

A Comparison Between Suzuki Method and Traditional Piano Method on Children with Autism Spectrum Disorder: Case Study



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Abstract

Autism Spectrum Disorder is a neurological disorder that has a growing diagnostic rate among children. Children with ASD first show signs during infancy or childhood, and the progression varies greatly between individuals. An increasing number of parents decide to engage their children in artistic development, with piano being a popular choice. Though observational studies have noted the heightened sensitivity to sound and enhanced recall abilities of children with autism when learning instruments, there is little consensus on which piano teaching method is the most effective in developing musical skills. The goal of this study is to assess the effects of two piano-instruction methods on an autistic child's music performance, which is assessed by categories, including tone quality, technique, interpretation, and artistry. This paper presents the case of a 9-year-old child diagnosed with autistic disorder living in New Jersey. The Suzuki method and the traditional method are utilized to improve the piano abilities of this child. The different results in piano performance following the application of the two teaching methods in a three-year-period.

Biography

Tianqi Chen have published a case study regarding music interventions and Alzheimer's and completed research at national institutions in the biomedical sciences. He is the director of a non-profit organization focused on non-pharmaceutical interventions for neurodegenerative diseases.



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