

## **The Role of the Tehran Conservatory Program in Providing a Supportive, Adaptable Music Learning Environment for Children with Autism Spectrum Disorder and Their Families**

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**Abstract :** Music education has been recognized as a valuable therapeutic and educational intervention for children with Autism Spectrum Disorder (ASD). This study explores the experiences and perceptions of parents whose children with ASD have participated in music lessons at the Tehran Conservatory. The aim is to understand the impacts and barriers of this educational approach, providing insights into the real-world experiences of families integrating music into the lives of their children. Qualitative research was conducted through in-depth interviews with parents of children with ASD enrolled in the Tehran Conservatory's music program. The interviews examined parental motivations, observations of their child's progress, and evaluations of the program's effectiveness. Preliminary findings suggest that the music program positively impacts social interaction, emotional regulation, and communication. Parents highlighted the program's adaptability to meet the unique needs of children with ASD and the supportive environment fostered by specialized instructors. However, several barriers were identified, including the need for greater awareness and acceptance of music education for children with ASD and the limited availability of similar programs in the region. This research contributes valuable insights from parents and caregivers, emphasizing the importance of inclusive and effective music programs to support the needs of children with ASD and their families.

**Keywords :** autism spectrum disorder, music education, therapeutic intervention, parental perspectives

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