachers can intensify and individualize reading support for students with RD within each of the critical components represented in the base of the triangle (see Figure 1). For example, schoolwide reading goals can be adjusted and prioritized based on a diagnostic assessment of student needs. Progress toward these goals can be monitored frequently using the DIBELS progress monitoring system. These individual assessment data can then guide and inform instruction. Teachers can develop individualized instructional plans based on any number of combinations of the core, supplemental, and intervention reading programs. These plans can be intensified by increasing instructional time and making use of more supportive and flexible grouping options (e.g., small-group or one-on-one instruction). Finally, ongoing instructional adjustments for students with RD can be made in a timely and strategic manner because of the presence of an integrated system of goals, assessment, and instruction coordinated at the school level.

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In summary, each student with a disability receiving special education services is guaranteed an individualized education under IDEA. This is no different in the schools that implement schoolwide beginning reading practices designed to teach all students to read. However, because of the support of a schoolwide infrastructure of reading goals, assessment, and instruction, students with RD in these schools have access to individualized services that have the potential to be more comprehensive, integrated, systematic, strategic, flexible, and, ultimately, more effective than otherwise possible in the absence of a schoolwide system.

Conclusions and Implications

In this article, we have suggested that a schoolwide system designed to teach all students to read, and informed by the scientific knowledge base in beginning reading, also supports individualized and flexible instruction designed to teach each student to read, including students with disabilities. If this is indeed the case, improving schoolwide reading practices in general education will directly benefit students with RD. In fact, we may not be able to optimize outcomes for students with RD unless special education services are supported by effective reading practices implemented schoolwide. Therefore, the field of special education has a vested interest in promoting schoolwide reading efforts.

However, reconciling the goals of all and each in theory does not ensure translation to policy or practice. Education reform is replete with examples of ideas and proposals formulated to benefit all students that, if implemented fully, could potentially undermine services for individuals with disabilities (e.g., Crockett & Kauffman, 1999; Kaufman & Lewis, 1999). This presents the field of special education with a difficult challenge: supporting and advocating for the wide-scale implementation of schoolwide reading practices that support both all and each, while still protecting the disciplinary integrity of the special education profession and ensuring the continued provision of individualized special education for students with disabilities.

This challenge raises a number of important issues and questions for the field of special education. Perhaps the most fundamental of these issues is related to the appropriate role of special educators in schoolwide reading efforts. On the one hand, special educators have unique expertise to bring to these efforts. The guiding principles that anchor the design and delivery of special education (e.g., direct instruction, differentiation, measurable goals and objectives, curriculum-based assessment) are critical to the success of schoolwide reading practices. In this sense, special educators possess the knowledge, skills, and experience to take a leadership role in developing, implementing, and evaluating school wide reading instruction and intervention.

Moreover, the students who have the most to gain or lose from prevention and early intervention efforts are the students at risk of future RD. The effectiveness of these schoolwide programs determines to a large extent whether at-risk students acquire essential beginning reading skills and establish positive trajectories of reading achievement or whether they continue to fall further behind their peers and exhibit trajectories of reading failure that eventually lead to referral for special education. Finally, prevention and early intervention efforts have a direct effect on the basic reading skills of student who do become eligible for special education and, therefore, dictate the level of intensity and scope of special education services. All of this argues for a central and sustained role for special educators in schoolwide beginning reading practices.

On the other hand, special educators must be careful not to lose sight of the primary charge contained in IDEA - providing a free, appropriate education to students with identified disabilities. Especially given limited and incomplete funding, special educators are already stretched in their ability to meet the needs of students receiving special education services without expending their roles into general education efforts (Scruggs & Mastropieri, 2002). In this sense, special educators must be cautious about taking on additional responsibilities that may detract from their established and mandated role.

However, the field of special education should be wary of distancing itself completely from the broader conversation about how best to conceptualize and implement schoolwide reading practices. If the field does not take an active role in the discussion and ensure that prevention and beginning reading efforts reflect the scientific knowledge base in special education, we cannot be confident that these efforts will fully address the needs of students with disabilities or students at risk of academic difficulties.

We are at a time when the national debate is converging on and grappling with the tension between all and each in beginning reading. Regardless of the ultimate role of special education in schoolwide beginning reading efforts, the field has a great deal at stake in the outcome of this debate. Will this be another case of all trumping each? Or will schools, with the support of special educators' knowledge, skills, and experience, be able to translate what we know from science into the schoolhouse and ensure that in beginning reading, all *supports* each?

ABOUT THE AUTHORS

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Standing on the Shoulders of Giants 21st Annual ALTA® Conference

Saturday, April 28th 2007

Hilton - Lincoln Centre • Dallas, Texas

Dr. Edward Kame'enui: "The Challenges of Teaching all and Each to Read: Ode to Pluto (and other minor stars)"

Dr. Kame'enui is the nation's first commissioner for special education research and is an international authority on learning problems and special education. He will explicate the goal of teaching "all children" to read by the end of the third grade and will examine the implicit tension between teaching "all" children while ensuring that reading instruction meets the needs of "each" child.

Dr. Joanne Carlisle: "Fostering Morphological Processing, Vocabulary Development, and Reading Comprehension"

Dr. Carlisle is Professor of Educational Studies at the University of Michigan. Her research focuses on language and literacy development of school-age children. She has written several books, including *Improving Reading Comprehension: Research-based Principles and Practices*. She is a contributor to *Vocabulary Development and Its Implications for Reading Comprehension*, to be published this fall by Guilford Press.

Mr. Ronald Yoshimoto, M.Ed., M.S.W., Fellow / Academy of Orton-Gillingham Practitioners and Educators: "Gifted/Dyslexic Children: Characteristics and Curriculum Implications"

Mr. Yoshimoto was the Principal of ASSETS School, a private school for dyslexic, gifted, and gifted dyslexic students, for 18 years. He is currently employed by the State of Hawaii, Department of Education to train special and regular education teachers in Multisensory Structured Language.

Dr. Betty Osman: "Beyond the 3 R's: Social/Emotional Issues Associated with Learning Disabilities."

Dr. Osman, author of *No-one to Play With: Social Problems of LD and ADD*

Children, Revised, will discuss the social/emotional problems frequently associated with learning disabilities. Why these problems exist, how they are manifested, and ways to intervene will be highlighted.

The Honorable Geraldine "Tincy" Miller, CALT, Chair, Texas State Board of Education

Ms. Miller will provide a brief update of pending legislative issues.



CONFERENCE UNDERWRITING

The costs of producing a national conference are skyrocketing and we're committed to keeping the cost of attending the ALTA conference affordable. To help bridge the gap, we are looking for ways to attract underwriters to help subsidize the event.

Please help us identify people or organizations that would consider underwriting a specific area of the conference. Those

areas would include printing, speakers, audiovisual needs, the luncheon, coffee-breaks, and a raffle. Please email Meg Carlsen at mbcarlsen@gmail.com with any suggestions. Additionally, there will be an opportunity to underwrite any of the areas on the Conference Registration form. We hope that you would consider helping. Any amount would be significant.

bulletin Calendar

NOVEMBER-JANUARY: Southwest Multisensory Training Center, Allen, TX. Completion Certificate Luncheon, November 4, 2006; Introductory AP Workshop, November 16, 2006; Alliance Registration Exam, January 13, 2007; Advanced Alphabetic Phonics Workshop, January 18, 2007; Introductory Alphabetic Phonics Workshop, January 25, 2007; Alphabetic Phonics Advanced Course, January 29-February 9, 2007. Contact (972)359-6646.

FEBRUARY-JUNE: Scottish Rite Learning Center of West Texas, Lubbock, TX. C. J. Davidson Memorial Lecture Series, February 2, 2007; Instruction for Therapists in "Take Flight" Curriculum, May 8-10, 2007; "Take Flight" Introductory Therapist Training, June 4 - 22, 2007; "Take Flight" Advanced Therapist Training, June 18-29, 2007; Alliance Registration Exam, June 27, 2007. Contact (806)765-9150.

Member Spotlight



Although they are retired from TSRHC, Marietta Biddle (left) and Mary Rumsey are assisting Karen Avrit and the education team at TSRHC with editing the latest generation of multisensory structured language instruction.

This new column highlights the outstanding work and contributions of our own members. For this inaugural column, we've asked two of our brightest stars to allow us to shine the light on them. Marietta Biddle and Mary Rumsey have been contributing to the field of Academic Language Therapy since its inception. They are charter members of ALTA, and they each continue to contribute in significant ways.

Marietta Biddle (Etta) heard of Anna Gillingham and her work in 1960 and began to correspond with her. At that time Anna Gillingham trained individuals while living with them over the summer.

Because Etta had a house full of children, it was decided that she should join a class of eight being taught by Sally Childs who was in Dallas working with Aylett Cox.

Etta joined the team at Texas Scottish Rite Hospital for Children (TSRHC) in 1968. At that time, Ms. Cox had been with the hospital working with Dr. Luke Waites since 1965. Etta worked with Ms. Cox as she developed *Alphabetic Phonics* and then *Situation Learning*. In the early years at TSRHC and at Dean Learning Center, people would come to observe Etta as she worked one on one with students. Etta was a Qualified Instructor before there was a Qualified Instructor level in ALTA.

In 1985 with the passing of the Dyslexia Law in Texas, Dr. Waites decided that a video program for students with dyslexia should be developed so that children would have access to a trained therapist until there could be a trained therapist in every school. The *Dyslexia Training Program* was developed. Etta Biddle was (and still is!) that therapist. Etta is beloved by students around the globe. Etta Biddle is always pleasant, always kind, always patient, always competent and always consistent! What more could a student ask!

Mary Rumsey, like Etta, began her journey in Illinois. Mary was looking for help for one of her children when she heard of the program in Dallas. In 1979, Mary moved her family to Dallas and joined a

therapist training class at TSRHC. At the end of the summer, Mary was sad when the class was over; she enjoyed the work and the camaraderie. Apparently the feeling was mutual, because soon after the school year began a spot opened up and Mary was called to fill it. Dr. Waites asked Mary to also assist with the therapist training.

Mary was also involved with the *Dyslexia Training Program*. While Etta was working with the children in the video series, Mary was facilitating a group using the video. Mary was able to provide the validation that therapy could be delivered via video with a facilitator assisting.

During her tenure at TSRHC, Mary taught children in small groups and touched the lives of countless others through her work in therapist training. Mary feels strongly that once you have the core concepts of multisensory instruction and the structure of the English language, you can do this for the rest of your life. This work can also give structure to your retirement. Mary serves as a substitute therapist at TSRHC and works with a few (very lucky) children one on one. However, the highlight of her career was teaching her own granddaughter who was diagnosed at the age of seven, not just to read, but to *love* to read.

When asked what they enjoyed the most, they each smiled and said, "To be with the kids, it's the love of the kids."

IDEA Fact Sheet

On August 14th the U.S. Department of Education released the final regulations for Part B of the Individuals with Disabilities Education Act, (IDEA) which was reauthorized in 2004. These regulations provide guidance to states as to how the law is to be interpreted and carried out in schools.

IDA is in the process of reviewing the final regulations and will provide official comment. For a fact sheet on the new regulations, go to:

<http://www.ed.gov/admins/lead/spced/ideafactsheet.html>

For the full text of the Regulations and Technical Assistance Tools, go to:

<http://www.ed.gov/policy/spced/guid/idea2004.html>

A Day of First's

By Nancy Coffman, MS, CALT, QI



Pauline Novak takes the new Alliance Registration exam at the Associate/Teaching level.

It was a sunny day in Texas
And all through the school
The nerves were a-jitter
The finger nails a-chew

The candidates were sitting all quiet in their chairs
In hopes that their knowledge would all be there.

This was the scene at the Shelton School and Evaluation Center, home of the Shelton MSL Training Course in Dallas, Texas on September 15, 2006. This was an important and historic day for many reasons. It was:


- The first time a training course that was not previously accredited by the former ALTA Centers Council offered the official Alliance National Registration Exam;
- The first time that the Teaching Level of the Alliance National Registration Exam was administered;
- The first time that both the Teaching and Therapy Level of the Alliance National Registration Exam were offered at the same time, and
- The first time that individuals from a variety of training courses sat for the exam at the same time. There were representatives from the DuBard School, from the Shelton SEE training, and several from courses that derive from Alphabetic Phonics.

This was an important day for collaboration between IMSLEC, ALTA and for the Alliance. This testing opportunity was collaboration in action! The individuals who successfully completed the exam are now ALTA members, including:


- 4 new Qualified Instructors,
- 20 new Certified Academic Language Therapists (CALT's), and
- 24 new Associate/Academic Language Teacher level members.

These Associate/Academic Language Teacher level members are the first members at that level in the history of ALTA! As ALTA members these individuals broaden the breath of experience in ALTA and expand the membership. As these individuals make an impact in their community, others will want the training that they have received and in turn strengthen IMSLEC. What a wonderful "vicious cycle" to promote!

The ALTA board is very appreciative of the support that the Shelton MSL training Course has offered by hosting the Alliance National Registration Exam. We encourage all IMSLEC courses to host the exam for their graduates. Please contact our national office, (972) 233-9107, ext 201, for more information on how to set up a testing opportunity. We look forward to us working together to maintain the standards for service at the highest level and to promote our profession!



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“She Changed Lives”

Aylett Royall Cox

May 1, 1915 - October 18, 2006

A giant in the field of dyslexia intervention, Aylett Royall Cox, one of ALTA's founders and the author of *Alphabetic Phonics*, died on October 18th from complications due to Alzheimer's disease. She was 91 years old.

Aylett attended The Hockaday School and Southern Methodist University for three years before graduating from the University of Texas in Austin with an English degree. She married the love of her life, George Cox, whom she described as “the perfect Southern gentleman.” Aylett always said that George was her strength and support system, and gave him full credit for encouraging her in her lifetime of work to help dyslexic individuals learn to read. Together Aylett and George raised three children, Royall, Dan, and Nancy.

Although Aylett was reared in the manner of a Southern lady, she really did not care much for “gardening clubs, bridge parties, and afternoon teas” as life-fulfilling activities. In the late 1950s, she was receptive to a friend's request that she go to the Barstow School in Kansas City to study Anna Gillingham's techniques for teaching reading. Ned Reynolds, Aylett's first student, had been diagnosed as dyslexic, and Orton-Gillingham remediation was recommended. Anna Gillingham was no longer training teachers, but two of her trained therapists were teaching at the Barstow School in Kansas City. Aylett traveled back and forth to Kansas City for two years, while continuing to teach Ned.

As Ned began to improve, the news spread rapidly through the parent grapevine. Soon Aylett's phone was ringing night and day, and she was

besieged with requests to teach other students. Robert Lyle, who knew of Anna Gillingham's work, became headmaster of the Hockaday School. He invited Aylett to teach students at Hockaday and soon asked her to begin training teachers. Parents raised funds to help establish the program, and Aylett Cox asked Sally Childs, who had been trained by Anna Gillingham, to come to Dallas and help get the program going.

By 1965, the operation was moved to the Scottish Rite Hospital in Dallas. The need was so great that, unlike Anna Gillingham's one-on-one teacher training and one-on-one remedial training for students, Aylett and her staff were charged with training teachers in groups and providing remedial language training for small groups of students. Aylett and her staff at the Scottish Rite Hospital Language Lab gradually refined and added to the program described in Anna Gillingham's and Bessie Stillman's manual, *Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship*. One of the most significant improvements was changing Gillingham's didactic method of teaching to a Socratic, or “guided discovery,” approach. Over the years, an introduction sequence was developed, as were criterion-referenced evaluations called Benchmark Measures. Aylett named this program *Alphabetic Phonics*. Ultimately several curricula based on *Alphabetic Phonics* have been developed. Her outstanding publication, *Foundations for Literacy: Structures and Techniques for Multisensory Teaching of Basic Written Language Skills*, began as a handout and evolved to a full-fledged textbook. Teachers are still benefiting today from



the knowledge expressed in this classic volume. In 1977 the International Dyslexia Association, then known as The Orton Society, honored Aylett with the prestigious Samuel T. Orton Award. Southern Methodist University honored her as a distinguished alumna in 1988. She was a lifetime member of ALTA, and was honored in 2006 with its 20th Anniversary Cornerstone Award, given for her many contributions to the field of dyslexia intervention.

When asked how she became involved in her life work, Aylett said it was serendipitous: “I was standing on the right street corner at the right time.” She always held strongly to proven principles of instruction, believing that every student had a right to the very finest quality of instruction. She trained over a thousand teachers, and conducted numerous workshops across the United States and abroad. Even after she retired from training teachers, she continued to teach students how to read.

Aylett Royall Cox has left us a wonderful legacy of knowledge and service. In the words of ALTA past president Nell Carvell, “She changed lives.” A memorial service was held on October 24th, at St. Michael and All Angels Episcopal Church in Dallas to celebrate Aylett's life. The family has requested that donations in her honor and memory be sent to the ALTA Foundation, 14070 Proton Rd. Suite 100, LB 9, Dallas, TX 75244.

CEU Calendar

ALTA members are responsible for maintaining their personal CEU records for possible audit. Two percent of our membership will be audited in 2007. If chosen for audit, you will be required to provide documentation for the past THREE YEARS. TEN CONTACT HOURS of CEU credit are required PER YEAR.

Verbal to Written Expression

Date: February 23, 2007
Time: 9:00 a.m. - 3:00 p.m.
Location: Southwest Academy
600 S. Jupiter Road
Allen, TX 75002
Sponsor: Southwest Multisensory
Training Center
Presenter: Beverly Dooley, Ph.D., QI
Contact Person: Shellie Kennedy
Telephone:
Email: swacademy@sbcglobal.net
CEU Contact Hours: 3

A College Panel of Students with Learning Differences

Date: January 3, 2007
Time: 7:30-9:00 p.m.
Location: Neuhaus Education Center
4433 Bissonnet
Bellaire, Tx
Sponsor: Neuhaus
Presenter: College Students
Contact Person: Cathy Lorino
Telephone: 713-664-7676
Email: clorino@neuhaus.org
CEU Contact Hours: 1.5

H is for HOPE -ADHD- If We Could Just Harness that Energy!

Date: November 28, 2006 or
May 22, 2007
Time: 6:30 p.m. - 8:30 p.m.
Location: Fundamental Learning Center
917 S. Glendale
Wichita, Kansas 67218
Sponsor: Fundamental Learning Center
Presenter: Mark Romereim, M.D. -
Child Psychiatrist
Contact Person: Penny
Telephone: 316-684-7323
Email: pdorpinghaus@funlearn.org
CEU Contact Hours: 2

A Strength-Based Approach for Developing Your Child

Date: February 27, 2007
Time: 6:30 p.m. - 8:30 p.m.
Location: Fundamental Learning Center
917 S. Glendale
Wichita, Kansas 67218
Sponsor: Fundamental Learning Center
Presenter: Greg Gilbert, Personal Coach
and Certified Gallup Strengths
Coach
Contact Person: Penny
Telephone: 316-684-7323
Email: pdorpinghaus@funlearn.org
CEU Contact Hours: 2

Alliance Registration Exam Calendar

Contact the ALTA office for an exam application, judy@madcrouch.com, or call 972/233-9107 ext. 201.

December 2, 2006

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January 13, 2007

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Book Review: Educating Andrew

This review by Sally Coonin was written for Sounding Out® Reading ASSIST Institute, Winter/Spring 2006, and is reprinted with permission.

Reading ASSIST® Institute (RAI) Founder Virginia (Ginger) Biasotto is a dutiful daughter. When her mother, Alice Lanier, insisted that her daughter write a book chronicling her journey towards the creating of Reading ASSIST® Institute, she did. The result, *Educating Andrew: A Promise Fulfilled*, published by PublishAmerica came out in February, 2006. In it the author tells the story of her struggle to find help for her son Andrew's dyslexia.

Andrew himself penned the forward to the book, telling the reader not to give up on children who cannot read. "These children have good minds," he says. "There is no excuse for the system that has failed them. Fortunately, the approaches that we're ultimately successful in teaching me to read are not only available today, but have been improved upon."

In her book, Biasotto takes the reader on her family's journey from Maryland to California, Ohio, Delaware and finally Baltimore, Maryland, where the Jemicy School and the Orton Gillingham reading method proved to be the solution to

Andrew's reading struggle. Inspired by Andrew's success, she was prompted to write a phonic-based multisensory language instruction curriculum for use with young struggling readers.

According to reading researcher and author, Judith Birsh, "The book (*Educating Andrew*) has great value and should be part of every professional's library and readily available to parents and teachers."

For more information about this book, go to www.educatingandrew.com.

Milestones

Welcome, Our First Associate/Teaching Level Members! Sally Baird, Casey Barnett, Joanna Chabot, Leslie Delorenzi, Rebecca Fleming, Mtzi Freeman, Catherine Gilmore, Melinda Hardin, Joni Harris, Rose Holman, Amy Kelton, Catherine Luby, Lori Luna, Jessica Newman, Stephen Nicola, Pauline Novak, Laura Piccola, Carla Ratcliff, Kathleen Reaves, Janet Riley, Bonita Smith, Peggy Whitwell, Amber Williams, Linda Wren and Gayle Yost.

Welcome, New CALTs! Audrey Baker, Regina Barnes, Nancy Beauvais, Nancy Bergman, Cheryl Bigbee, Angela Blankenship, Corinne Boyd, Allison Brooke, Janet Brooker, Terri Broome, Sandra Bryles, Brooke Bucek, Mcki Bullock, Sheila Button, Meghan Casey, Michelle Coke, Nancy Davis, Joan Dodd, Helen Donelson, Danyle Duke, Nancy Duncan, Wilma Durham, Judy Echols, Jaci Ekern, Kathleen Galbraith, Gloria Garrison, Cynthia Gengelbach, Jill Gilbert, Kori Glenn, Kerri Glover-Irvin, Lois Goode, Leta Green, Susan Hall, Patricia Hawkins, Ann Hicks, Cena Holifield, Candace Hubans, Sharla Iseral, Barbara Iverson, Maria Jimenez, Gayle Kahanek, Louise Kahn, Farah Khan, Rebecca Kirkpatrick, Aixa Kydd, Amy LeClaire, Robert Lerman, Connie Lewis, Georgiana Maclin, Sharon Manto, Pam McCain, Sharon McNearney, Lea Melville, Jane Meyer, Lindsey Miller, Keri Minshew, Robin Mollooy, Traci Newman, Laura Newsom, Kathleen Ogilvie, Monica Orr, Betty Ortez, Kimberly Palmer, Allison Peck, Lucia Peynado, Erin Pirozak, Sylvia Portnoy, Marcy Rader, Kelly Ray, Bonnie Reed, Lisa Ann Reese, Aimee Rodenroth, Javalette Rogers, Niki Rutledge, Cheryl Sain, Roxanne Schoen, Tiffany Schoppe, Ellen Schubach, Tammy Secules, Linda Sharp, Pamela Shubnell-Yazbeck, Deborah Sigoloff, Sheena Sikes, Sally Spell, Suzanne Stell, Kristi Stewart, Brenda



Introductory and Advanced Alpha Phonics classes, Summer, 2006, at the Southwest Multisensory Training Center.

Taylor, Ivonne Tennent, Andrea Thomas, Amanda Thornton, Angela Tilley, Carol Turner, Nicolette Underwood, Mary Vinson, Regina Walther, Becky Ward, Angie Weatherby, Susan Wilson, Jean Wootan, Sally Wrona and Karen Youngblood.

Congratulations, New QIs! Janet Flory, Linda Kneese, Joy Martello, Joyce Pickering and Annette Stanislav.

2006 IDA Convention Reminder: The International Dyslexia Association presents its 57th Annual Conference, November 8-11, 2006, Indianapolis, Indiana. For more information, go to www.interdys.org, call (410) 296-0232, fax (410)321-5069, or email info@interdys.org.

Texas HOPE Literacy received its 2nd Governor's award on June 9th for Community/Capacity Building in Texas. We were recommended for this award by the Texas Department of Criminal Justice.

ALTA Board Meeting and Retreat: In preparation for the board meeting and

retreat on September 8th and 9th, a questionnaire was sent to each member. Lori Darley, the coach/facilitator, recommended by Rand Stagen, president of a Dallas firm that assists agencies in developing their leadership potential, identified themes and concerns generated by the questionnaire. The ALTA board met at Texas Scottish Rite Hospital for Children in Dallas on Friday, September 8th for the board meeting. Early the next morning, on Saturday, September 9th, the board met for breakfast at the Hilton Lincoln Center. After a full day of hard work and discussion, the end results were not only productive, but very beneficial. Objectives were determined and assignments were made with appropriate deadlines to meet the goals. This retreat provided the members of the board a great opportunity to become acquainted with each other as well as to see how successfully they will work together in the future to benefit ALTA. As someone stated, "We were colleagues, now we are a team and energized for the goals that lie ahead for this year."



Pictured at the annual board retreat (l to r): Karen Vickery, Michelle Bufkin and Kimberly Mullins.

It's Back!

The ALTA® Garage Sale will return at the 2007 Conference!

What is it? A chance for therapists to clean out and share materials they no longer need with other therapists.

How can I help?

- (1) Start your own cleaning frenzy now. Collect your items. Contact Linda Byther or her committee members for drop-off instructions.
- (2) Volunteer to help with the booth on the day of the conference.

Questions? Contact Linda Byther, Garage Sale Committee Chair by emailing Linda_Byther@yahoo.com, or calling (972) 618-1335.

Helpline Volunteers Wanted

The ALTA Helpline connects parents and students with trained therapists. You can help with information about dyslexia and the therapies available or you may just be a calming voice in a distressing situation. Most callers just require the names of therapists in their vicinity.

What is involved in being a volunteer?

- You will receive a call schedule giving you the dates for which you will be responsible - one week from Saturday to Friday.

- You call in to the answering service to get any calls that have come in.
- You return the calls as soon as possible, giving whatever help you can.
- Lastly, return the form giving information about your calls to the Helpline coordinator in the envelope provided. You can then relax, knowing that you have been able to help worried parents discover there are solutions to their dilemmas.

If you can help, please call 281-589-6539 or email Bryonyw@aol.com. Your assistance would be greatly appreciated.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Southwest Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-

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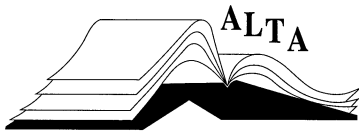
Access the ALTA Bulletin Online

You may now access the Academic Language Therapy Association newsletter, the *ALTA Bulletin*, on-line. Go to ALTA's web site at ALTAread.org and click "Resources" from the menu selections. You will then click "Newsletters." You may choose to view the most recent newsletter, or perhaps a past newsletter. Newsletters will download to your computer. They are in Adobe Acrobat PDF format and, due to their length, may take a few minutes to download.

Update Basic Membership Information Online

As you may have already noticed, www.ALTAread.org had a facelift. One of the new features of the site extends the capability for members to update their basic member information on the website by themselves. By basic information we

mean name, address, phone number, and email address. You may also change your password if you desire. **Important! You will still need to report these changes to the ALTA office to update the association's regular database.** Here's how it works. From the home page of ALTAread.org, click "Member Login" from the selection menu. Type in your member number and password. (If you don't remember your member number and/or password click the "Contact Us" selection and drop us an email. We'll get that information back to you within 48 hours of receipt.) Once you are logged-in, select "My Account" from the selection menu. Immediately to the right of "Profile Information" you will see "edit profile." Click "edit profile" and this will take you to the place where you can make changes.



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