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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
References


