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25:221

The Suzuki Method: Adaptations for Early Childhood Special Education Student

#### Presentation Goals

Provide background and knowledge of The Suzuki Method  
Why the Suzuki Method can be useful for those in the ECSE class

Strategies as to how one can use the method with a child with disabilities

#### Shin'ichi Suzuki

B. 1898 - D. 1998

Father owned violin factory

Turning point: *Ave Maria*

Studied in Germany

#### Beginnings

Returned to Japan

Began Talent Education in 1945

"Maybe music will save the world."

#### Suzuki Philosophy

The journey is the destination

Foster sensitivity and respect

Raise sensible, peace-loving human beings

Applicable to other subjects, ages

Education begins at birth

Every child can learn

Stimulation from outside determines growth and development

#### Foundation of The Suzuki Method

##### Mother-Tongue Approach

Exposure

Imitation

Encouragement

Repetition

Addition

Refinement

Communicate through instrument before note-reading

##### Talent Education

1. Product of your environment

2. The earlier, the better

3. Repetition important

4. Teacher and parents at high level

5. System based on when, what, and how

## Goal

The student will play from the heart as a unique musician  
Make personal aesthetic decisions, even in large group performances  
Recognize the experience of the moment  
Become a good citizen

## Standard Practice

Start at an early age  
Regular listening  
Private lessons  
Suitable length  
Parental involvement  
Memorization  
Learn notes by association  
Sequence of materials  
Cooperation

## Beginning Suzuki Lessons

Starts with hearing and seeing  
Parent training  
Twinkle variations  
Group lessons

## Suzuki Teacher Training

Follow Teacher Development Guidelines  
Some universities may offer degree  
Register their study with the SAA  
Method Books  
10 Volumes  
Various instruments  
Earlier songs written and arranged for young children  
Perform frequently and from memory with ease

## Performing

Group classes  
Community performances  
Solo recitals  
Summer institutes  
Sample Activities  
In group lessons:

- Clap or play a variety of rhythms
- Use a Mystery Box
- Play "follow the leader"
- Pick up sticks
- Teach conducting
- March while playing
- Move to music
- Miming
- Guessing games

## Criticism

- The child is too young
- They will not learn how to read music properly
- Lack of competition creates lack of motivation

## Misuse of The Suzuki Method

- Failure to use recordings
- Too rapid progress
- Poor parental support
- Too early transition to reading
- Underestimate importance of teacher-student-parent trilogy

## Suzuki in the School

### Against

- Mission of public education
- Little parental involvement
- Lack of one-on-one
- Age
- Not bona fide Suzuki

### For

- Parental involvement can take on different forms
- Suzuki is not exclusively one-to-one
- MTA not age-specific
- Can be used with or without Twinkle
- Successful adaptations

## Why use Suzuki?

- All children can learn
- Develop the whole child
- Incorporate parental involvement
- Self-assessment
- Aural model
- Individual learning rates
- Respect for repetition

## Assisting the Suzuki Teacher

- Map out strategies
- Make a list of needs
- What modifications are necessary?
- What resources are available to you?

## Dyslexia

### Suzuki Approach:

- Highly structured, progress sequentially
- Learn by using aural, visual, kinesthetic senses
- Can also incorporate academics
- Repetition, self-esteem

## ADD/ADHD

### Suzuki Approach:

- Concentration needed to play violin
- Attentiveness to teacher (in group and private lessons)
- Length of practicing time, lesson time

## Bipolar Disorder

### Suzuki Approach:

- Discuss fears about recitals
- Give options
- Break down material into small motives/phrases

## Autism Spectrum Disorder

### Suzuki Approach:

- Create a lesson schedule, specific spot to stand
- Strengthens fine/gross motor
- Pre-academic skills
- Modeling
- Positive social interaction
- Suzuki and ABA

## Hearing Impairments/Deaf

Difficulty listening to Suzuki tapes and/or playing in sync with the group

-Can make special recordings

## Down's Syndrome

### Suzuki Approach:

- Adjustments to equipment, posture
- Use moleskin tapes

### Positive Outcomes

Proceeding at an individual pace causes less stress

Gain self-esteem

Respect from peers

Emphasis on modeling, repetition and listening may help success in the classroom

Constant support from:

- Parents, teacher, peers

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