

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

Guangshuai Wang

Potential competing interests: No potential competing interests to declare.

Thank you for the opportunity to review the manuscript. This study combined the Holistic Music Educational Approach for Young Children (HMEAYC) and Figurenotes' music teaching methods. However, there are important issues that the authors need to address.

1. Abstract:

Lack of pertinent explanation of the study's background and significance. Additional content should be added.

2. Introduction

The second paragraph: The purpose of this study is not clearly expressed. It should be apparent if the study combines Figure notes and the HMEAYC teaching approach. The title is the effect of music education on the academic behavior of children with autism. However, the purpose of the study does not explicitly state any relevance to music education.

3. Literature Review

The first paragraph: The particular goal of the study is specified here; however, it should be relocated to the preceding paragraph for more clarity.

4. Research Design

First paragraph, line eight: The ultimate goal of this study was to use cognition as the dependent variable; however, the presentation of the final results did not focus on it.

First paragraph, line eleven: As for the design of HMEAYC, if the classroom design for children with ASD and children without ASD is the same, and whether the design points or the 40-minute teaching method should be mentioned in the paper, and why, should be clarified.

5. Differences in learning behavior between the experimental and control groups

Fourth paragraph, line six: Qualitative data supplemented the influence of Figurenotes on children with autism, regardless of whether the observed changes or improvements could be precisely explained.