

The Effect of Music on the Social Behavior of a Child

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Abstract

Music is both an important and ubiquitous part of the human experience. It is very interesting to analyze various research studies related to music and children with Disabilities. Childhood is all about learning. The development of the brain and the learning connections within the brain are at the heart of learning for young children. Children's of all ages and all abilities can benefit from music therapy. On the basis of this research the effect of music on the social behavior of a child can be established.

Keywords: Disabilities, Music therapy, Cognitive development, Language development, Autism Spectrum Disorders (ASD), Social interactions.

1. Introduction



Previously, music therapy has been used to support emotional, cognitive and social development in many populations. Music therapy may help to promote wellness by managing stress, enhancing memory, and improving communication. A 2004 study from the Journal of Music Therapy found that music in interventions used with children and teens with autism spectrum disorders (ASD) can improve social behaviors, increase focus and attention, increase communication attempts (vocalizations, verbalizations, gestures, and vocabulary), reduce anxiety, and improve body awareness and coordination. Many additional studies have found that children and adults with ASD respond well to music. Often, individuals with autism respond positively to music when little else is able to get their attention, which makes music a potential therapeutic tool.

2. Music encourages social interactions.

A 2009 study by Kim, Wigram, & Gold found that children with autism showed more emotional expression and social engagement during music therapy sessions than in play sessions without music. These children also responded to the therapist's

requests more frequently during music therapy than in play sessions without music.

Additionally, a skilled therapist can use music with children to increase their social interaction and improve social skills. Passing and sharing instruments, music and movement games, gathering around a central instrument, learning to listen and singing of greetings are just a few of the ways music therapy sessions can increase interaction.

3. Music can improve behavior

In a 2012 study of 41 children with autism over a ten-month period, See found that weekly music therapy session seemed to improve overall behavior, with the most improvement seen in inattentive behaviors. Children in this study experienced hour-long sessions of music therapy once a week, and their conduct was monitored against a checklist of target behavior like restlessness, aggression and noisiness. More than half the group improved by one or two points on the scale after the music therapy sessions.

4. Music can improve communication

Up to thirty-percent of children with autism are nonverbal, and many low-functioning children have difficulty following verbal commands, and have difficult time with social awareness like understanding body language.

Wan *et al.* (2004) found music to improve the mapping of sounds to actions, by connecting the auditory and motor sections of the brain, which may help improve understanding of verbal commands. By pairing music with actions, and with repetitive training, the brain pathways needed to speak can be reinforced and improved.

5. Music can reduce anxiety

Children with autism are more sensitive to anxiety than the average child, as they are unable to filter out provoking stimuli. A small four-week study, conducted at the University of Wisconsin La Crosse in 2006, found preliminary success in reducing anxiety in patients with autism through music therapy. After 16 short, 20-minute sessions, during which the treatment

patients listened to rhythmic music, the participants who received the therapy appeared to have decreased anxiety-related behaviors.

Classical music or music with a steady rhythm is thought to be the best for alleviating anxiety in children with autism due to the predictability of the beat.

6. Music is fun

Perhaps most importantly of all, music therapy is engaging and enjoyable for children with autism. Music therapy is able to bring about changes in social behavior and cognitive ability only through repeated and prolonged sessions—and the best way to keep children working at something is to ensure that they enjoy it. Almost like another form of play, music therapy is something ASD children can engage in without having it feel like work.



Music is an effective way to communicate with and reach children with autism. Music therapy seems to be able to improve social skills, behavior, anxiety and more—and might be the one thing that can reach a child with autism when nothing else will.

7. Implications

Particular educational programs instructors have used music to alter psyche set and overview enthusiastic issues. Music allows the individual to plan sentiments. Music is seen as a basic bit of each one of kids' lives. Kids acknowledge listening to music, singing, and murmuring. Music may reasonably redesign the ability to adjust to extend. The maker suggested that music be found in both music classes and standard preparing classrooms. She observed that consolidating written work with musical substance served to bring books alive and that musical classrooms encouraged children to relate and join in the activities (Giles, Cogan, & Cox, 1991) ^[6].

However, very few studies gave an exhaustive perspective of some handicap classes, for example, autism (Staum, n.d.& Stambough, 1996), Mental Retardation (MR) or cognitive delays, Attention Deficit Disorders (ADHD), Learning Disabilities (LD) and Physical and Other Health Impairments (POHI). The following is a rundown of functional, pertinent, and confirmation based methodologies instructors can use to help students with various disabilities through music.

7.1 Speech and Language Impairments

Music is more than a diversion activity. It is more than verbal coordinating. It is a progressed subjective, phonetic, social and mental treatment. Music gives a type of remuneration for those with language disabilities and also a method for encouraging language advancement.

1. Urge understudy to share in the musical activities.
2. Find a touch of music pleasant to the understudy.
3. Have understudy verbally recognize an instrument by name before he or she can play it.
4. Learn words and well-spoken specific phonemes through singing tunes.
5. Make non-judgmental and nonverbal exercises to help make understudy feels great.
6. Make practices where any vocal sound is recognized as an innovative bit of the extemporized music.
7. Joined vocal sounds that are suddenly transmitted and that are inspired from the music making.

7.2 Orthopedics and Health Impairments

Music influences heartbeat, pulse rate, and skin reactions (Hodges, 1980).

1. Place an instrument at a strategically placed distance to build hands or arms development.
2. Swing a mallet to strike a drum to help build the range of motion.
3. Have understudy hold a musical instrument may help the improvement of fine motor coordination.
4. Shift the power of applauding, bouncing, stamping, beating, swinging, and snapping, and so on as indicated by the seriousness of the disability.
5. Utilize slow and gentle music to expand adaptability and to diminish hyper tense muscular contractions.

7.3 Psychological Disabilities

Research in neurological functioning supports the association between music and cognitive development. Music arranges sounds and hushes in a stream of time. It makes desires and is then fulfilled. It raises an issue and comprehends it.

1. Use mnemonic devices for remembering sequences (the alphabet song).
2. Use categorical structures to separate (animal farm, color and so on.).
3. Interface sound with an idea (a cow makes a “moo” sound”).

7.4 Consideration Deficit/Hyperactive Disorders and Learning Disabilities

Music spotlights on precision and consideration. Learning how to play an instrument can enhance consideration, focus, drive control, social functioning, self-regard, self-expression, inspiration and memory (Pandya, 2015) ^[5].

1. Unite a specific vocal sound with a specific body development.
2. Give more than one neural pathway by utilizing multi-tactile channels.
3. Use visual, sound-related and kinesthetic (striking a drum, clapping hands).
4. Utilize the intrinsic structure in songs to strengthen a feeling of internal order.
5. Use musicality, unfaltering heartbeat, and essential beat of music as a model to help understudy to experience request, grouping, and a feeling of consistency.

7.5 Gifted and Talented

Music spotlights on deeper psychological process and permits inventive expression. Challenge gifted students to adapt their existing abilities in ways that enable them to create music.

7.6 Energetic and Behavioral Disorders

Music makes physiological reactions, which are connected with enthusiastic responses. Music clarifies the pressure discharge succession connected with enthusiastic excitement (Abeles, 1980). The pace and force of the musical beat makes the distinctive sentiments in every sort of melody. The opportunity to play an instrument can be utilized as a reinforce for on task behavior.

1. Encourage student to play distinctive instruments in the songs.
2. Utilize small group music therapy to encourage socialization and interpersonal collaborations.
3. Allow student to express separately while participating as a group.
4. Utilize the common musical beat to unite group cohesion and concrete group dynamic.
5. Use music activities that oblige a member to imitate the body movement or rhythmic pattern of another member.
6. Instruct understudy to take turn when there is one and only instrument accessible to share within a group.
7. Utilization sharing space while playing musical instrument to control motivation.

8. Conclusion

The impacts of music therapy on children with disabilities are various. This paper presented the effect of music on the social behavior of a child. Music therapy contributions to psychological, psychosocial and academic improvement. It provides practical guidelines to use music to accommodate children with disabilities.

9. References

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