



Our Vision

Children with MDVI participate and are recognized in their families and communities, and realize their own unique abilities in life.

Our Mission

Muskan maximizes the potential of MDVI children, by providing customized, low cost therapies and special education under one roof; and by empowering parents with the knowledge, skills and confidence to support their child's unique needs and development.

Together we shall bring that muskan

What's New

CAPACITY BUILDING

In-house training - Perkins India Training Day 1 - 2

On 3rd June 2024, Muskan Foundation organized a comprehensive in-house training session for all teachers, paraprofessionals, counselors, and social workers. Over the course of two days, we were privileged to have the Perkins India team guide us on creating and developing model programs tailored to our organization's needs.



The training began with Ms. Jaanki, Ms. Anuradha, Program Coordinator Archana, and Poonam from Perkins India providing a detailed introduction to Perkins India's methodologies and their successful implementations across diverse organizations.

Ms. Jaanki elaborated on indicators and domains crucial for program evaluation, while Ms. Anuradha provided insights into specific domains relevant to our operational goals.

The sessions progressed to discussions on Key Performance Indicators (KPIs) and Program Quality Indicators (PQIs), emphasizing their role in assessing program effectiveness and improving outcomes. Each center was assigned a domain for thorough discussion and presentation, fostering active participation and collaborative learning among all attendees.

Feedback from participants unanimously praised the training as highly informative and interactive. The engaging format facilitated meaningful discussions and allowed for the application of theoretical concepts to real-world scenarios, enhancing our understanding and practical skills.

Teacher Training Day - 3

On 5th June, Muskan Foundation hosted a training session featuring Anjali Joshi, who expertly addressed "Challenging Behaviour and Intervention Strategies with Children with Autism." Ms. Anjali began by defining mannerisms and behaviors, discussing triggers, and explaining



how to identify antecedents, behaviors, and consequences. She also highlighted the function of behavior, providing valuable insights into managing and understanding challenging behaviors in children with autism. Following this, Ivy Roy led a session on "Handling Emotions of Parents," where she explored various types of emotions parents experience and offered strategies to manage stress and emotions. Her interactive activities aimed to reduce parental stress and promote emotional well-being.

The training session proved insightful and practical, equipping participants with valuable knowledge and skills to better support autistic children and their families. The combination of theoretical insights and practical applications provided a comprehensive learning experience.

Teacher Training Day - 4



On June 6th, we had Ms. Gunjan Sharma for a session on Sex Education. She explained very well how children with special needs may not understand boundaries and discussed strategies for educating our children about sexuality.

She also presented case studies of students who require Sex Education.

In the afternoon, we had a team-building session with Ms. Kavita Lobo. She organized numerous activities to foster team building and effectively emphasized the importance of unity and trust within a team.



Teacher Training Day - 5



On June 7th, first, we had Ms. Jasmeet Arora for 'Handwriting Without Tears'. She explained the components of handwriting, the elements of HWT, and how they categorize letters into groups like 'frog jump', starting corner, and center starting letters.

In the afternoon, we had Ms. Minaz for 'Activities to Enhance Brain Function'. She organized various activities and explained how they engage children to activate their brains through brain gym, making learning enjoyable. She also discussed the 4 states of learning (PACE).



At the end of the day, we had Ms. Shibani Panda for 'Social Stories'. She explained the components of social stories, how to write them, and their use with special needs children.

Teacher Training Day - 6

On June 8th, Ms. Yukti Gupta conducted a session on 'Dance Movement Therapy'. She explained the integration, guiding principles, and the process involved. She also introduced new dance movements suitable for special needs individuals.





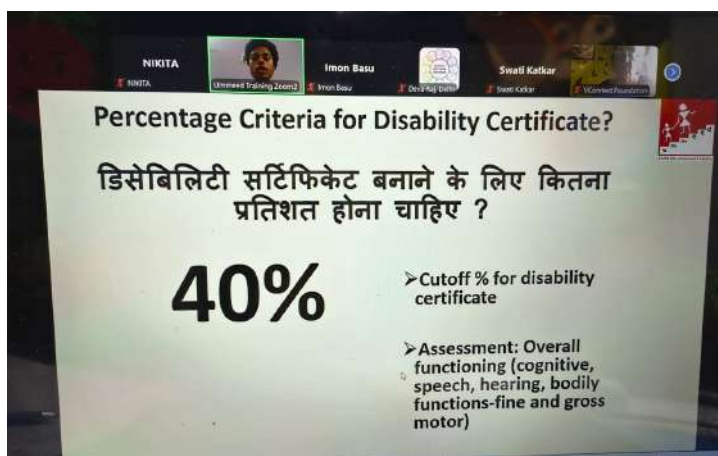
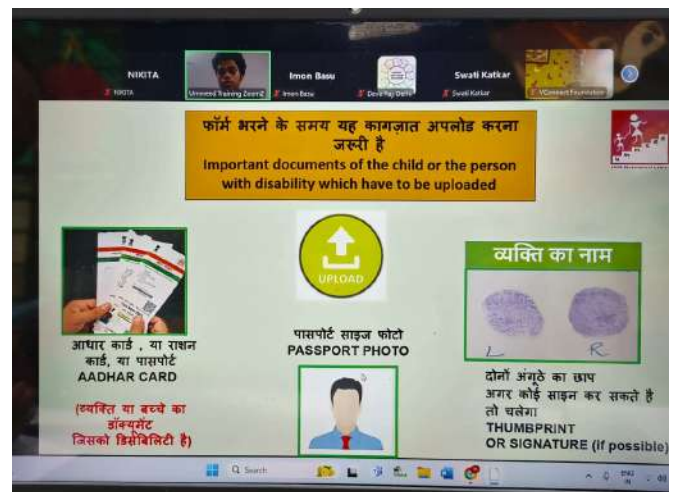
In the afternoon, Ms. Rashmi Desai spoke on 'Visual Perception Challenges in Autism'. She outlined the learning objectives related to visual perception processes and discussed the possible visual perception styles within Autism Spectrum Disorder.

We had Ms. Kalyani Jadhav for 'Etiquette of Interacting with Children & Adults with Disabilities'. She discussed effective ways to interact with individuals with special needs. Overall, the topics covered enhanced our knowledge through interactive sessions, and the lunch provided was delicious. The training was highly satisfactory.



External Training

On June 14th, 2024, Ummeed Foundation organized a workshop titled 'Know Your Rights for Professionals'. The workshop was conducted by Ms. Imon Basu and Mayur. They described how professionals can utilize information on rights and provisions, briefed us about new developments in the rights space, laws, and acts.



They also explained the process of obtaining a UDID and disabilities certificate, along with the advantages of having these documents. At the end of the workshop, there was an interaction session with parents who shared their experiences.

School Opening



On June 14th, 2024, the Muskan Foundation for People with Multiple Disabilities joyously reopened its doors for the new academic year of 2024-25. As dedicated teachers at Muskan, we eagerly welcomed our children back with renewed enthusiasm and a sense of fresh beginnings.

The day began with heartfelt conversations with parents, where we exchanged stories and insights into how they engaged their children in activities over the vacation period. These discussions not only strengthened our bond with the parents but also provided valuable perspectives on each child's unique experiences and interests.



With our collective commitment to fostering independence in our children, we are poised to embark on another fulfilling academic journey. Our teachers are brimming with zeal and vitality, ready to inspire and guide our students towards their full potential. To start the new year on a high note, we organized a warm welcome-back party with fun games and activities.



Laughter echoed through the halls as children and teachers alike embraced the spirit of camaraderie and shared excitement for the year ahead. As we look forward to the months ahead, we are dedicated to nurturing a supportive and enriching environment where every child at Muskan Foundation can thrive and flourish.



International Yoga Day



On the 21st of June, the International Day of Yoga was joyously celebrated across all the centers. The children eagerly participated in performing a variety of asanas, immersing themselves in the practice. Teachers actively engaged with the students and even involved their parents in yoga activities. The parents, after experiencing the benefits of yoga, felt a sense of relaxation and shared a positive attitude towards school events, especially on World Yoga Day.

The celebration fostered a holistic and rejuvenating environment, leaving a lasting impact on the well-being of the entire community.

ADVOCACY & AWARENESS

Helen Keller Day

Helen Keller Day, we had the privilege of celebrating alongside Muskan's parents and colleagues from various corporate entities. The event began with meticulous planning, where we set the date and time to ensure everyone could participate wholeheartedly.



The enthusiasm was palpable as parents and corporate employees, including representatives from GCX, arrived promptly, eager to engage in the day's activities. Our dedicated staff, supported by GCX employees, took on their roles with utmost responsibility, ensuring that every aspect of the celebration was executed smoothly.





Throughout the event, we endeavored to educate and inspire our guests. We introduced them to the wonders of sign language, Braille, and sensory stimulation glasses. They were also shown how to use a cane effectively, including proper techniques for holding and navigating with it, as well as how to assist individuals with visual impairments.

The response was overwhelmingly positive, with many parents expressing joy in learning these new skills and gaining a deeper understanding of challenges faced by the visually impaired. It was a fulfilling experience for all involved, as we came together to commemorate the life and legacy of Helen Keller, fostering empathy and awareness within our community.



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Case Study of the Month

Student Name: Drishti Brijesh Kumar Yadav

Disability: Intellectual Impairment

Age: 7 Years

Material: Flash card and picture talk book

Area: Communication (Picture talk book)

Goal of month: She will communicate and develop her communication receptive and expressive language

Beginning of the month: She identifies objects and names the familiar objects by verbally and follows 1 step instructions with verbal prompting

Session: She expresses her basic needs verbally and understands one-step instructions.

End of the month: She can identify household objects such as her tiffin box, water bottle, pencil case, and school bag, and name each object she has both at home and in her bag. With flashcards, she names objects, and using a picture talk book, she is starting to develop small sentences (3 words) with verbal prompting

Vision Therapy

Name of the child: Ayansh Adate

Disability: Cerebral Palsy + Visually Impaired

Area of Concern: Poor ocular motor skills

Goal: Visual discrimination

Field loss: Right field loss

When Ayansh came for assessment :	With regular vision Therapy Ayansh is now :
<ol style="list-style-type: none">1. He was previously unable to track and scan light.2. During activities, he was unable to use his hands.3. He exhibited latent responses.4. His attention was poor.	<ol style="list-style-type: none">1. Ayansh can now track light from left to right.2. He discriminates objects with verbal and physical prompts.3. His attention span has improved.4. His distance vision has also improved.5. During therapy sessions, he sits in a chair and engages in activities.

Parental Guidance: Show contrasting pictures and discuss them at home. Use real fruits and vegetables for discrimination activities

Occupational Therapy

Name of the child: Rishab Tambe

Disability: Autism spectrum disorder

Area of Concern:

- Reduce inattention
- Improve sitting tolerance
- Improve command following
- Improve bilateral hand integration

Goal: To improve attention span, sitting tolerance, and bilateral hand coordination within the next 2 to 3 months

When Rishab came for assessment :	With regular Occupational Therapy Rishab can now :
<ol style="list-style-type: none"> 1. Demonstrate poor bilateral hand coordination. 2. Exhibit proprioceptive seeking behavior. 3. Display inattention. 4. Show no eye contact. 	<ol style="list-style-type: none"> 1. Increased attention span during one entire activity. 2. Improved sitting tolerance for 5 minutes. 3. Initiates eye contact when talked to sometimes. 4. Demonstrates slightly improved hand coordination.

Parental Guidance: Implement a home program with play activities

Speech Therapy

Name of the child: Rudra Bhosale

Disability: Autism spectrum disorder

Area of Concern: speech and language development

Goal: language development

When Rudra came for assessment :	With regular Speech Therapy Rudra can now :
<ol style="list-style-type: none"> 1. His attention was very low. 2. Only gestures and pointing were used for communication. 3. There was no eye contact. 	<ol style="list-style-type: none"> 1. Attention is developing. 2. Can speak 3-4 words meaningfully. 3. Has started to repeat words after the teacher. 4. Receptive language is developing through simple verbal instructions.

Parental Guidance: The mother has been taught different strategies to develop language, and she is implementing them at home

Name of the child: Saanvika Gupta

Disability: Hypoxic-ischaemic encephalopathy with delayed milestones.

Area of Concern: Delayed milestones, gross motor affection

Goal: Saanvika will be able to sit and stand without support and walk with minimal assistance

When Saanvika came for assessment:	With regular Physiotherapy Saanvika can now:
<ol style="list-style-type: none">1. Saanvika had delayed milestones and could not hold her head, sit, or stand.2. She had poor trunk control, gross motor dysfunction, and limited use of her hands.	<ol style="list-style-type: none">1. Transitions from sitting to standing with minimal assistance.2. Sits on the mat without support.3. Takes steps forward while holding onto both hands.4. Initiates cruising.

Parental guidance: Reduce assistance when sitting on a bench to promote independence

HELP US CHANGE A STORY

When Jay first visited Muskan Foundation, he was a bundle of energy, yet unresponsive. His journey began with challenges typical for someone with Global Developmental Delay (GDD) and Cortical Visual Impairment (CVI). Initially, Jay struggled to engage and respond. Hyperactivity made it difficult for him to focus on activities or respond to stimuli. His parents and caregivers noticed his limited interaction and were concerned about his development. With dedicated vision rehabilitation at Muskan Foundation, Jay's progress has been remarkable. He now shows signs of improvement in his responsiveness and visual skills. He has started to track and scan objects, demonstrating a growing ability to interact with his environment. When prompted, he reaches out to grasp objects and listens attentively to instructions and conversations around him. Jay's mother plays a pivotal role in his development journey. She diligently incorporates therapy techniques into their daily routine at home, ensuring continuity and reinforcement of skills learned at the foundation. Jay's story at Muskan Foundation is a testament to the transformative power of vision therapy and dedicated parental support. From a hyperactive child with limited responsiveness, Jay has evolved into a more engaged and responsive individual, showing promising signs of progress in his visual and overall developmental journey.

Our dreams are big. But we cannot travel ahead to complete the mission without your generous support. Therefore, we request you to support the Special Education Program of children with multiple disabilities by sponsoring a Child's Monthly Education Program or Therapies on the following details.

Help us to spread Muskan on our children's faces.

CLICK ON: <https://rzp.io/l/Vr7KhNQ>

DONATE NOW

-----We are at-----

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