

Peer Review

Review of: "The Influence of Music Education on the Academic Behavior for Preschool Children with Autism"

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This preprint investigates the potential benefits of integrating music education into the academic routines of preschool children with autism. The authors set out to explore whether structured music-based interventions can enhance academic behaviors—such as attention, engagement, and social interaction—in this unique population. By outlining a clear research question and employing a methodological framework that appears to include both qualitative observations and quantitative assessments, the study aims to contribute to a growing body of literature on alternative educational strategies for children on the autism spectrum.

Strengths

One of the main strengths of the article is its innovative approach to an underexplored area. The focus on music education as a means to improve academic behavior is both timely and relevant, especially as educators seek inclusive strategies that support neurodiverse learners. The authors present a compelling rationale for why music might serve as a bridge to more conventional academic engagement, potentially offering a non-traditional yet effective pathway to learning.

Furthermore, the study is grounded in existing theoretical frameworks, linking musical engagement with cognitive and behavioral development. This theoretical underpinning not only strengthens the rationale behind the intervention but also provides a solid foundation for interpreting the findings. The article is well-structured, and the inclusion of both methodological details and preliminary outcomes adds credibility to the study, suggesting that the authors have a clear plan for both data collection and analysis.

Weaknesses

While the study's premise is promising, there are areas where further refinement could enhance its impact. As this version is a preprint, there seems to be limited detail regarding the statistical rigor of the data analysis. A more comprehensive explanation of the sample size, control measures, and the statistical methods used would help to clarify the reliability of the conclusions drawn.

Additionally, the review of literature could be expanded. While the theoretical framework is sound, a more in-depth discussion of previous research—both supporting and contradictory—would provide a broader context for the current study. This expansion would also better highlight the study's unique contribution to the field.

Lastly, practical implications and recommendations for educators are touched upon only briefly. Given the potential real-world applications of this research, a more robust discussion on how these findings can be implemented in educational settings would be beneficial for both practitioners and policymakers.

Conclusion

Overall, this preprint is a thoughtful and innovative exploration of alternative educational strategies for children with autism. Its strengths lie in its unique focus and theoretical grounding, while the primary limitations relate to the need for greater methodological transparency and a broader contextual literature review. With further refinement and additional data, this work could make a significant contribution to educational practices aimed at fostering inclusive academic environments. The study opens up intriguing possibilities for the use of music as an educational tool and paves the way for future research in this promising area.

Declarations

Potential competing interests: No potential competing interests to declare.