



Who We Are

The Michigan Dyslexia Institute (MDI) envisions a new world for children and adults with dyslexia, a world in which:

They feel good about themselves and look forward to the future with hope and confidence

They receive the kind of instruction they need, in a nurturing environment

They are understood and encouraged to develop their potential

They can participate fully in the work place and in their communities.

MDI is committed to bringing about this new world.

"Thank you for the DE training. I am embarrassed by how much I learned (how much I didn't know). How did I get through school, college and a graduate degree without knowing spelling rules??"

Wendy, Literacy Coach, Michigan

"MDI and the completion of the Decoding and Encoding course has given me hope. As a parent of a newly diagnosed dyslexic child, the reading approach is beyond what I expected. It is realistic, individualized and encompasses the whole child. I feel like I can breathe again. My son is going to learn in a manner that benefits him. He is not going to struggle to fit into a system. This system (Orton-Gillingham Approach) will accommodate him. Thank you for giving my family a silver lining." **Shelly**

This course is a MUST for all elementary educators. It offers an in-depth look at the phonological component of English and how to effectively teach it to struggling readers – something that most teachers are not trained in.

Judy, Elementary Teacher

Michigan Dyslexia Institute Central Office

532 E. Shiawassee St.
Lansing, MI 48912-1214
(517) 485-4000 Fax (517) 485-4076
www.dyslexia.net

Abrams Teaching Laboratory (517) 485-4000

Detroit Metro Center (248) 658-0777

Flint Rotary Center (810) 732-5850

Northern Michigan Center (231) 526-9282

St. Clair Center (810) 329-7800



A nonprofit organization serving children and adults with dyslexia.

TEACHER TRAINING

Decoding/Encoding Seminars

Seminar Dates and Locations

St. Clair Center

1013 S. Seventh St., St. Clair, MI 48079

January 22, 23, 29, 30 and February 5 and 6, 2021

Hours 9 a.m. to 4 p.m.

Registration deadline January 8, 2021

Please register online at www.dyslexia.net

Lansing Abrams Center

532 E. Shiawassee St. Lansing, MI 48912

March 4, 5, 6, 11, 12 and 13, 2021

Hours 9 a.m. to 4 p.m.

Registration deadline February 17, 2021

July 14, 15, 16, 21, 22 and 23, 2021

Hours 9 a.m. to 4 p.m.

Registration deadline June 30, 2021

Please register online at www.dyslexia.net

Seminar Fee \$995.00

Fees include all materials and practice teaching



Seminar Information

Please note that the Michigan Dyslexia Institute, Inc. reserves the right to reschedule announced dates.

Decoding/Encoding Seminar Fee \$995

Fees include all class materials and practice teaching.

Seminar materials provided include a comprehensive training and reference manual and all other materials necessary for the Seminar and to begin teaching students at the decoding/encoding level. The practice teaching is completed one-on-one as conveniently as can be arranged.

Potential practitioners with one of the Institute's Centers are required to:

- ◆ Successfully complete an interview with the Center's Director before beginning the seminar
- ◆ Hold a completed or soon to be completed Bachelor's Degree or an RN degree.
- ◆ Successfully complete the seminar followed by an internship not to exceed 5 hours.

Training public and private school teachers and instructors working in the private sector is one of the objectives of MDI. ***Special Decoding/Encoding Seminars can be arranged for schools, organizations, business, and industry.*** Fees are dependent upon the total number of participants, location, and scheduling arrangements. Call for further information.

Since 1982 thousands have participated in Michigan Dyslexia Institute's Decoding/Encoding seminars. The seminars are designed primarily for those interested in becoming instructors with one of the institute's centers, and teachers who wish to increase their effectiveness in working with students who exhibit characteristics of dyslexia.

The seminars consist of class lectures, demonstrations, observation, and supervised practice. Focus is upon remediation of reading and related language deficiencies associated with the initial stage of reading development – what has been called the “decoding” stage. The curriculum, based on a flexible adaptation of the internationally known Orton-Gillingham Approach, is designed expressly for use with specific reading, spelling, or writing difficulties characteristic of dyslexia. The seminars are taught by teacher trainers who are Fellows of the academy of Orton-Gillingham Practitioners and Educators, a national certification and accreditation body incorporated under New York State Education Law. The content of the seminar reflects the curriculum criteria established by the Academy.

The seminars involve 30 hours of classroom instruction and five observations. Outside preparation time for a seminar varies, depending upon one's background. Attendance at all sessions is required.

Those who successfully complete the seminar will be able to immediately apply the teaching technologies they have learned. Their new knowledge can be expanded beyond decoding/encoding to include additional applied linguistics, comprehension, and composition techniques needed to work with dyslexic students at more advanced levels. MDI offers seminar graduates, at a nominal cost, a continuing education program comprised of workshops and conferences.

The Orton-Gillingham approach is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. Infinitely adaptable, it is a philosophy rather than a system.

Persons with dyslexia need more help than most people in sorting, recognizing and organizing the raw materials of language for thinking and use. The soundness and success of this program which has been demonstrated over the years, is used by the Michigan Dyslexia Institute and practiced in its Centers. Following are the essentials of this approach.:

It is **personalized**. Teaching begins with recognizing the differing needs of learners.

It is **multidisciplinary**. It draws on the knowledge and skill of experts from many fields, including education, medicine, psychology, and language theory.

It is **multisensory**. It uses all the learning pathways: seeing, hearing, feeling, and awareness of motion brought together by the thinking brain.

It employs a **phonic-alphabetic** system and stresses this in the initial stages of reading development. It takes advantage of the sound/symbol relationships on which spoken and written languages are based.

It increases **linguistic competence** by stressing language patterns which determine word order and sentence structure.

It is **systematic**. Material is organized and taught in a way that is logical and fits the nature of our language.

It is **sequential**. Step-by-step learners move from the simple, well-learned materials to that which is more and more complex.

It is **cumulative**. Each step of the way is based on those previously learned by the student.

It provides **continuous feedback** and **positive reinforcement**. The approach provides for a close teacher-student relationship which permits these two elements so critical to effective learning.

It is a **cognitive** approach. Students are helped to understand the reason for what they are learning.

It is **emotionally sound**. Teaching is directed toward providing the experience of success. With success comes increased self-confidence and motivation.