

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

Children Day

Muskan Foundation celebrated Children's Day across all 6 centers on 14th November 2024 with great enthusiasm. The event saw students joined by their parents, creating a heartwarming atmosphere of togetherness. Teachers organized fun-filled activities, including bowling games and dance performances, ensuring every student had a chance to participate.



The children's faces were filled with joy as they engaged in these lively activities. To end the celebration on a sweet note, snacks were distributed, and everyone enjoyed a delightful time together. The day was a beautiful celebration of happiness, inclusion, and community spirit.

Muskan Activity and Parental Participation (MAPP) Activity

On 23rd November 2024, Muskan Foundation hosted a MAPP activity for parents, where they were introduced to the creative world of Shibori Art. Led by Ms. Amruta Prasade, the session provided a thorough demonstration of various Shibori techniques, with hands-on opportunities for parents to practice



The event not only sparked creativity but also highlighted the potential of Shibori Art as a source of income and a way to refresh the mind. Parents left the session inspired and reflective, eager to incorporate this art form into their daily lives.



The event concluded with heartfelt thanks to Ms. Prasade, who commended Muskan Foundation for its impactful work with children with multiple disabilities. The parents' enthusiasm and appreciation made it an unforgettable experience.

Educational Visit (Police Station)

On 27th November 2024, Muskan Foundation organized an educational visit to the local police stations for students across all six centers. The goal was to introduce the students to the vital role of community helpers, particularly the police, and to help them understand how the police assist us and how we can seek their help. Prior to the visits, our teachers coordinated with the respective police stations, and the officers were excited to welcome the students.



At each station, students had the opportunity to explore police equipment such as guns, sticks, vans, and caps, and learned about their functions. Police officers took the time to explain important aspects of their work, including the lockup, how to file a complaint and the process of passport verification. The students engaged actively, and the officers were pleased to interact with them, offering words of encouragement for their futures. This was an enriching experience that fostered greater awareness, confidence, and a sense of connection with the community.

Case study of the month

Student Name: Anuj Patil (*Name Change)

Disability: Intellectual Impairment

Age: 7 Years

Area: Pre-reading

Material: Picture Reading Book, Flash Cards

Goal of the Month: He will be able to read three-letter words with verbal and gestural cues.

Before working on him: He could identify letters and read three-letter words, but he required maximum assistance.

After Working with Him: He is now able to identify and read three-letter words with minimal verbal assistance. He has shown significant improvement in his reading skills, making great strides toward independence.

Vision Therapy

Name of the child: Nasir Shaikh (*Name Change)

Disability: Global Developmental Delay (GDD)+ Visual Impairment (VI)

Area of Concern: Poor Ocular Motor Skills

Goal: Tracking and Scanning with Light

Field Loss: Central Field Loss

When Nasir came for assessment :	With regular Vision Therapy Nasir is now :
<ol style="list-style-type: none">1.He was not able to track and scan light.2.During therapy, he is not using his hands.	<ol style="list-style-type: none">1.He is able to track light from left to right.2.His attention span has improved.3.He likes to see contrasting pictures.

Parental Guidance: His mother has taught him at home using contrast books.

Occupational Therapy

Name of the child: Rudra Pandit (*Name Change)

Disability: Attention Deficit Hyperactivity Disorder (ADHD)

Area of Concern:

- Hyperactivity

- Attention – Fleeting
- Sitting tolerance – 2-3 minutes

Goal:

- 1.To reduce hyperactivity.
- 2.To improve attention span and command-following (with fewer repetitions in between).
- 3.To improve sitting tolerance to 5-10 minutes.

When Rudra came for assessment :	With regular Occupational Therapy Rudra is now :
<ol style="list-style-type: none"> 1.Excessive hyperactivity during school and therapy sessions. Tends to roam around the school, touch other kids, and toys. 2.Follows commands but needs 4-5 repetitions. 3.Poor sitting tolerance. 	<ol style="list-style-type: none"> 1.Sits in school when under the supervision of the teacher and in therapy until asked to get up. 2.Hyperactivity has reduced slightly. Stands in place when asked to. 3.Follows commands with 2-3 repetitions.

Parental Guidance:

- Regular weight-bearing and heavy work (e.g., crawling, bear walking)
- Garden play/beach walking, running
- Behavior modification

Speech Therapy

Name of the child: Rudra Bhosale (*Name Change)

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Speech and Language Development

Goal: To Develop Expressive Language

When Rudra came for assessment :	With regular Speech Therapy Rudra is now :
<ol style="list-style-type: none"> 1.He was unable to use his facial muscles for oral movements. 2.Receptive language was not developed. 3.Eye contact was poor. 4.Only some gestures were present for communication. 5.Attention was not developed. 6.Bilabial sound production is developing (“P,” “B,” “M”). 	<ol style="list-style-type: none"> 1.Speaks bilabial sounds meaningfully (e.g., "baba," "mama"). 2.Imposes animal and vehicle sounds after the teacher. 3.Receptive language developing with simple instructions. 4.Started pointing at shown pictures. 5.Lip movements are developing for speech.

Parental Guidance: The mother has been taught different strategies to develop expressive language, and these strategies are being implemented at home.

Physiotherapy

Name of the child: Rupesh Patade (*Name Change)

Disability: Cerebral Palsy with Epilepsy

Area of Concern: Delayed Milestones, Gross Motor Impairment, Spasticity, Epilepsy

Goal: He will walk and climb stairs independently with support.

When Rupesh came for assessment :	With regular Physiotherapy Rupesh is now :
<ol style="list-style-type: none">1. Rupesh had delayed milestones and could not roll over, hold his head up, or sit independently.2. He had poor sitting tolerance, poor trunk control, gross motor impairment, could not weight-bear on his hands, and did not use both hands.3. Post-seizures, he had reduced voluntary control over his trunk and limbs, along with reduced motivation and awareness of his environment.	<ol style="list-style-type: none">1. Improved trunk control and voluntary control of both upper and lower limbs.2. Comes to a sitting position and sits independently without support.3. Crawls for floor transitions.4. Weight-bears on upper limbs & maintains a quadruped position for 5 minutes.5. Initiates standing from a sitting position on a bench.6. Holds onto surfaces to maintain standing independently.7. Takes 20-30 steps while walking with both hands held.8. Reaches for toys, grasps them properly, and attempts in-hand manipulation.

Parental Guidance: Stretching at home, medication follow-up, avoiding asymmetrical positions in sitting and standing, supporting the trunk in an upright position to prevent kyphoscoliosis, and promote independence.

HELP US CHANGE A STORY

When Dipali (*Name Change) , a 9-year-old with intellectual disability, speech and language challenges, and low vision, first came to Muskan Foundation, she struggled with many basic tasks, particularly in self-care activities like wearing shoes and tying shoelaces. Initially, she required significant support and guidance to perform even simple tasks. However, with the help of dedicated therapists and a tailored approach, She began to show steady progress. In her first session, she was able to identify the correct side of her shoes with minimal verbal prompting. Over the following weeks, her confidence and skills grew. By the second session, she was able to wear her shoes using both hands with just a little verbal and physical assistance.

By the end of the month, Dipali had made impressive strides—she was able to put on her shoes and even untie the shoelaces independently. This marked a significant achievement in her journey toward greater independence, and her progress continues to inspire everyone at Muskan Foundation.

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> to donate now

or
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UPI ID:muskan01@ucobank



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

Follow us at:    

Bandra Head Office: +91 9930386115
Bandra: +91 99303 86691
Goregaon: +91 7506094898
BJ Wadia Hospital: +91 8657205174

Hume School: +91 9930385114
MGM Hospital: +91 9930386610
Kalyan: 99303 86711
Govandi: +9930386115