

MUSIC THERAPY AND WELL-BEING AMONG DIFFERENTLY ABLED CHILDREN

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DECLARATION

I, **NIRENJ S BINU** do hereby declare that the Dissertation Titled **MUSIC THERAPY AND WELL-BEING AMONG DIFFERENTLY ABLED CHILDREN** is based on the original work carried out by me and submitted to the University of Kerala during the year 2021-2023 towards partial fulfilment of the requirements for the Master of Arts Degree Examination in Sociology. It has not been submitted for the award of any degree, diploma, fellowship or other similar title of recognition before any University or anywhere else.

Thiruvananthapuram

18/08/2023

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CERTIFICATION OF APPROVAL

This is to certify that this dissertation entitled **MUSIC THERAPY AND WELL-BEING AMONG DIFFERENTLY ABLED CHILDREN** is a record of genuine work done by **Mr. NIRENJ S BINU** fourth semester Master of Sociology student of this college under my supervision and guidance and that it is hereby approved for submission.

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“Showing gratitude is one of the simplest yet most powerful things humans can do for each other.”

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NIRENJ S BINU

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ABSTRACT

This study delves into the intersection of music therapy and the well-being of differently abled children, aiming to provide a comprehensive overview of the therapeutic potential of music in enhancing the lives of these individuals. Differently abled children often face unique challenges that can impact their physical, emotional, and cognitive well-being. Music therapy has emerged as a promising intervention, leveraging the inherent emotional and sensory richness of music to address a wide range of developmental and psychological needs. Drawing from an extensive review of academic literature and empirical studies, this paper synthesizes the current body of knowledge surrounding the effects of music therapy on differently abled children's well-being. The review encompasses various disabilities, such as autism spectrum disorder, down syndrome, cerebral palsy, and intellectual disabilities. By analysing qualitative research, this study examines the multifaceted ways in which music therapy contributes to enhancing communication skills, emotional expression, social interaction, motor skills development, and overall quality of life among differently abled children.

Additionally, the abstract underscores the diverse methodologies employed in music therapy interventions, including improvisation, songwriting, rhythmic exercises, and interactive musical experiences. The role of trained music therapists is highlighted, as they tailor interventions to individual needs, preferences, and abilities of each child. This study also emphasizes the importance of collaboration between music therapists, healthcare professionals, educators, and families in creating holistic and effective treatment plans. It also acknowledges the challenges and limitations in implementing music therapy, such as variability in response to interventions and the need for rigorous research methodologies. In conclusion, this study synthesizes the current understanding of how music therapy positively influences the wellbeing of differently abled children through their improvement in their lifestyle. It provides valuable insights for practitioners, researchers, educators, and caregivers interested in utilizing music therapy as a holistic approach to enhance the lives of these children. The abstract calls for continued interdisciplinary research to better understand the nuanced mechanisms behind

music therapy's effectiveness and to optimize its integration into diverse therapeutic contexts for the well-being of differently abled children.

CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

Music therapy is the use of music to address a group's or individual's physical, emotional, cognitive, and social needs. It includes activities including listening to music, playing an instrument, drumming, creating songs, and guided visualization. The therapy is appropriate for people of all ages, whether they are virtuosos or tone deaf, unwell or completely healthy. Music can be utilized to create a variety of conditions in which children can thrive cognitively and developmentally. Music also promotes general well-being while also providing a favorable environment in which to learn, develop, and function. Playing gentle classical music, particularly Baroque music (Bach, Vivaldi, etc.), for example, promotes attention and concentration, allowing the listener to work more productively.

Music has an immediate effect on the heart rate. When listening to quicker tempos, the heart beats faster, and slower when listening to slower tempos. It also reacts to dynamics (loud and soft) as well as specific pitch frequencies. The effectiveness of music therapy has been studied extensively across different populations and settings. Music has the power to evoke emotions and can be used therapeutically to promote emotional expression, reduce anxiety, and alleviate symptoms of depression. Research has shown that music therapy can enhance mood, decrease stress levels, and improve overall emotional well-being. Music engages multiple areas of the brain, stimulating cognitive processes such as attention, memory, and executive function. Music therapy has been found to be beneficial for individuals with neurologic disorders such as dementia, Alzheimer's disease, and traumatic brain injury. It can help improve cognitive skills, enhance memory recall, and promote mental stimulation. Music therapy can be effective in physical rehabilitation settings by promoting movement, coordination, and motor skills. Rhythmic auditory stimulation provided by music can help facilitate gait training and improve motor function in individuals with conditions like stroke, Parkinson's disease, or cerebral palsy. Listening to or engaging in music-making activities can have analgesic effects, reducing the perception of pain and increasing pain tolerance. Music therapy is often used in healthcare settings to help manage acute and chronic pain, providing a non-pharmacological and holistic approach to pain management. Music has the ability to facilitate social interaction and communication, particularly in individuals with developmental disabilities or autism spectrum disorders. Group music therapy sessions can promote social bonding, enhance communication skills, and improve interpersonal relationships.

Music has an unrivaled ability to transcend boundaries and speak to the depths of human emotions. It has the power to lift, heal, and inspire people of all ages and backgrounds. Music therapy has developed as a wonderful technique to improving the well-being of differently abled youngsters, among its many applications. This novel treatment approach makes use of music's universal language to address physical, emotional, cognitive, and social issues that these youngsters may confront. This is where music therapy comes in as a holistic and inclusive approach that takes into account each individual's unique needs and strengths.

The inherent association between music and the human brain is the underlying concept of music therapy. Music involves numerous cerebral pathways, increasing cognitive development, emotional expressiveness, and sensory integration, according to scientific study. Music provides an alternate avenue for self-expression and connection for differently abled youngsters who may struggle with verbal communication or have sensory sensitivity. Music therapists provide a secure and creative environment for differently abled children to explore their emotions, strengthen their motor abilities, and improve their social connections through carefully crafted musical interventions. Whether it's playing an instrument, singing, dancing, or simply listening to music. This therapy not only promotes self-esteem and self-awareness, but also a sense of belonging and achievement, both of which are important components of general well-being.

The research examines the several advantages of music therapy for differently abled children. It will investigate how music therapy can favorably impact cognitive development, emotional regulation, social engagement, and motor skill learning through a combination of empirical studies, clinical experiences, and real-life anecdotes. This research attempts to highlight the importance of incorporating music therapy into the lives of differently abled children by evaluating various music therapy techniques and their relevance to diverse circumstances.

Differently abled Children

Differently abled Children are the children who need proper support, care and attention from their parents, elders, social environment due to their mental and physical disabilities. Differently abled children, who may have autism, Down syndrome, cerebral palsy, or other developmental disabilities, frequently face challenges that limit their capacity to communicate,

learn, and connect with their surroundings. Conventional therapy methods may fall short of completely engaging these youngsters and enabling their entire development.

It's important to note that while music therapy has demonstrated positive outcomes in various areas, its effectiveness can vary depending on the individual, their specific needs, and the therapeutic approach used. It is crucial to work with a trained and certified music therapist who can tailor the therapy to the individual's unique circumstances. Overall, music therapy has been recognized as a valuable and effective therapeutic intervention in promoting well-being, enhancing quality of life, and addressing a range of physical, emotional, cognitive, and social needs. Music therapy is an increasingly recognized and valuable form of therapeutic intervention that utilizes the power of music to address various physical, emotional, cognitive, and social needs of individuals with disabilities. The therapeutic application of music has been practiced for centuries, with evidence of its use dating back to ancient civilizations. In recent years, it has gained significant attention as a complementary approach to conventional treatments for individuals with disabilities. Differently abled children face unique challenges that can impact their overall well-being, academic performance, and social interactions. These challenges may arise from conditions such as intellectual disabilities, physical impairments, sensory processing disorders, autism spectrum disorder (ASD), and other developmental or cognitive disabilities. Addressing their diverse needs in an inclusive educational environment requires innovative approaches that go beyond traditional educational practices.

A child's impairment is frequently followed by his social marginalization. For example, it has been discovered that just about 2% of impaired children have access to education. Furthermore, individuals are scared of the impairment. It is frequently established in the collective unconscious that a disability is a curse or a punishment for ancestors' transgressions. Children with impairments are isolated, rejected, and considered untouchable in many parts of the world. Due to their inability to defend themselves, disabled children are increasingly becoming victims of violence. Thus, physical, psychological, and emotional abuse is a tragic reality that disadvantaged children face in their homes, institutions, and social circles. Unfortunately, in some countries, a physical or psychological disability may be the cause of infanticide due to the social and financial burden that disabled children place on their family.

This is especially prevalent in underdeveloped nations, where the majority of disadvantaged children are illiterate and live completely separated from the rest of society, many are frequently compelled to beg in order to survive, and many live in great poverty on the streets.

Music Therapy and Well-being

Well-being refers to how good and healthy someone feels in their body and mind. It's about having a positive overall experience of life, feeling content, and being able to handle challenges in a healthy way. Music has a powerful impact on the emotions to express the feelings where words are hard to find. Social skills are a complex set of skills used by an individual to navigate social environments. These include communication, problem-solving, decision making, peer and group interaction and self-management. Music can be used to create any number of environments for children to flourish cognitively and developmentally. For e.g., Playing soft classical music increase attention and ability to concentrate, allowing the listener to work more productively. It is a therapy using the power of music to improve different aspects of the life to make feel better emotionally, mentally and physically. To work with the music therapist can discover where music can be a wonderful tool for enhancing the well-being Music therapy offers a dynamic and versatile medium through which disabled students can engage in creative expression, develop communication skills, enhance emotional regulation, and promote social interaction. By harnessing the universal language of music, qualified music therapists work collaboratively with students to tailor interventions that align with their individual goals and needs.

This research aims to explore the effectiveness of music therapy among disabled students, examining its impact on various aspects of their well-being and educational outcomes. By reviewing relevant literature, studies, and practical applications, this study seeks to shed light on the potential benefits and limitations of music therapy as an intervention for students with disabilities. The findings of this research will not only contribute to the growing body of knowledge in the field of music therapy but also provide valuable insights to educators, caregivers, and policymakers to enhance support and inclusivity for disabled children within educational settings. The subsequent sections of this research will delve into the historical context of music therapy, its theoretical foundations, and the specific methodologies used to

engage disabled children. Furthermore, the research will analyze existing empirical evidence to assess the effectiveness of music therapy across different disability types. Lastly, based on the findings, implications for educators and recommendations for future research will be discussed, emphasizing the potential of music therapy as a powerful tool in promoting the holistic development of disabled children in educational environments.

1.2 STATEMENT OF THE PROBLEM

The effectiveness of music therapy among differently abled children is an important area of research and practice that requires further investigation. While there is evidence suggesting the positive impact of music therapy on various aspects of well-being, there is a need to explore specific factors and variables that influence the effectiveness of this therapeutic approach for differently abled students. Additionally, the lack of standardized protocols and guidelines for implementing music therapy in diverse educational settings poses a challenge to accurately measure and compare its outcomes.

Differently abled children encompass a wide range of disabilities and diverse needs. It is crucial to understand how music therapy interventions can be tailored to address the specific requirements of students with various disabilities, such as physical disabilities, developmental disorders, sensory impairments, and learning disabilities. Exploring the effectiveness of music therapy across different disability profiles is essential for developing targeted and individualized interventions. The effectiveness of music therapy should be measured using valid and reliable assessment tools. However, the selection and application of appropriate outcome measures for differently abled students can be challenging. It is necessary to identify suitable measures that capture the impact of music therapy on physical, emotional, cognitive, and social domains, taking into account the unique characteristics and needs of each disability group. The lack of standardized protocols and guidelines for implementing music therapy in educational settings hinders the ability to replicate and compare research findings. Developing clear protocols and guidelines that address specific disabilities and educational contexts can enhance the consistency and reliability of music therapy interventions. Standardized protocols would also facilitate better collaboration among music therapists, educators, and other professionals working with differently abled students.

Exploring the integration of music therapy within educational frameworks is crucial for ensuring the long-term sustainability and effectiveness of this therapeutic approach. Understanding how music therapy can be seamlessly integrated into inclusive education settings, individualized education plans, and interdisciplinary collaborations is vital for promoting the holistic development and well-being of differently abled students. Cultural factors and diversity play significant roles in the effectiveness of music therapy interventions. Considering the cultural backgrounds, preferences, and beliefs of differently abled students and their families is essential for developing culturally sensitive and inclusive music therapy practices. The influence of cultural factors on the effectiveness of music therapy can contribute to providing appropriate and meaningful interventions for students from diverse cultural background.

By addressing these problem areas, researchers and practitioners can advance the field of music therapy and improve the outcomes for differently abled children, leading to more inclusive and effective interventions that cater to their unique needs and promote their overall well-being. The effectiveness of music therapy among differently abled students is a critical area of inquiry that requires further investigation. While there is growing recognition of the potential benefits of music therapy, there is a need to address specific challenges and gaps in the existing research. There is a scarcity of rigorous empirical research that confirm the effectiveness of music therapy among differently abled pupils, despite promising anecdotal evidence and pleasant experiences described by some practitioners and educators. It is difficult to draw solid conclusions about the genuine influence of music therapy on numerous areas of their wellbeing due to a dearth of well-designed, controlled trials.

Differently abled children have a wide spectrum of disabilities, each with their own set of challenges and needs. The effectiveness of music therapy varies greatly among students with various disabilities, such as autism spectrum disorder, physical disabilities, learning disabilities, and emotional or behavioral disorders. It is critical to understand how music therapy can be adapted to fit the individual needs of distinct populations. To assess the success of music therapy, objective outcome measures must be reliable and valid. There is, however, a scarcity of standardized tools and assessments that fully reflect the multifaceted effects of music therapy on differently abled students. Developing proper outcome measures is critical for assessing progress, demonstrating efficacy, and comparing outcomes across research. While

some studies have found short-term gains in well-being and skills, the long-term effects of music therapy on differently abled kids are unknown. Longitudinal study is required to see whether the good effects of music therapy remain over time and how they may contribute to these students' overall development and quality of life.

In order to effectively deploy music therapy as a supportive intervention, the feasibility and obstacles of integrating it into educational contexts must be investigated. Understanding how to incorporate music therapy into the curriculum and school environments is critical for widespread adoption and access for differently abled children. When comparing music therapy to other therapeutic interventions or educational approaches for differently abled pupils, useful insights into its distinctive contributions and advantages can be gained. Studies comparing the effectiveness of music therapy to other interventions can aid in making informed decisions regarding the most appropriate and useful techniques for various kids.

This study seeks to identify and evaluate specific music interventions that effectively promote emotional regulation and well-being among differently abled children. By examining elements such as rhythm, melody, and lyrics, the research aims to uncover the musical techniques that resonate most deeply with these children and contribute to their emotional well-being. The outcomes of this investigation could provide valuable insights for therapists and caregivers seeking evidence-based strategies to help differently abled children manage their emotions and enhance their overall psychological state. It also aims to explore the integration of music therapy within educational environments to support the well-being and learning outcomes of differently abled children. By examining how music therapy can be adapted to diverse learning settings, the study seeks to provide insights into the feasibility, benefits, and potential challenges of incorporating this therapeutic approach. The findings could offer valuable guidance for educators and administrators looking to create inclusive educational environments that cater to the holistic needs of differently abled children. Addressing the key issues will advance our understanding of the effectiveness of music therapy among differently abled students, inform evidence-based practices, and contribute to the development of more inclusive and tailored interventions that can optimize the well-being and potential of these individuals.

1.3 SIGNIFICANCE OF THE STUDY

The study focused on the effectiveness of music therapy in enhancing the well-being of differently abled children holds considerable significance within the realm of sociological research. By adopting a qualitative approach that involves the analysis of therapists and cases, this study delves into multifaceted implications that touch upon various sociological concepts and perspectives. One prominent aspect of this research lies in the empowerment and agency it highlights among differently abled children. By examining how music therapy positively influences their social and emotional conditions, the study underscores these children's capacity to actively engage in therapeutic processes and exert an impact on their own well-being. This aligns harmoniously with sociological discussions surrounding agency, resilience, and the potential for marginalized groups to assert their voices and influence their circumstances.

Moreover, this study intersects with debates surrounding inclusion and social equity. The positive effects of music therapy on the well-being of differently abled children emphasize the crucial importance of providing accessible and inclusive therapeutic options. This resonance with sociological discussions is linked to the creation of environments catering to diverse needs, fostering a more equitable and inclusive societal framework. The qualitative exploration of the study contributes insights into the shaping of identities and self-concepts of differently abled children. By observing the positive changes in self-perception resulting from music therapy, the research aligns closely with sociological theories examining the interplay between self and society, especially regarding identity formation and self-esteem.

A further dimension of this research lies in its illumination of social interaction and relationships. As music therapy often involves group sessions, it provides a unique platform for differently abled children to connect with both peers and therapists. This dynamic aligns seamlessly with sociological concepts of social interaction, community building, and the influential role of relationships in shaping individual experiences and overall well-being. Also, the study's investigation into the impact of music therapy contributes to discussions on the social construction of disability. By highlighting the therapeutic potential of music, the research challenges prevailing stereotypes and misconceptions associated with differently abled individuals. This dimension aligns with broader sociological inquiries probing how societal attitudes and norms play a role in constructing perceptions of disability and fostering opportunities for transformative change. Also, the study offers insights into the broader

sociological discourse surrounding medicalization and alternative therapies. By showcasing the positive outcomes of music therapy within the context of well-being, the research presents an alternative therapeutic approach that emphasizes holistic well-being rather than exclusively medical interventions. This nuanced perspective contributes to ongoing sociological dialogues on the medicalization of society and the evolving landscape of alternative therapeutic practices.

The research's findings could hold potential implications for policy and advocacy efforts. By substantiating the positive impacts of music therapy on the social and emotional conditions of differently abled children, the study provides empirical evidence that advocates for its integration within educational and healthcare systems. This resonance with sociological discussions underscores the role of research in shaping policy changes, driving advocacy endeavours, and ultimately influencing the broader social structures in which individuals with disabilities navigate their lives. The qualitative study exploring the efficacy of music therapy in enhancing the well-being of differently abled children offers a profound and layered contribution to sociological scholarship. By unveiling the positive transformations that music therapy fosters in social and emotional conditions, this research enriches broader sociological conversations concerning inclusivity, empowerment, identity, social interaction, disability, medicalization, policy, and advocacy. In summary, studying the effectiveness of music therapy on differently abled children is significant as it contributes to their overall well-being, promotes inclusive education, informs evidence-based practices, strengthens interdisciplinary collaboration, supports advocacy and policy development, and empowers students and their families. By recognizing and harnessing the power of music therapy, we can create more inclusive and supportive environments that optimize the potential and quality of life of disabled children.

CHAPTER II
LITERATURE REVIEW

2.1 INTRODUCTION

The effectiveness of music therapy programmes for students with disabilities is examined in this literature review. Music therapy treatment is a creative and expressive intervention to increase social skills. The study summarises empirical research papers on the effects of music therapy on students with disabilities, including autism spectrum disorder, intellectual disabilities, and sensory impairments, that were published between 2010 and 2023. The results imply that music therapy interventions can considerably enhance social interaction, cognitive abilities, emotional well-being, communication skills, and motor skills in students with disabilities. However, further study is required to examine particular strategies, top techniques, and long-term effects of music therapy in various populations.

2.2 REVIEW OF LITERATURE

Intellectual Disability/Learning Disability

Weigl (2001) introduces the term functional music, which means that effective music in therapy is the one for practical purposes, depending on the needs of the subjects. The main objective of music therapy is to establish contact with the intellectual disabled person and to facilitate communication between him and the educator transformed into a therapist. Communication problems related to disability included difficulties in using objects as a focus of joint attention, difficulties in interpreting the interactive environment, being sufficiently motivated to communicate, severely limited means of interaction, attaining maintaining an and Music therapy in children with intellectual disabilities Music therapists have worked with people with intellectual disabilities since the earliest days of the profession. Music therapy benefits have been reported for people with intellectual and developmental disabilities in the areas of communication, cognition, physical development and emotional.

Jalongo et al (2002) argues that music may enhance the acquisition of linguistic skills, including reading, writing, listening and speaking. The Effectiveness of music therapy on

reading skills of pupils with intellectual disability was investigated using music therapy to enhance reading skills of pupils with educable intellectual disabilities in Nigeria.

Barile et al (2003) argues that music therapy is an effective intervention in the treatment of pupils with special needs. Music also plays an important role in the life of an individual both biologically and aesthetically Jensen (2000) argues that music probably has a direct effect on the human brain, body, energy levels, emotions and ideas. Evidence is compelling to support the argument that proper implementation of music therapy can result in significant and lasting benefits for learners. Such benefits can be grouped into both direct and indirect results of music.

Kumar et al (2004) argues that music can also improve the function of the brain in coping with stress, and can increase self-satisfaction and self-confidence and the integration of music provides students with realistic, hands-on interactions that are crucial to the development of each learner's ability to reason, reflect, resolve conflicts, make judgments and enhance creativity. However, if the music is not properly implemented it can serve as a distraction.

Merrell (2004) avers that anxiety levels and inhibition in learners can be reduced using music therapy. This leads to the conclusion that music can be helpful in minimising levels of tension and stress. Different kinds of music are used by music therapists to alleviate various forms of psychological and physical stress. Music has been adopted as an intervention to treat medical and psychological issues, music therapy can be used to monitor mental health challenges and reduce the level of pain by releasing endorphins. Music therapy is an effective intervention in the treatment of pupils with special needs. Music also plays an important role in the life of an individual both biologically and aesthetically. Music probably has a direct effect on the human brain, body, energy levels, emotions and ideas.

Harley (2004) argues that the effect on different individuals can be exciting or soothing Evidence is compelling to support the argument that proper implementation of music therapy can result in significant and lasting benefits for learners. Such benefits can be grouped into both direct and indirect results of music. Several studies have examined the effect of music on the development of reading skills of pupils. Not all music has the desired effect.

Crosnoe et al (2005), social economic variables, such as education and income are important factors that may predict academic performance of pupils. They identified three critical factors as major determinants of the home climate that affects academic performance. Such variables

include the father and mother's education, access to electricity, household and educational resources such as books in the home.

Stansell (2005), the effect of music on language accent, memory, and grammar, as well as on mood, pleasure and motivation, is significant and positive. It can therefore be inferred that music may have a beneficial impact on both the cognitive and the emotional characteristics of humans. In addition, Merrell avers that anxiety levels and inhibition in learners can be reduced using music therapy. This leads to the conclusion that music can be helpful in minimising levels of tension and stress. Different kinds of music are used by music therapists to alleviate various forms of psychological and physical stress.

Harris (2006) argues that for proper social and emotional development, students require a strong and reliable primary caregiver who provides unconditional love, guidance and general support. They also require a safe, predictable, and stable environment. Children with intellectual disability from poor socio-economic households are less likely to have these vital needs met than their counterparts from high socio-economic households.

Agarose (2008) argues that literacy, as a means of expressing concepts by using symbols, could be complemented by other mediums to convey information. One such medium is music. Educators can reach more learners when teaching is done using multimodal approaches, including music. Music therapy has been proposed as an alternative method to developing reading skills of children with reading difficulty because of the significant relationship that has been observed between music therapy and helping learners with dyslexia. The use of music to enhance teaching of foreign languages has been the focus of much research. Research findings have revealed that music is effective in enhancing the development of language skills, which in turn will result in improved academic achievement.

Agarose (2008) discusses that pupils with poor reading skills usually exhibit anxiety when requested to read a given text in front of their peers and sometimes adopt different strategies to hide their inadequacies, instead of focusing on what they are reading. Creating an atmosphere that is stimulating has been reported to help pupils acquire appropriate reading skills. Literacy, as a means of expressing concepts by using symbols, could be complemented by other mediums to convey information. One such medium is music. Educators can reach more learners when teaching is done using multimodal approaches, including music. Music therapy has been

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Carnahan et al (2009) argued that music is efficient in enhancing participation, processing, and retention of information, and that it can also improve students learning behaviour. An investigation of the impact of visual aids paired with music on the participation of students with autism during small group instruction revealed that the use of visual aids paired with music resulted in an increase of students' participation.

Anderson et al (2010) showed a significant decline in reading comprehension as a result of listening to lyrical music, compared to the control group that read in a quiet environment. The implication is that lyrical music may not be the appropriate type of music to use for the development of pupils' reading skills. This study used traditional folk songs, instruments were included, and pupils actively participated by singing the songs. Researchers submit that the right type of music can cause students to become less anxious, more confident and therefore, more productive. Music can also improve the function of the brain in coping with stress, and can increase self-satisfaction and self-confidence.

Ewijk et al (2011) observed that parents with higher socio-economic status are generally able to show interest in their children's academic performance, whereas low socio-economic parents are not likely to show interest in their children's education. This may be because low socioeconomic households are engaged in low-paying occupations and struggling to take care of more basic needs such as the family's food and shelter. However, the conclusions have been inconsistent.

Silverman (2011) contends that limiting inclusion criteria to just randomized controlled trials resulted in zero included studies. In this study, data from any country was accepted without restriction as long as it met our inclusion criteria. This was done since it was difficult to obtain research from the Middle East and Arabic-speaking countries due to a lack of sufficient Arabic language research. So, in order to obtain sufficient data, we had to conduct multiple studies in various developed and developing countries. This method was used in numerous

investigations. Participants ranged in age from 6 to 36 years, and any studies with dyslexia and music in their names, regardless of research design, were included, resulting in a larger number of studies. The evidence for music therapy's role and efficacy in reading and phonological awareness was significantly stronger than for spelling, arithmetic, writing, cognitive capacities, working memory, auditory attention, and quick auditory processing. Music therapy can help dyslexic youngsters improve their reading skills and phonological awareness, but it does not replace traditional rehabilitation approaches. There is limited evidence that music therapy is a successful helping element in rehabilitation therapy for learning challenged children's spelling, arithmetic, writing, cognitive capacities, working memory, auditory attention, and rapid auditory processing.

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Nightingale et al (2013) argues that the most common mental disorders which are treated with music therapy include pain, heartbreak, anxiety, and relationship problems., there are factors that could mitigate against the effectiveness of the intervention in enhancing reading skills of pupils. Socio-economic factors represent a strong explanatory variable in many of the

differences found in educational performance, specifically in reading comprehension. The foetus in the womb can listen to the mother's language and speech patterns.

Erbay (2013) discusses that most children with intellectual disability, delays in visual processing, language processing, and comprehension of basic English are likely to lead to difficulties sustaining the required level of attention for learning. The objective of this research was to investigate the effects of music therapy and pictorial illustration on the attention span of children with mild intellectual disabilities.

Christiansen et al (2015) argues that children with intellectual disability often fail to follow instructions and seem not to be listening when directly spoken to. They may demonstrate a reluctance to participate in activities that involve sustained mental energy or close attention to detail and may make careless mistakes in their work. The primary importance of attention span is to enable the child with intellectual disabilities to focus on the task for a designated amount of time. Teachers suggest that listening to each word during the learning process makes it easier for children to develop a deeper and better understanding of classroom instruction and concepts, and reduces the time needed for revisions of what was learned afterward. Attention is crucial part of learning. It is believed that paying attention to classroom activities can enhance the learning process, as attending lessons has a significant impact on the immediate response of pupils.

Constanti (2015) illustrates that for instance, discussed the effect of music among children with special needs. Their findings inferred that music potentially reduced anxiety levels and stereotypical behaviours of preschoolers with special needs. Other research outcomes are convergent toward enhancing communication skills, attention span, and increasing regulation of emotions in this type of music therapy, improvisation is used by therapists to make up songs that assist the client work through what they feel at a particular moment

Johnels et al (2016) discusses that music therapy, consisting of listening to or performing music often as a group, has been ranked among the most highly ranked forms of complementary and alternative treatments. Therefore, music is particularly important as an avenue of social contact and non-verbal self-expression

Grace (2017) discusses that the benefits of music for people with profound and multiple learning disabilities are often founded on literature which does not specifically include people with profound and multiple learning disabilities. Literature including typically developing babies or disabled populations with higher cognitive abilities are used to advocate for the use of music with people with profound and multiple learning disabilities. However, the usefulness and transferability of these findings may be limited as people with profound and multiple learning disabilities often experience the world in unique and unconventional ways. This systematic review of music-based interventions, involving individuals with profound and multiple learning disabilities revealed a limited number of diverse and disparate studies. A review of music-based interventions for the population of people with profound and multiple learning disabilities has not previously been conducted. The discussion which follows will be of interest to researchers, educators and practitioners working with individuals with profound and multiple learning disabilities.

Mina et al (2021) discuss that the learning disability is a conventional term which related to a heterogeneous gathering of issues described by significant problems in acquisition and use of listening, talking, reading (dyslexia), writing (dysgraphia), or numerical capacities (dyscalculia), despite average IQ, ordinary scholarly, auditory, and visual capacities, appropriate motivation, and satisfactory socio-cultural chance. They can also interfere with higher-level skills, for example, organization, time planning, and dynamic thinking. The evidence regarding the role and efficacy of music therapy in reading and phonological awareness was much more if compared to the role and efficacy of music therapy in spelling, arithmetic, writing, cognitive abilities, working memory, auditory attention, and rapid auditory processing. Music therapy (with or without cognitive therapy) has an important and augmenting role in improving reading skills and phonological awareness problems in dyslexic children but does not replace the current methods of rehabilitation. There is little evidence found that music therapy (with or without cognitive therapy) is an effective aiding factor in rehabilitation therapy regarding spelling, arithmetic, writing, cognitive abilities, working memory, auditory attention, and rapid auditory processing in learning disabled children. A music therapy program should be tailored by a well-trained music therapist under the supervision of the phonetician in a specific adequate manner to improve areas of deficits in children with learning disabilities.

The use of music therapy for people with learning disabilities has many benefits, and can help to improve communication, interaction and self-expression. Music therapy can also help to

empower people by offering them choices, increase motivation, and encourage physical activity and coordination. Music therapy has been shown to be effective in reducing stress levels and promoting relaxation. Music therapists use different techniques and types of music to induce relaxation and reduce stress. Incorporating music therapy techniques into daily life can have many benefits for physical and mental well-being.

Depression and Anxiety

Pellitteri (2000) illustrates that the utility of music therapy as a related service modality in special education is far reaching, yet many professionals in the fields of education and psychology know little about this specialty. Music therapy is a creative art therapy that crosses multiple areas of treatment and can be effective in facilitating development in numerous areas of children's functioning. Music therapists both as clinicians and consultants can augment other related services as well as make unique contributions to the special education classroom. Music therapy has been described as a clinical modality that uses music as a central basis of activity. The inherent potential in music as an agent of change can be applied to various educational and related services in the special education setting. The music therapy consultant can facilitate development in several areas of functioning through direct clinical contact and through consultation with the multidisciplinary team. It is important for psychological and educational professionals to be informed of the diverse utility of music therapy and to work toward incorporating music therapy into special education programs.

Gold et al (2004) argues that there is a wide range of mental disorders in children and adolescents, spanning emotional, cognitive, and behaviour problems (Rendschmidt & Schmidt, 1994). When considering psychotherapeutic treatments for these problems, there are at least 230 different approaches, only a few of which have been empirically tested for their efficacy and effectiveness. As music therapy uses musical interaction as a means of nonverbal communication, it demonstrates potential as an effective approach, particularly for patients who are not accessible through verbal language. That is, this approach may be beneficial particularly for patients that may be unable to communicate verbally, or, at the other extreme, use verbal language to rationalise what they cannot address emotionally. However, music therapy is applied to a much larger spectrum of mental disorders.

Neve et al (2005) illustrates that music therapy is a motivating setting in which a child's social skills can be enhanced. The child can practice following directions, role-playing appropriate responses to social situations and participate in a group experience with peers. Social song stories can be created specifically for the child to address areas of need. These social song stories are used in many ways and can be role-played and generalized outside of the music therapy session. Another technique that may be used is songwriting, which can encourage creativity and emotional expression. Each group member may contribute an idea or word to a song the group is writing. In this way, music can be used to create a successful experience where the child can enhance his or her self-esteem with other peers.

Bio et al (2005) argues that the goal of psychiatric rehabilitation is to restore social functioning associated with mental disability. It is believed that psychosocial rehabilitation methods when combined judiciously with medication, can improve the negative symptoms of chronic schizophrenia. Music therapy can be regarded as one form of psychosocial rehabilitation because it can enhance social cohesiveness, and can affect individual's psychological and physiological wellbeing, so as cognitive functioning and emotional expression. Recent studies have found that music therapy have a positive influence on self-perception and it can strengthen the ego of schizophrenic patients. Music therapy was also found to be effective in reducing negative symptoms by increasing patients' ability to converse with others and their interest in external events. Music therapy can be viewed as a form of social communication and social activity that promotes personal interaction and change of environment. During the therapeutic sessions, patients were encouraged to participate in musical games, musical improvisation and musical stories that require personal interaction and cooperation.

Rickson et al (2007) discusses that research is an essential aspect of the music therapy profession. Practice is grounded in theoretical frameworks based on research studies and the evaluation of clinical interventions. Early research drew heavily on behavioural principles, observing measurable change in response to musical interventions. As the profession gained stature, music therapy researchers also began to ask questions requiring in-depth qualitative analysis. Nevertheless, ready acceptance and appreciation of music therapy as a valid service within special education settings in both Australia and New Zealand is variable. Music therapists continue to be challenged to demonstrate the effectiveness of music therapy. The current article outlines the historical precedent for a likely increase in qualitative emphasis, and

describes the current knowledge base generated through the literature on the topic of music therapy in special education. It also explores the need for new research in the evidence-based framework and proposes a research path for future studies.

Adams et al. (2009) focused on investigating the impact of music therapy on individuals with severe mental disabilities. The researchers aimed to achieve specific goals through this therapy and evaluated its effectiveness in comparison to play activities. The study involved twelve participants who received both music therapy and play sessions over a period of 20 weeks, utilizing a reversal design. Four participants were selected for in-depth analysis. The research team used videotaped sessions to record instances of behaviour that indicated the fulfilment of individual treatment objectives. These sessions were analysed using a time-sampling method. Additionally, the behaviour of the staff present during the therapy sessions was also evaluated to understand the role of staff attention in mediating the effects of treatment. For the four participants studied in depth, differences in behaviour were noted between music therapy and play sessions. These differences suggested that, for the majority of cases, music therapy was more effective. However, not all variations indicated a clear advantage of music therapy over play sessions. One participant showed better performance during play sessions than in music therapy. This could be linked to the higher level of staff attention dedicated to this particular topic during play sessions. However, the disparities in favour of music therapy were not explainable in the same way. In conclusion, based on the data collected and analysed, Adams et al. (2009) determined that music therapy is an effective therapeutic technique for individuals with severe mental disabilities. The study highlighted the potential of music therapy in achieving specific treatment objectives for this population.

Sedighi et al. (2011), music has been shown to be effective as a therapeutic intervention for people with mental and physical disability. Many musical experiences can help to develop motor and mental coordination. A methodical approach to music the goal of this study was to see how musical activities affected the development of sensory-motor capabilities in people with multiple handicaps. The psychological rehabilitation of many disabled people has long been a priority in health policy. Music therapy has been suggested as an important component of a comprehensive treatment plan for them. Music can be used to supplement medical treatment. Some advantages include the low side effects and expense of music, as well as the resulting high degree of patient satisfaction. There are issues with listening and seeing, as well

as issues with the movement mechanism. Musical activities are frequently utilized to inspire both conscious reactions and the full strength of sensory motivations. If a sufficient number of music therapy sessions are provided, people with multiple handicaps can improve their mental and physical states and functioning as an adjunct to regular care. Furthermore, it demonstrates the use of music therapy in treating the demands of rehabilitation institutions and presents a variety of outcomes that support music therapy's good impacts. Furthermore, more study should be conducted to investigate the long-term impacts of music therapy.

Torres (2014) discusses that it is the first effort aimed at the application of Music Therapy techniques to help in the prevention and treatment of depression in the older person in the Miraflores of Lima, Peru. The Biopsychosocial and Savage tests were applied to all patients. We describe all the used techniques, the musical themes and therapeutic instruments used in a total of 50 people aged between 60 and 96 years, a six months treatment with a weekly frequency and culminated in a substantial improvement of problems like Depression, anxiety and nervousness as other mental health problems, among other achievements. This experience encouraged to continue its application and improvement in people of this age. The surrounding reality calls everyone to give them careful attention. In the final analysis, the law of nature dictates that all are born, grow, develop and die. Should be made by the actual older people the same what one would wish for himself in the future. It includes provide affection, attention, and not to deprive them of enjoying the most beautiful of the arts: Music. She is able to boot the hidden human feelings, as recognized by great musicians and arising the deepest emotions.

It is fair to admit that "Love and music are the two wings of life and good health".

Juliette Alvin (2015) discusses that music therapy involves a number of approaches related to the concept of time: to the past, the present and to the future. Occasionally, we may find it desirable in therapy to regress to a certain period in the life of the patient from which it is possible to start healthy development. At the end of 18 months, the goal of music therapy for Jimmy had been achieved. Music used as a means of communication had brought out of mother and child results beyond those of musical development alone. The mother experienced a remarkable Juliette Alvin is chairman and founder of the British Society for that of his real age. He was now ready to benefit from music applied non conventionally at his own age level. His special school was able to provide it and good reports have reached me from time to time. 8 changes in attitude toward her son. She had learned to respect his freedom of choice and to help

him to assert himself. She no longer sought to mould him according to her standards or desires. Much had been healed by music used as a means of communication and physical contact through which a mother can “feel” her child.

Cardwell et al (2016) argues in his study that through its identification of an improved clinical effect in self-reported communicative and interactive skills of adolescents, and an improvement for both children and adolescents in levels of depression and self-esteem in the short term, provides evidence of the potential of MT to contribute to these strategies. However, because the improvements identified tended to be modest and short-lasting, recommendations for the inclusion of MT in the clinical armamentarium for the treatment of children with behavioural, developmental and emotional disorders can only be suggestive, rather than definitive. Nonetheless, the results of this pragmatic trial strongly indicate the need for further research to ascertain what type and dosage of MT is most effective, and also for whom, and in what circumstances.

Bharadwaj (2017) discusses that stress is an essential and integral part of our lives and we feel stress now and then. Most of the times we try find ways to manage stress. It has also been observed that mostly stress affects us negatively and also hinders the performance. There has also been a negative effect of stress on physical and mental health. Stress is the result of a person’s appraisal processes: the assessment of whether the personal resources are sufficient to meet the needs the demands of the environment. These demands or stressors can be in the form of death of a loved one, divorce, marriage, loss of a job major personal illness or injury, change in living conditions, break up of relationships, financial problems, pregnancy, raising children, study problems etc. the stress variable this gender difference is invisible. The current study also proves the effectiveness of music therapy in reducing the stress and anxiety level of university students. This research provides an insight that music can help intervening with mental health issues not only in psychiatric patients but also with general population especially students

Agheana (2017) music therapy has the potential to improve the psychological, physical, cognitive, and social functioning of people with health or educational issues. It also helps the creative process of growing toward wholeness in areas such as independence, freedom to change, adaptation, balance, and integration in the bodily, emotional, mental, and spiritual self. A person experiences instantaneous psychological and physiological responses on many levels while generating music and responding to musical inputs. The tangible reality of perceiving

auditorily, visually, tactually, and emotionally takes the person into the present moment and produces immediate consequences. The songs and prayers singed, authentic moral ideals of spiritual ascension, which might help the youngsters to become better, more spiritual, should not be overlooked, more self-assured in their own abilities. Religious songs help children build and develop their volitional and distinctive sides, creating their personalities. Aside from eliciting genuine delight in children, music corresponds to the spontaneous need for play, movement, and relaxation, and the educator's interventions necessitate extensive professional training, tact, and knowledge of the particularities of each child, so that the educational therapy unfolded in such a framework is as efficient as possible.

Cameron (2017) discusses the needs of people with disabilities have recently been under the spotlight with the advent of the National Disability Insurance Scheme in Australia. The ability of people with disabilities to be self-determining and access services which reflect their needs is becoming a reality. Service providers are examining the impact of the National Disability Insurance Scheme (NDIS) on their businesses and assessing the effects on their current and future clients. There is a need to understand how people with severe and profound intellectual disabilities are being served under this scheme with particular reference to music therapy services. Long term involvement in music therapy is highlighted and the benefits explored, addressing concerns regarding the inclusion of ongoing therapy in participants' NDIS plans.

Maratos (2018) simply listening to Music is said to reduce symptoms of depression in adults. Music listening over a period of time helps to reduce depressive symptoms in the adult population. Daily intervention does not seem to be superior over weekly intervention and it is recommended that the music listening session should be conducted repeatedly over a time span of more than 3 weeks to allow an accumulative effect to occur. All types of music can be used as listening material, depending on the preferences of the listener Music Therapy has been shown to be effective combined with Standard Care in treating depression. Individual music therapy combined with standard care is effective for depression among working-age people with depression. The results of this study along with the previous research indicate that music therapy with its specific qualities is a valuable enhancement to established treatment practices Music listening has also been studied in depressed patients over the age of 65. Music Listening has been said to reduce symptoms of depression in older (over 65) adults. Thus, In the music group, there were statistically-significant decreases in depression scores. It appears clear that the use of music as a therapeutic tool is very useful in a number of different mental health

conditions and in promoting general mental wellbeing. This is particularly true when music is an adjunct for treating depression, anxiety, schizophrenia, and also dementia. Encouraging singing appears to be a good adjunct to treating all of these conditions, and it also seems to help bonding between mothers and children within families. Music appears to be beneficial to both the individual, and also to the improvement of social cohesion. The reasons for this must reside in the nature of music itself as an art form which supports human interactions within society.

Kewalramani et al (2018) Music has a very strong connection with the mental state of a person and harms like stress and other psychological disorders can be cured using music therapy as a healing tool. Furthermore, studies will be planned for the next semester of mine in which the researcher will be planning to collect the data and establish the relation between the role of music therapy in stress reduction. Music therapy is effective in reducing stress among young adults. Stress is a feeling of strain and pressure or any unpleasant emotion and feeling. Music Therapy is the clinical and proof predicated utilization of music intercessions to consummate individualized objectives inside a remedial relationship by a credentialed proficient who has culminated an affirmed music treatment program. Music treatment mediations can be intended to promote wellness, manage stress, alleviate pain, express feelings, enhance recollection, amend communication, promote physical rehabilitation. Review of literature shows that music has a very prominent effect on psychological state of an individual and reduces stress and psychological anxiety.

Zhang et al (2020) discusses that as the Chinese population is ageing rapidly, the prevalence of AD is increasing and multiplying. AD is a progressive neurodegenerative disease with a hidden onset and the clinical manifestations of cognitive impairment (most notably short-term memory loss and functional impairment) are central, and may be accompanied by aphasia, apraxia, agnosia, visual spatial skills impairment, executive dysfunction, personality and behavioural changes, and other mental and behavioural symptoms, a group of diseases that affect an individual's social function and lead to a decline in daily life and the quality of life. Music therapy is usually carried out by professional music therapists or systematically trained rehabilitation trainers and a caretaker for dementia patients. According to the patient's preferred type of music, a pleasant and warm environment or atmosphere is created through active music therapy that includes singing, dancing, or instrument performance or passive music therapy

which involves listening to live or recorded music, so as to realize a personalized goal in the relationship of music therapy.

Wilder et al (2021) discusses in terms of the type of musical interaction, active music therapy was the most commonly used approach, followed by technology-mediated and multisensory musical activities. In terms of abilities and behaviours, a large majority of the studies focused on social interaction and communication, followed by engagement, attention and affect. Six categories were identified as promising components of musical interaction: the responsivity of the interaction partner, singing songs, structure and predictability in the activities, long-term interventions, technology-mediated and multisensory musical activities, and a therapeutic alliance between interaction partners. Based on this review, we discuss future research and practical implications for musical interaction and music therapy for children and young people with S/PIMD.

Freitas et al (2022) discusses that music therapy interventions have the potential to improve self-esteem, decrease depressive symptoms, and social isolation in psychiatric adolescents (both in inpatient and outpatient settings). The most frequent used technique is the music improvisation, but a mixture of receptive and active techniques, combined with self-selected musical preference should be considered to fit the adolescent's needs (identity, feeling of belonging to a group, and autonomy). In conclusion, it should be noted that music therapy can be a valuable non-pharmacological support.

Li Wenqin (2022) argues that a relatively established subfield nowadays, music therapy is also a treatment approach that is used frequently. This type of therapy can assist college students more in overcoming negative psychological traits and directing their psychological growth in a positive direction. One of the key metrics for gauging a person's overall quality is their mental health, which is also crucial to their ability to develop sustainably. In the mental health education of college students, music therapy is very significant. Music therapy is a niche field that mixes music, medicine, and psychology. It helps college students develop sound personalities by easing their unpleasant emotions and psychological issues.

Ngwu et al (2023) argues that the utilization of music as a remedial approach to healing mental disorders cannot be overstated. Thus, identifying the impacts of music therapy in dealing with depression and anxiety disorders among people with cancer is relevant, as the majority of methods used in treating cancer have some side effects which may trigger psychological

disorders in cancer patients. Ultimately, this study explored the significance of music therapy in treating depression and anxiety disorders among people with cancer.

Masnak (2023) discusses that music and arts are for healing purposes look back over a multifaceted evolution and a myriad of phenomena in various cultures. Interdisciplinary considerations suggest to distinguish five different, but partly overlapping stages. The first refers to historical roots and ethnological sources, which have also influenced modern metatheoretical perspectives and practices. The next stage marks the heterogeneous origins of modern music therapy in the 20th century that mirror psychological positions and novel clinical ideas about the healing power of music and the arts. The following heyday of music therapeutic models and schools of thought yielded an enormous variety of concepts and methods such as Nordoff-Robbins MT, Orff MT, Analytic MT, Regulatory MT, GIM or Sound Work. As music and arts therapies gained in international importance, clinical applications required research about their therapeutic efficacy. According to standards of evidence-based medicine and with regard to clearly defined diagnoses research on music therapeutic practice became the core of stage four. The present stage is characterised by an emerging epistemological dissatisfaction with the paradigmatic reductionism of evidence-based medicine and the strong will to discover the ‘true healing nature’ of music. This trend has given birth to interdisciplinary hermeneutics for novel foundations of music and arts therapies. Epigenetics, neuroplasticity, regulatory and chronobiological sciences, quantum physical philosophies, universal harmonies, spiritual and religious views, and the cultural anthropological phenomenon of aesthetics and creativity have become guiding principles.

Autistic Disorder

T Wilgram and Gold (2006) studied the music therapy in the assessment and treatment of autistic spectrum disorder where children and adolescents with autistic spectrum disorder (ASD) presents with significant limitations in conventional forms of verbal and non-verbal communication are found to respond positively to music therapy intervention involving both active, improvisational methods and receptive music therapy approaches. Improvisational musical activity with therapeutic objectives and outcomes has been found to facilitate motivation, communication skills and social interaction, as well as sustaining and developing attention. The structure and predictability found in music assist in reciprocal interaction, from which tolerance, flexibility and social engagement to build relationships emerge, relying on a systematic approach to promote appropriate and meaningful interpersonal responses.

Caltabiano (2010) studied the effect of music therapy on enhancing three specific social skills in children with autism: joint attention, imitation, and turn taking. After seven weeks of music therapy social intervention, results showed that inclusive experience became easier to handle for the children with autism and led to enhanced social behaviour.

Srinivasan and Bhatt (2013) showed that music-based interventions are effective therapeutic means for autistic children because these interventions harness the musical talents of these individuals while reducing the impairments of these children. They give three reasons why they believe music therapy interventions are specifically attractive for children with autism. Firstly, musical training may help in directing various core autism impairments in joint attention, verbal and non-verbal communication, and behavioural problems. Secondly, children with autism find musical activities enjoyable that might be due to their enhanced musical understanding. Thirdly, music-based intervention can be non-intimidating experiences wherein a child with autism spontaneously explores various musical instruments with the trainer joining in and copying the child's action.

GH Ghattino and RS Riesgo(2011) observed the effects of relational music therapy on communication of children with autism. It is a randomized controlled study The intent of this study was to investigate the effects of Relational Music Therapy (RMT) in verbal, nonverbal and social communication of children with autism spectrum disorders (ASDs). A randomized controlled trial (RCT) with 24 boys from the Programme for Invasive Developmental Disorders (Porto Alegre City, Brazil), was designed to compare individuals treated with music therapy ($n = 12$) and standard treatment (clinical routine activities including medical examinations and consultations, $n = 12$). The outcomes were assessed by two blind evaluators, before and after interventions, through the verbal, nonverbal and social communication scores of Brazilian versions of the Childhood Autism Rating Scale (CARS-BR). The CARS-BR scores in T1 and T2 did not show a statistically significant difference in the three measured outcomes. The results observed in the investigation of the effects of relational music therapy on communication skills of ASD children are inconclusive. The next investigations need more rigorous designs leading to smaller effect size estimates and more accurate tools for the outcome assessment (including some specific instrument of music therapy). These modifications will increase the accuracy to observe the treatment effects in this population.

CHAPTER III
METHODOLOGY

METHODOLOGY

General Question

- How Music Therapy affect Differently abled Children in their social well-being?

Specific Question:

- How does Music therapy impact the overall well-being and quality of life among differently abled children?
- How does music therapy contribute to the development of social skills and communication abilities in differently abled children?
- How does the integration of technology, such as interactive music software or assistive devices, enhance the benefits of music therapy for differently abled children's well being?
- What specific types of music interventions are most effective in promoting well-being and emotional regulation in differently abled children?
- How can music therapy be integrated into educational settings to support the well-being and learning outcomes of differently abled children?

APPROACH OF THE STUDY

Information that aims to describe a topic and not measure it's collected using qualitative data. In this research the qualitative method of data collection is being used in this research. In the qualitative approach the information would be displayed according to the opinions and facts of the characters. In this study an in-depth understanding of people and their issues are being illustrated.

DESIGN OF THE STUDY:

A Case study approach is used in this research to study music therapy and well-being contributes to the differently abled children. This approach of study is used as an in-depth

understanding of the therapists and conditions of the differently abled children in the social well-being. This design of study highlights the importance of music therapy and addresses by closely observing the social and cognitive development.

TOOL OF THE STUDY:

An Unstructured Interview Schedule is done among the therapists and parents of the children. It is a qualitative method which do not have a set of patterns and questions that are not arranged in advance. The lack of structure enables the researcher to ask questions which comes to his or her mind on the spot which helps them an in-depth study of the problem.

AREA OF THE STUDY:

The focus of this study is specifically on the Trivandrum district. This localized approach allows for a more in-depth exploration of the subject matter within a well-defined scope, enhancing the study's applicability and potential for meaningful outcomes.

SELECTION OF CASES:

While studying about the cases the researcher chooses Eight respondents including the therapists and the parents of the children who are taking/offering Music Therapy

Key Informants: Teachers and Parents

LIMITATIONS OF THE STUDY:

The study's scope primarily encompasses foreign countries, with minimal focus on India, indicating a notable limitation. Moreover, the available research on this subject is relatively scarce, leading to a lack of comprehensive literature reviews. Another challenge faced during the study was the difficulty in locating practitioners specialized in this domain, which further compounds the limitations of the research.

CHAPTER – IV
DATA PRESENTATION

DATA PRESENTATION

CASE 1

‘It’s not we whom they need they just need the music; we just have a way to it’. says Sudha Ganesh a 37-year-old music therapist. She is a trained Carnatic Vocalist and addresses the audience of music Therapy and its many benefits. Music therapy uses music interactions to interlink with the emotional and cognitive challenges to improve communicative behavior, emotional development, language development, emotional responsiveness, attention span and behavioral control. There are some effects of Music Therapy on various areas mainly on differently abled children, they start listening music preferably with action and this leads to voluntary movements of arms, legs, body like clapping, nodding, dancing which leads to motor skills. The Children will tend to improve the attentive skills irrespective of whether they’ve the ability to sing or not. She says that through music therapy helps to improve the social skills and feel confident and comfortable to sing along with the others and decrease anxiety. *‘Music therapy has a connection with the Ragas’* she says. Raga is a melodic framework with musical notes and there are number of ragas in Indian classical music and most of the ragas have got therapeutic effect. Shankarabharanam is equivalent to major scale of Western music, only the difference is that Western music notes are flat where in Carnatic music, the notes are in oscillation with moderation, Most of the Children’s song in rhymes all are set in this Shankarabharanam raga and these ragas stimulate the brain, reduce stress and strain, reduce fatigue. Ragas helps in activating the energy centers in our body and this energy centers in our body are called Chakras. Ragas plays a vital role in modulating the chakras and energizing the body. Ragas helps in activating these seven chakras and they have the power to stimulate the chakras in right proportion the and helps to maintain the chakra in its optimum spin and ensuring a balanced energy supplied to different organs. There are four groups; toddlers, Juniors-Teen aged children.

Toddlers provide repetitive music (rhymes), poems in audio-visual mode; Exposed to percussion instruments aged groups had provide repetitive music that shrines with audio visual mode and also percussion instruments such as drums that improve their motor scale those flute music smoothening effects on children in its natural instrument. The effects observed is that,

the restless and hyper active children become attentive and participative by clapping, keeping the rhythm he serves the motor scale protocol mandates same chronological order of music every day in order is changed, if the order is changed, change in behavior noted. If any favorite number is played, the child gets excited and smiles. She says *‘Autism is actually Artisan, according to IMPTA that’s in Indian Music Therapy Association Musical ability is noticed in almost most of the children.* Music therapy is slow but steady process of supportive treatment for differently abled children mainly autistic children, better concentration, eye contact, motor skills improvement with verbal memory, develop social skills and emotional skills in the long run complemented by other therapies especially speech therapy, behavior therapy, occupational therapy, art therapy. Most of the therapy is designed by the therapists themselves based on individual requirements, importance of documenting and determining statistical effectiveness of intervention.

Music therapy has a great impact on the lives of disabled children. A music therapist, a doctor and a psychologist are present there. Counselling of parents is a very essential in the development of the children. *“We give questionnaires to the parents”, to understand their interest, routine and their attention span.” It is 20-30 min session”.* We make them hear certain familiar series of songs to develop a relationship with them. These relationships are built by the small communications through their actions, small sentences and words they convey. When music therapy enters into their soul, they transform into a new being. The thalam and the rhythm and their synchronization improve their motor skills and cognitive stability.

When instruments are played by them, they automatically engage their mind and brain and they become fully involved. Each children have their own taste and we shouldn’t forcefully impose anything on them and they should be given the freedom to choose in the sessions and according to the interest of the groups through their verbal and nonverbal ability. The session includes a room called blue room where the depressed children remain calm and cool due to the impact the color blue creates in their minds. They have systematic timetable to follow. She also says *“How to express is their main concern”.* So, we place slips for them to identify their choices. The children become easily adaptable and friendly with the therapist, either by screaming or through silence. Through the session we can observe that their memory power is a main talent or gift to them.

CASE 2

A Music Therapist named Stephy says ‘*Music Therapy is using music as the vehicle to help any client or any student to fulfill a non-musical goal*’ So their goals are not to increase their music proficiency or even their music education, it’s more to increase their physical functioning or cognitive functioning. So, she takes music as a motivator and as a tool, to help them accomplish goals that they are already working in the classroom, maybe to reinforce a topic that they’re working on, such as telling time or numbers or letters and embedding it in music. So, it becomes more memorable, more real life for them, they can see it being used. She says “*the therapy starts with a routine through a film song and asks within this song how they feel*”. Some of the students can tell verbally how they feel, and some of them can point to she has a smiley face and frowny face, and they can point to which one they feel where she acknowledges them and she sing their name within the song and take time for each person to give a response, to give a response, to give them eye contact and acknowledge that they’re there and how the children are feeling. If she asked them in the session they will mostly often say, “*I feel happy*” Just that one thing for them is a huge accomplishment that they are able to identify how they’re feeling. So, it’s a part of a routine that they do every time, and because they do every time, they can expect it and they know and they feel comfortable with it now. She also uses variety of instruments, ones that are easy to play for them so that it’s something that they can be successful in. She says, she always uses guitar and part of the goodbye song as she strums her guitar to say goodbye to them it is the highlight part of the day because they get to be the one that strums and sing it to their rhythm too. And then she says ‘*The session includes a social experience with a music in which an instrument called Cabasa that you can put in your hand and basically can roll it on anywhere on the body, and it’s sensory wise really effective for all of the children because they aren’t touched a lot, or they kind of crave a feeling of sensation and they can choose and experience in which part of the body they’ve to roll*’. Most of the children said they’ve to roll on their back and then they get to choose the person that goes next. From this not only they are showing their choice of where they want it rolled, but then they get to choose someone in the classroom that hasn’t had a turn. It’s a kind of a social thing where they can actually get to say somebody’s name and acknowledge them and pass it to them. She also says

‘ ‘through the session the children can empower through ‘ ‘Choice’ ‘She present them with three or four choices in a bag, and they get to look in there and choose which instrument they want to play and some of them will choose the same one every time and some of them they like to trade around, by giving an opportunity to choose. Sometimes they will even change out words in a song to fit they’re feeling today and they can replace their kind of lyric not fully writing the song but they get to kind of make it their own. In Music therapy, it is very important to have as many choices that she can give to them. She has observed that they are not able to communicate with them or they just seem very inside where they don’t want to kind of reach out and be themselves, but you start music and starts getting to them, comfortable in that musical environment and they open up to express who really, they are and get excited. She said when she walked into that room, they feel so happy and they are like its music therapy today. ‘It’s not the therapist, but the music they love, they feel safe, comfortable and they set it up so the children can feel the success, so it’s important that they feel successful and important in what they’re doing.

“Music is a separate place, we go into another place, it’s a natural interaction say” and these open pathways to access language, emotion and socialization. The main goal is that the tools given to any individual to direct their own life which means build self- awareness and to meet at the end goal is self-efficiency, give them tools to manage themselves, to manage their own emotions, to talk about their own emotions and talk about what they’re good at and what’s challenging, to help in their life whether they may be interested or not, to take control throughout their life. The main part of this therapy is validation offering this safe space, so that they can and give them helping with the words and the therapist say “Can I help, “Can you tell me what you’re feeling” and they go in there and work through and give them choices and help them identify themselves what they’re feeling and what they’re experiencing.

CASE 3

A therapist name Divya shares her experience treating a child with ADHD syndrome. During the session she observes the child carefully understanding the interest in music whether the child listens to the music carefully following the rhythmic patterns. First, she begins with some

rhythmic drumming, starting with slow and steady beats where this instrument improves focus and coordination, During the second day she decides music to tell a story and she plays different pieces of music that represents different part of the story, then she practiced deep breathing exercises along with the soothing music to match the child's breath with music rhythm by teaching the child to use the breath stay and calm. She played different pieces of music with various instruments and different dynamics, while listening she asks the child to focus on specific instruments or melodies with the music. The energetic and rhythmic music to engage in movement activities enable child to get active with the flow. The combination of music and movement can help release excess energy, improve music and enhance body awareness. The Therapist opines that Consistency is the key where the sessions have a positive impact to manage child suffering from ADHD symptoms. Additionally, she encourages to incorporate music into the child's routine playing calm and composed during study time providing rhythmic cues during chores can make a significant difference.

CASE 4

In the course of in-depth interviews, Treesa, the mother of 14-year-old Alex, shared her insights and experiences regarding the effects of music therapy on her son's depression. Initially confronted with Alex's withdrawal from social activities and mood swings, Treesa's concerns prompted her to explore therapeutic options. It was at this juncture that music therapy entered their lives, recommended by a therapist who recognized Alex's deep connection with music. Through music therapy, Alex discovered a unique emotional outlet. Engaging with musical instruments and experimenting with vocalizations provided him a channel to express feelings that often-eluded verbal articulation. Treesa observed a tangible sense of relief and relaxation in Alex after each music therapy session, indicating the therapeutic value of this medium in releasing pent-up emotions. As he continued his journey with music therapy, an interesting shift became evident – an enhancement in his emotional awareness. The structured music activities facilitated by the therapy helped Alex to identify and navigate his emotions more effectively. This newfound understanding of his emotional states resonated beyond the therapy room, leading to a noticeable reduction in the frequency and intensity of his mood swings. Beyond the individual therapeutic benefits, music therapy had a positive impact on Alex's social engagement. The structured group activities inherent to the therapy provided a context where

Alex interacted with peers who shared his interest in music. Collaborative music-making experiences naturally fostered social connections and bonds, offering Alex a sense of belonging and an avenue for forming friendships. Perhaps one of the most remarkable outcomes noted by Treesa was the boost in Alex's self-esteem. As he gained proficiency in playing musical instruments and actively contributed to crafting musical compositions, his confidence soared. This sense of mastery over a creative skill translated into a more positive self-image, marking a significant stride in Alex's emotional journey.

Treesa's account resonates with the transformative potential of music therapy for children dealing with depression. Her observations underscore the multifaceted effects, including improved emotional expression, heightened emotional awareness, enhanced social engagement, and boosted self-esteem, collectively contributing to Alex's overall well-being.

CASE 5

Mariamamma, who is a parent of a child suffering from Cerebral Palsy, Cerebral Palsy is a neurological condition that affects muscle movements. It primarily affects an individual's movement, balance, and posture. *'As a mother it is so painful and stress that my son suffers from this disorder where he is non-verbal and can't able to walk, or have any independence and there wasn't one inch of me that didn't cry a lot. Anything you feed her; she would be throwing up pretty much immediately'* she says. So, she slept sitting up with her on for probably the first four months of her life. Sometimes she feels like it's hard for me to say with a child who has severe Cerebral Palsy. She says *"It was definitely hard to trust that the outside environment was going to take care of her the way I do"*. The therapist started exploring various treatments options, and one that caught our attention was Music Therapy. It was an incredible journey and support, From the very beginning we noticed the warm and supportive environment at the centre. The therapist made them feel comfortable and at ease. Music seemed to resonate with them on a deep level. This therapy helps the child to become more functional by developing the skills such as Balance, by practising shifting their weight from side to side; Fine motor skills by picking specific items up and tapping or shaking them; Sensory integration by using a combination of hearing, touch, vision; Concentration by engaging in challenges; Gross motor skills by walking, dancing etc; Memory by matching certain sounds to objects or

movements; Social Skills by learning to take turns, be patient and collaborate with others. She also says “*there is a treatment called Rhythmic Auditory Stimulation, it is a form of music therapy that synchronizes sound and movement to facilitate improvements in biologically rhythmical functions such as walking.*” This Stimulation encourages children to match their steps to the rhythm of the beat, Gradually the therapists will increase the tempo of the music to promote a more natural, steady pace. As the child becomes more comfortable synchronizing their steps to music, they will start internalizing the beat in their brains. This will allow for the carryover of skills outside of music therapy session. This helps the children with Cerebral Palsy develop better posture, more systematic muscle activation patterns in the legs while walking. Also, Social Interaction is difficult for children with Cerebral Palsy due to physical limitations or communication challenges. These sessions have facilitated group activities and cooperative play, encouraging socialization in a supportive setting. The shared experience of making music together with other children has helped improve the child’s social skills, fostering friendships and sense of belonging. Music Therapy can serve as a fun and motivating intervention to encourage individuals with Cerebral Palsy to perform lots of repetitions to activate neuroplasticity. It engages multiple senses to promote various motor functions including coordination, spatial awareness and control. Music Therapy is a method to minimize anxiety and allow a child to be settled enough to heal and music therapy absolutely plays a part in that. Kids don’t want to sit around and talk like adults do so we need to offer them other modalities. Listening to music, expressing themselves in music those are all ways both too, I think to release some of the emotions that they are dealing with and express some of the enormity of what’s going on in their lives. To take care of a child entirely it’s not just obviously medically but it’s emotionally, spiritually and it’s kind of a who this child is and music for everyone but especially for children is such a huge part of that. Slow Music therapy provides a creative way for kids to move through trauma and to be a kid and be a whole child not just be a diagnosis everybody appreciates it because rather than one feeling guilty that you’re causing a child discomfort where the child is totally engaged the vibe in the room is totally different and things just happen better and faster that way. Music is like bringing joy and pain relief and comfort to families and patients. When you’re hearing it, music wafting down the hallway you know you’re in a place where humanity is nurtured and supported and really a powerful warm experience is going to help all of us that the individual child who’s jamming with the therapist gets through the experience. For example, to work with a child having autism and using the drums and working on impulse control and learning to take turns, he needs to wait for me to

play, he copies what the therapist play. In the process of playing the drums with them in that environment, he is learning how to communicate and take turns. So, if the therapist is playing on the piano with a young child through the music and showing me what they want with the music there is communication taking place and music being created, we begin to work on adding language skills into there by using words for them to request what they want. A Music therapy session looks like we're just having fun making music and its entertainment but what was really taking place is some very strategic goal.

CASE 6

Janaki, a mother of a child who suffers from Dyslexia (A learning disorder characterized by difficulty in reading and writing) noticed that her child had a misdiagnosis of a life-threatening disease and couldn't do anything because up until he was only reading sight words because he has a great memory but he had just pretended to read while the other students were reading and this is between fifth and sixth. In middle school the teachers were cheating form or something and she is like how can they do this. The child still had a special classes and language arts and help in any of the classes. From one her relatives, she came to know the benefit of Music therapy in the learning disability, it was a warm and comfortable environment to begin the therapy session where they completely study the problem and they usually work with the kids that are smart but are struggling in some areas like reading, lack of attention in academics, concentration etc. The therapists can able to identify they need something else more than tutoring, it is different for every child it really depends on what are the cause for the problem whether it is an attention problem, day dreaming in class or on the other end is reading difficult to tend to guess the words. Everything they do is basically on one on one and it really is tailored to the individual needs of the student so it can look anywhere from exercises with language and reading and spelling to exercises with attention and focus that involve the use of rhythm a lot of brain training type activities to help with focus and there are other things that involve program from where through percussion sounds and live recordings of percussion sound, the child listens to music and the frequencies of the music which stimulates certain part of the brain, to help to focus with the attention and to help with the relaxation and they do fifteen minutes in the morning and in the afternoon as part of the brain training session and he does the program through tapping on drums so he can build their internal rhythms that helps really develop things like attention, and focus and body control. As the gradual improvement in this therapy, she

noticed that he never asks for things to be repeated as much they stop complaining about doing and certainly homework take less time and he feel more confident than their abilities when he goes to school, he is no longer anxious as before and taking tests, finishing homework he can able to process the information and he can able to connect things and one of the key benefits she noticed was the improvement in their communication skills. He was more open to expressing himself through music, which gradually translated into better communication in other areas of life as well. Initially we were a bit skeptical about how music could help with a learning disability, but through qualified music therapist who specialized in working with children it made possible. The sessions were totally tailored to the child's interests and preferences.

CASE 7

Kumari, A mother of an autistic child name Ajay. He was diagnosed with this disease at the age of six. She was so anxious of the condition of her son and says *‘I tried various therapies and interventions to help him to come up with his challenges, but it’s a waste of use, then I came to hear from one of the doctors that the music therapy would be the best answer that I had been seeking.’* He is a child who loves sounds and music from an early age, he would often hum melodies that he hears on the television repeatedly to the rhythm. At that time, *‘I believed there was some connection between him and music that might unlock a way for him to express himself more effectively. As I entered to the room the sister(therapist) greeted me with a warm smile, she is an experienced music therapist who had seen this type of lives before’*. Over the weeks, he attended regular music therapy sessions. She introduced him to different musical instruments, encouraging him to explore their sounds, his eyes lit up with curiosity as he touched the piano keys and felt the vibrations.

During the music therapy sessions, *‘I try to be actively involved and attentive to my child’s progress’*. The sister also played interactive music games that focused on developing his social and communication skills, he also made sounds and hums, colorful melodies filled the room. Gradually he began using more words to express himself and showed increased interest interacting with his peers. *‘I’ve learned that consistency and repetition are key in music therapy for children with autism. I also understand this therapy is not a completely cure for autism, but it can certainly make a significant difference in my child’s life’*. She also says *‘The*

Therapy session is to explore and express themselves in a safe and supportive environment, to some extent I can say that the Music therapy enriched a world of possibilities for him to overcome barriers and complexities of his world. It also builds a bond as mother and son of shared journey of growth and understanding”.

CASE 8

Sarah, A Music therapist who specializes in working with the children with various disabilities, she mainly practices with the children who has hearing disabilities. During the session she begins by getting to know the child’s preferences and comfort level with the music. She starts with the simple rhythm activity, tapping a drum in different patterns. She began to encourage him to feel the vibrations and notices his eyes lighting up as he experiences the sensation. As she builds rapport with the him over a few sessions she introduces a variety of percussion instruments, she notices that he is particularly drawn to the vibrations of the deep resonances of a floor drum and she uses these instruments to establish a rhythmic connection with the child, she also decides to incorporate visual cues to help him to understand the connection between music and movement. He starts to imitate the movements and respond to the visual cues. Building on the progress, the therapist introduces a simple melody using a keyboard. She places his hands on the keyboard to feel the vibrations as she plays. She also incorporates sign language into the music assigning signs to different musical elements. He began to associate the sound with the corresponding musical sounds and responds by singing along. She began to notice a significant improvement in his motor skills, communication and overall engagement with the music. Involvement in bringing his parents continues his musical development outside of therapy sessions. As the session progress, Sarah witnesses the growth and confidence in using both music and sign language to communicate. He also started to initiate musical interactions, showing preferences for certain instruments and rhythms, and also, they their bond strengthens and she feels immense satisfaction seeing his progress and the joy he finds in music. The therapist has opened a door to a world of communication, expression and connection for a child who faces unique challenges. The bond they share is a testament to the profound impact the music therapy can have on the lives of those it touches.

**DATA ANALYSIS
AND
INTERPRETATION**

DATA ANALYSIS

On the basis of the findings and cases, Music therapy has got some acceptance and widely practiced and recognized as an effective intervention for differently abled children, positively impacting their social well-being. It uses music-based interventions such as listening to music, playing instruments, to make choices which can help in decision making, singing, movement etc. When these techniques applied to various disabilities such as Autism, Intellectual disabilities, physical impairments, emotional disorder, this therapy can lead to the significant improvements in their social skills and overall quality of life.

The researcher observed the cases with each disability mainly Autism, their major concern is ‘ *how to express the emotions and interact in the social well-being* ’ For this challenge, Music has provided a medium to communicate and express themselves if they struggle with verbal communications thereby fostering social interactions and communications. Through the engagement in Music Therapy sessions often involve group activities which encourages social interaction and collaboration, impact on emotions, helping children to regulate their emotional responses. For example, calming music can soothe anxiety and agitation, while lively rhythms and beats can evoke joy and excitement. Also, successful participating in musical activities can promote self-confidence and self-esteem, for e.g.; Janaki, mother of a son who suffers from learning disability, through this therapy session he got motivated himself to make effort in reading, writing and began to participate in group activities among his peers. This therapy also helps in collaborative musical activities necessitates in turn taking and cooperation where the children learn the importance of waiting their turns, listening to others, working together as a team and essential skills for successful social interactions etc.

On the basis of the observations of the experience of Music Therapists, their goal is to provide a comfortable, peaceful and inclusive environment where they can explore the healing power of music to enhance in their social well-being and to foster trust and to build rapport which are crucial elements for therapeutic environment, their initial assessment to understand the children’s overall ability, challenges and collaborative with the parents, care takers to provide measures for child’s growth. They use various musical activities and techniques to express emotions, thoughts in a creative manner. As a music therapist, they build a strong therapeutic relationship with each child offering emotional support and validation, also through this process

they regularly assess the children's progress and make evaluation in the treatment journey. Through rhythm, melody and song they can communicate their emotions and thoughts. One of the Therapist says, *'For an autistic child their main talent is their memory skills, through this therapy they can enrich and enhance the skills they already have'* Through this therapy they can explore the various ways of problem solving and decision making. As a child progress through the session, they can experience a sense of achievement and success, They also see a sense of happiness, tears of joy, enrich the relationships between parents and children, also a proud feeling with the improvement and success of their child's development in the personal and social well-being.

In their experience, they recognize that each child is unique, and the outcomes may vary depending on individual's needs and preferences. Moreover, this therapy should be integrated into a comprehensive treatment to enhance the social skills and social wellbeing of differently abled children, promoting their inclusion, and participation in various social settings. Some of them told, the social support and mental support from the parents and society have to be strong and encourage them in a careful and meaningful way, and also, it's their lack of attention or over caring leads to the problems of the child and some misinterpret that their child has any disorder problems due to social anxiety or the environment caused by them. Based on the observations of the cases I have classified into four aspects.

SOCIAL ASPECTS

From a thorough analysis of the social aspects, it becomes evident that music therapy plays a pivotal role in nurturing social interactions, emotional expression, and overall well-being among differently abled children. This therapeutic approach acts as a facilitator for social engagement, creating a safe and inclusive space where these children can interact with their peers. Participating in group music sessions fosters not only a deeper understanding of music but also enhances personal and social capabilities, resulting in heightened personal satisfaction and confidence. Within group settings, the cooperative nature of music-making encourages turn-taking, collaborative efforts, and the development of valuable skills. Furthermore, music serves as a means of expression for these children, enabling them to communicate through musical instruments, vocalizations, and body movements, thus forging social connections on a profound level. The shared experience of music also extends to the realm of family dynamics,

leading to the development of stronger parent-child bonding. By engaging with music, children learn the art of active listening, honing their ability to attend to auditory stimuli and respond appropriately. Observing and emulating their peers during musical activities fosters both social learning and the cultivation of imitation skills.

In the practical realm, a firsthand experience shared by a music therapist elucidates their emphasis on creating a conducive social environment. This environment facilitates initial skills training using approaches that span from simple to complex, known to unknown, and concrete to abstract. At the outset, children might exhibit a hesitancy to engage, even if they harbour intrinsic interest. To capture their attention, sound control is employed as a mechanism. Gradually, through rhythmic modulations and controlled sound, their interest evolves, encouraging them to actively participate in the therapy. The therapist acknowledges the need for individualized care, as some children possess a possessive mentality that necessitates patient training until stability is achieved. Offering appreciation plays a crucial role in boosting children's confidence and self-belief in their capabilities. One of the therapist's challenges lies in identifying each child's musical preferences, thus enabling the tailoring of therapy to resonate with their innate interests. Additionally, music therapy creates an environment where children collaboratively share space and knowledge, nurturing meaningful interactions through mutual teaching and assistance in instrument play.

A therapist, in her practical experience says, their first and foremost priority is to create a comfortable social environment to mingle with them, through this they provide basic skills training, there are basically three approaches of training which are Simple to Complex; Known to Unknown; Concrete to Abstract. At beginning they tend to restrict themselves to engage with them even though they've the interest within themselves. to seek attention their mechanism is to manage them with sound control, there are children who are hesitant to sound. Gradually with slow Rhythmic modulations and sound control they have the interest in involving and taking part in the therapy. Also, Rhythms have to change accordingly to their moods and behaviors and to keep them engaged. She also said Individual Care is essential where some children have a possessive mentality inside them and for a therapist, their primary aim is to train them until they become stable with patience to provide with some Appreciation. Giving Appreciation boosts them with confidence in which they believe in themselves to do the tasks. The Music Therapist's major challenge is to identify the children's taste of music in which songs they likely to exhibit their skills or inner selves, also with the music therapy Children

equally share the space and make a meaningful collaboration with each other through teaching and helping to play instruments.

EMOTIONAL ASPECTS

Music therapy emerges as a multidimensional tool for regulating and enhancing emotional states, exemplifying its significance in managing and elevating emotions. The various facets of music, encompassing melody, pitch, and harmony, have been shown to elicit a spectrum of emotional responses in listeners. Pleasurable music often triggers the release of neurotransmitters associated with dopamine, contributing to positive emotional experiences. Importantly, exposure to music cultivates an emotional understanding among children, fostering responsiveness, empathy, and effective communication. The therapeutic application of music also instils feelings of empowerment and interconnectedness, which hold substantial potential to impact a child's life positively. Additionally, music therapy provides a coping mechanism, assisting children in managing stress, anxiety, depression, and navigating challenging situations. It also nurtures creativity and imagination by enabling children to create their own music or reinterpret existing pieces, offering a secure and imaginative outlet for the expression of their unique perspectives and emotions.

CULTURAL ASPECTS

In the realm of cultural considerations, music therapy emerges as a potent force that intersects with the shaping of cultural impacts. The therapeutic effectiveness is significantly influenced by an understanding of the diverse cultural traditions, backgrounds, and preferences of both the children and their families. Different cultures harbour varying musical preferences, which are intrinsically tied to unique perspectives on music. A culturally sensitive therapist acknowledges and respects these variations, ensuring therapy is tailored to respect and harness the cultural significance. Remarkably, music is often dubbed as a universal language, transcending cultural divides and proving especially vital when working with differently abled children hailing from

diverse cultural backgrounds. In many cultures, music therapy aligns harmoniously with traditional practices, creating a holistic approach that resonates with children and their families. The therapist's sensitivity to religious and spiritual beliefs ensures the therapeutic approach aligns seamlessly with these convictions.

TECHNOLOGICAL ASPECTS

The amalgamation of music therapy and technological advancements brings forth a powerful tool for enhancing the well-being of differently abled children. Technological innovations have paved the way for the creation of adaptive musical instruments that cater to each child's unique physical abilities. These instruments offer personalization and allow children to actively participate in music-making. Specialized apps and software offer interactive experiences tailored to the abilities of differently abled children, often integrating gesture recognition and touch-sensitive interfaces. Also, advanced sound technologies, such as neurofeedback and binaural beats, find integration in music therapy sessions, contributing to the regulation of brain activity, anxiety reduction, and cognitive enhancement. Monitoring physiological responses like heart rate and muscle tension further enrich the therapy, enabling therapists to track progress and adjust interventions accordingly. Data analytics delve deeper, offering insights into each child's response to music, facilitating informed adaptations to the therapy plan. In essence, the synergy between music therapy and technology brings forth a transformative approach that addresses the multifaceted needs of differently abled children, bolstering their well-being through innovation.

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS

Music Therapy Facilitates Social Interactions and Emotional Expression Music therapy establishes a secure and inclusive space where differently abled children engage in meaningful social interactions. Through group music-making activities, children learn cooperation, turntaking, and the art of collaborative creation. Musical instruments, vocalizations, and body movements serve as powerful tools for emotional expression, leading to enhanced social connections among participants.

Emotional Regulation and Coping Mechanisms The multi-dimensional nature of music proves invaluable in regulating moods and enriching emotional experiences. Pleasurable melodies stimulate the release of neurotransmitters associated with positive emotions, contributing to a sense of well-being. Music therapy serves as a valuable mechanism for managing stress, anxiety, and depression, empowering children to cope with life's challenges while fostering emotional understanding and responsiveness.

Cultural Sensitivity Enhances Engagement Acknowledging the significance of cultural diversity, music therapy integrates elements from various cultural backgrounds. By tailoring therapeutic approaches to align with cultural preferences and traditions, engagement and rapport are significantly heightened. Incorporating culturally specific musical genres and instruments not only deepens engagement but also allows children to embrace their cultural heritage with a sense of pride and belonging.

Technological Advancements Enrich Music Therapy Technological advancements play a pivotal role in elevating the impact of music therapy for differently abled children. Adaptive musical instruments, specialized apps, and advanced sound technologies cater to diverse

physical and sensory abilities. These tools offer interactive and personalized music-making experiences, contributing to the improvement of cognitive function and emotional well-being

Parental and Social Support Influences Success A strong network of parental and societal support significantly contributes to the success of music therapy interventions. Parents and caregivers play an instrumental role in motivating and facilitating the therapeutic journey. However, maintaining a delicate balance is essential, as both over-caring and underestimating a child's potential can influence their progress.

Therapist-Patient Relationship and Individualization Central to the success of music therapy is the nurturing therapist-patient relationship. Music therapists prioritize the establishment of trust, rapport, and emotional assistance. By crafting individualized treatment plans that cater to each child's unique abilities and preferences, therapists bolster children's self-confidence and foster a sense of accomplishment through appreciation and encouragement.

Improved Cognitive Skills and Decision-Making Engaging in musical activities enhances cognitive skills, problem-solving abilities, and the aptitude for decision-making among differently abled children. Through these activities, memory skills are honed, accentuating existing talents. The creative expression of music instils a profound sense of achievement and personal growth, underscoring the therapeutic value of music.

Collaboration and Joint Participation Music therapy cultivates a sense of collaboration and joint participation within the community of differently abled children. Group sessions actively promote cooperation, the art of taking turns, and collaborative music creation. Essential social skills like attentive listening and effective teamwork are cultivated, equipping participants with tools vital for successful social interactions.

Mood Enhancement and Empowerment Music therapy's ability to elevate mood and bolster self-esteem empowers differently abled children. The resonance of pleasing melodies triggers the release of neurotransmitters associated with positive emotions, contributing to an overall sense of improved well-being. Enabling children to create their own music fosters creativity, imagination, and an enduring sense of accomplishment.

Continuous Assessment and Progress Tracking Music therapists consistently assess children's progress, adapting therapy plans accordingly. Leveraging technological tools and data analytics, therapists monitor physiological responses, effectively evaluating the impact of interventions. This adaptive approach ensures that therapy remains attuned to the evolving needs of each child, thereby optimizing therapeutic outcomes.

In summary, these findings underscore the transformative influence of music therapy on the holistic development of differently abled children. The synergistic interplay of technological innovation, cultural sensitivity, parental support, and personalized therapy plans collectively culminate in the observed positive outcomes contributes to the overall well-being

5.2 SUGGESTIONS

Diverse and Inclusive Activities: Create a wide range of music-making activities that accommodate various abilities and preferences. Offer opportunities for vocalizations, body movements, and the use of adaptive instruments to ensure everyone can participate and express themselves.

Emotion-Centric Sessions: Design sessions that focus on emotional expression and regulation. Incorporate music that evokes specific emotions and guide discussions on how participants feel during and after the activities. This can help children identify and manage their emotions.

Cultural Sensitivity and Diversity: Integrate culturally specific musical elements into therapy sessions. This fosters a sense of cultural pride, belonging, and enhances engagement. Ensure therapists are trained to adapt their approach based on the cultural backgrounds of the children.

Technology Integration: Embrace technological advancements to provide tailored experiences for each child. Use adaptive instruments, apps, and sound technologies that cater to different abilities. Regularly update the technology to keep up with advancements.

Parental and Social Involvement: Encourage parents and caregivers to actively participate in therapy sessions or practice activities at home. Offer guidance on how they can support their child's musical journey while maintaining a balance between support and fostering independence. Through joint participation, parents can gain insights into their child's progress,

preferences, and challenges. This deeper understanding allows them to offer more targeted support, adapt practice strategies, and celebrate the child's achievements together. By emphasizing the importance of parental and social involvement, the therapy's effectiveness can be maximized, ultimately contributing to the child's holistic growth and well-rounded development.

Incorporate Positive Mood Enhancement: Educate therapists about the connection between music and mood enhancement. Encourage them to use music that resonates with positive emotions to uplift children's spirits and contribute to their overall well-being. Promote Awareness about the benefits of Music Therapy for the differently abled children among parents, healthcare professionals and the community.

5.3 CONCLUSION

In conclusion, this comprehensive study has shed light on the profound impact of music therapy on the social well-being and overall quality of life of differently abled children. Through an in-depth exploration of various aspects, including social interactions, emotional expression, cultural sensitivity, technological advancements, and therapeutic relationships, this study has revealed the transformative potential of music therapy in enhancing the lives of these children. Music therapy has been shown to facilitate social interactions and emotional expression among differently abled children. Group music-making activities foster cooperation, turn-taking, and collaboration, while various musical elements serve as powerful tools for conveying emotions and establishing connections. This not only promotes social skills but also creates a sense of belonging and empowerment. The emotional aspects of music therapy are noteworthy, as it contributes to mood regulation, coping mechanisms, and emotional understanding. Pleasurable melodies trigger the release of neurotransmitters associated with positive emotions, enabling children to manage stress, anxiety, and depression effectively. By providing a creative outlet for emotional expression, music therapy empowers children to navigate challenging situations and nurture their emotional well-being.

Cultural sensitivity emerges as a crucial factor in the success of music therapy interventions. Incorporating elements from diverse cultural backgrounds enriches engagement and rapport. By respecting and integrating cultural preferences and traditions, music therapy becomes a means of embracing cultural heritage and fostering a sense of pride and identity. Technological

advancements play a pivotal role in enhancing music therapy's impact. Adaptive instruments, specialized apps, and advanced sound technologies cater to different physical and sensory abilities, providing personalized and interactive music-making experiences. These tools not only improve cognitive function but also contribute to emotional well-being, making music therapy a versatile and effective intervention. The importance of parental and social support cannot be understated. A strong support network motivates and facilitates the therapeutic journey, but balance is key to avoid over-caring or underestimating a child's potential. The therapist-patient relationship, built on trust and individualization, plays a central role. Therapists provide emotional assistance, encouragement, and appreciation, nurturing self-confidence and personal growth. Collaboration and joint participation within the community of differently abled children foster essential social skills and teamwork. Group sessions encourage attentive listening, cooperation, and joint creation, equipping participants with vital tools for successful social interactions. Continuous assessment and progress tracking ensure the adaptability and effectiveness of music therapy interventions. Utilizing technological tools and data analytics, therapists monitor physiological responses and evaluate the impact of interventions, tailoring therapy plans to evolving needs.

In essence, this study has provided a comprehensive understanding of how music therapy positively influences the social well-being, emotional expression, and overall quality of life of differently abled children. By recognizing the multi-faceted benefits, cultural nuances, and technological advancements in this therapeutic approach, society can better appreciate and integrate music therapy to empower and enhance the lives of these children.

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