

What Our Clients Say

(ご利用者様の声)

Nickname: Pon

I began bringing my child with autism to music therapy sessions just before he turned 4 years old. I used to play classical music whilst nursing as it seemed to comfort him. When we began attending music therapy sessions, he would scream and cry whenever he was overwhelmed by the multiple different emotions he felt and would try to escape the music room.

However, when I sat quietly watching this situation, I could see that he would stand totally still on the stairs outside and would actually be

listening to the music coming from the music room. Looking at his facial expression, he even seemed to be happy. When he turned 5, he began to develop a liking for Miyuki Nakai's piano playing. Before we knew it, he had memorised all of the chords and even now improvises at the synthesiser. He became able to quickly reproduce music soon after he heard it.

Whilst he was attending sessions at the music room with therapist Miyuki Nakai, he also began piano lessons. During piano lessons, he seriously tried to learn how to read sheet music and during his holidays he would tackle what he wanted to in the music studio sessions. Thus, for my child, music has become one of his greatest joys, a tool he can use to brighten his life.

Since starting school, thanks to music, he has enjoyed a reasonably stable and fun daily student life and has made good progress in expanding his daily customs and habits. He will soon be finishing primary school.



Nickname : Chage

I have three children. Since the second child, the oldest boy, was diagnosed as being on the autistic spectrum, he did not use words and didn't even show an inclination to do so. Although he has been attending music therapy sessions since 3 years of age, it has been an anxious time. However, by waving his hands or through baby talk, he became able to request his favourite songs from the 'Anpaman' song collection. By convincing my son that repetition of the song was purely

for fun, the therapist focused on the song 'Ahiro no a', which enabled him to very quickly learn and practice the 50 sounds of the Japanese language. He became able to largely pronounce all of the sounds and since then, the speech he had previously given up on began to increase bit by bit. He began to move from only being able to call his beloved grandmother (my mother-in-law who lived with us) 'o' to calling her 'oba' to 'obaa' to eventually 'obaachan' ('grandma' in Japanese). Therefore, a strong bond was created between them: even stronger than that with his older sister and his baby sister.



Whilst I was pregnant with my youngest child, we were unable to go to the music studio sessions for about 4 months. This beloved grandma urged my son to restart sessions: 'Thanks to Nakai sensei,

you fell in love with music, so hurry up and lets go back!’ It was after restarting sessions, that he achieved the dream-like goal of beginning to use speech. My son is currently heading into his final year of primary school. He is still the kind of child that looks to his mother first for comfort when he feels down although, through his love of songs, sometimes when feeling this way he will request a song which suits his mood and is able to be alone. Furthermore, he speaks most when he thinks that there may be a miscalculation or a mistake. He will even start conversations with friends or people he has never met before. Occasionally, if he meets an elderly couple at the bus stop, although he may seem disengaged, before realising they will be laughing as they have developed some sort of conversation. He is often mischievous but will be helpful too. He has become a trustworthy son, one we can always, somehow, rely on to comfort the family.

Nickname: Kari

I am an 11 year old boy with autism. I have been receiving music sessions from Miyuki Nakai since I was 3 years and 9 months old. When I first began attending music therapy sessions, I wasn't really interested in other people, would spend most of my time gazing at numbers and symbols and would only use a small amount of speech and language. At first I was interested in hand gesture games and picture cards and whilst I was enjoying these activities, I gradually became able to reply to the teacher's speech. At times where I would be lost in my own soliloquy, making little sense, the teacher would repeat my words and set them to music. This then became a kind of duet between me and the teacher and it felt like the fun in my speech had come across to others. It seems it was from then, that through this musical exchange with the teacher I realised how fun expressing myself and a finding common ground between myself and others could be. I am currently a fifth year student in a support class for children with SEN. I have become able to speak fluently, hold conversations and to express a wealth of emotions. Most importantly, I am able to positively communicate with others, pursue friendships in my class and I even enjoy starting conversations and joining in on topics such as my favourite characters. In the music room, I really enjoyed it when we created a song together; I wrote song lyrics and Miyuki Nakai improvised to them at the piano. It has truly become a place where release my emotions. I don't enjoy singing in front of others. However, at school, at times when we all have to sing, I have become able to sing along a little with everyone. I became interested in the recorder so now, when I can improvise with Ms. Miyuki for a long time, it really feels like a duet session. In composing sessions, Ms. Miyuki writes a short section of lyrics and I put them to a melody I have created on the recorder. It is incredibly fun to see that I could actually connect a fragment of melody to words and I sing with a smile on face. This is something that cannot happen anywhere else and at these times, I am truly happy.



Nickname: N

The moment the door to the music studio was first opened, we were greeted by the song 'Right-let's play!' My son loves music, so on hearing the song his face instantly lit up and he almost skipped and bound into the music room. Even now, he greatly looks forward to every session and enjoys jumping in time to the piano on the trampoline, playing the toy trumpet, beating the drums and much more.

My son does struggle with concentration however, when playing instruments, he tries his very best to try various small instruments and has even become able to take the guitar (a favourite instrument of his) and sit for long periods of time miming playing or becoming lost in one particular action. Due to cerebral palsy, he does have some intellectual impairment though he seems to enjoy trying with all his might to move his limbs, little by little in time to Muyuki's songs. Now, he will stand ready in front of the drum kit pretending to be a drummer playing the drums, or will pretend to 'Kitakazeko' (a Japanese children's character; a young, wandering Buddhist priest), wearing the priest's braided hat, murmuring various lines, and staring longingly into the distance. Year by year, he is gaining more control over his own bodily strength. It seems he can now find music which allows him to relax by himself.



Nickname: Kazu Chan

My son has just turned 8 years old. At first, in response to his hypersensitivity, we encouraged him to try the toy trumpet and whistles, any instrument which meant a noise would be made by using his mouth. Though, I was at a loss; he hated these instruments and would also only hold a drumstick if his mother held it with him. However, after thorough repetition of activities and many trips to the music studio, he seemed to say 'maybe even I can do it...' Now, he will respond by himself when the music begins to play. My son and I have come to love music therapy sessions. Every session holds a new discovery, depending on whatever worry each one of us may have.



3 hour 45 mins