

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

International Day for Persons with Disabilities

On 4th and 5th January 2025, we conducted the 'International Day for Persons with Disabilities' at the Dadar Carnival, Shivaji Park, Dadar. During this event, we explained Muskan Foundation and our work. Sea Buzz organised the Dadar Carnival and appointed us two stalls for the awareness programme.



At the stalls, we explained disabilities, relevant Acts, and demonstrated various tools such as the stimulation table, Braille, information about the cane, Braille slate, abacus, Taylor frame, sign language, and stimulation glasses. The participants from each centre were assigned specific duties and responsibilities. To prepare for the event, we conducted a meeting and provided a demonstration on how everything would flow. On the event day, there were two slots: one in the morning and another in the afternoon. The first team arrived for the first slot, while the second team came for the second slot.

We explained disabilities and conducted practical sessions on sign language, Braille, how to use a cane, abacus, Braille slate, and the Taylor frame. Some attendees wrote their feedback, while others made donations, either in the donation box or via online transactions. We received a positive response during the carnival.

Our students also performed on stage, singing a song. In appreciation, our Muskan team received a token of participation from Sea Buzz.



Students Picnic



The Students Picnic for all 6 centres was held on 10th January 2025 at the Royal Garden Resort in Naigaon. Our school organised a fun-filled outing to the resort, providing an exciting opportunity for students, teachers, and parents to bond and create lasting memories.

The planning was meticulously done to ensure a seamless and enjoyable experience for everyone. The event was a great success, with everyone having a fantastic time together, filled with laughter, excitement, and cherished moments. The picnic proved to be a wonderful platform for our school community to come together, strengthening relationships and creating memories that will last a lifetime.



Makar Sankranti Celebration



The Makar Sankranti celebration was held on 13th January 2025. Our school celebrated the vibrant festival of Makar Sankranti with great enthusiasm and joy. The event was organised in small batches to ensure a more personalised experience for everyone. To introduce the concept of Makar Sankranti, we shared stories and traditions associated with the festival. Students were excited to learn about the significance of kites, Til-gud laddus, and peanuts, which are commonly enjoyed during this time.

The highlight of the celebration was flying kites in our school backyard! Students, parents, and teachers all joined in, revelling in the joy and excitement of this traditional activity. To further enhance the experience, we distributed Til laddus among our students, explaining the significance of consuming them during winter, highlighting both their nutritional benefits and cultural importance.



Through this celebration, we aimed to educate and engage our students with India's rich cultural heritage. The event was a resounding success, leaving everyone with cherished memories and a deeper appreciation for this festive occasion.

Muskan Association for Parents & Professionals (MAPP) Activity: Sensory Integration and Behaviour Issues

On 18th January 2025, a knowledge-based MAPP activity was conducted in hybrid mode, focusing on sensory integration and behavior issues. Dr. Anjali Joshi led the session, providing valuable insights to parents. During the session, Dr. Joshi shared practical advice, such as giving children simple instructions and appreciating their efforts. She emphasized the importance of avoiding pressure around exams or activities and suggested adjusting daily routines to accommodate changes and individual needs. Additionally, she highlighted the need to recognize and respect children's emotions, allowing them time to relax when needed.



The session was highly interactive, with Dr. Joshi addressing parents' questions and concerns. Parents left with a deeper understanding of their children's behaviour and communication styles, including non-verbal cues. Overall, the MAPP activity was a resounding success, empowering parents with practical strategies to support their children's emotional and behavioural well-being.

Republic Day Celebration

On 23rd January, we celebrated Republic Day with great fun and excitement. The children came dressed in beautiful clothes for the event, adding to the festive atmosphere. They were taught about the tricolour flag and its significance. Teachers demonstrated how to salute the flag, and everyone joined in singing the national anthem together.



Some children also performed songs about our country, which everyone enjoyed. The activities helped the children understand Republic Day in a simple and engaging way. They had fun while learning and singing, making the event both educational and enjoyable. The celebration was filled with happiness and excitement, making it a special and joyful day for everyone involved.

Satyanarayan Puja Celebration

The Satyanarayan Puja was held on 24th January 2025 at the Bandra Centre, Kalanagar. The puja brought together all the teachers and administrative staff, fostering a sense of unity and gratitude among team members. The spiritual gathering provided an opportunity for reflection and togetherness. The celebration concluded with a delightful lunch, graciously provided for all the staff, marking a perfect end to the event.



Open House Report



The Open House was held on 27th January 2025, from 10 AM to 1 PM. During this session, the teachers met with the parents to discuss their child's progress reports. The teachers highlighted the positive progress the children had made, which greatly pleased the parents. Many parents shared that they had noticed significant improvements in their children. The teachers also discussed areas where the children needed more support and provided helpful suggestions for parents to practise at home. It was an interactive session, and the parents appreciated the guidance and advice offered.

Educational Visit

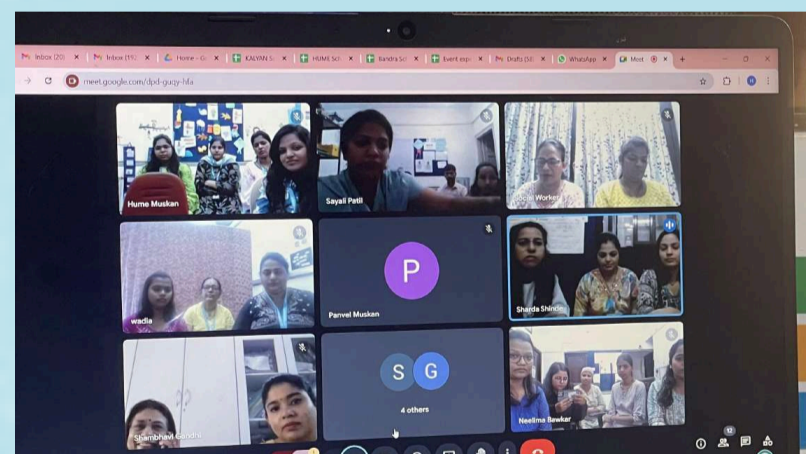
On 30th January, the school organized an educational field visit to a nearby Sensory Garden across all six centers for both parents and children. Everyone gathered at a common meeting point before exploring the garden together. The students were taught various concepts based on their individual levels of understanding, including the parts of a plant, types of flowers, grass, and more. The garden also offered sensory activities, such as playing with sand, which helped fulfill the children's sensory



needs. The children thoroughly enjoyed exploring the garden, playing, and learning through hands-on activities. Parents appreciated the experience, as it combined education with fun. The visit allowed children to explore, discover, and learn in an exciting way. It was a memorable day for both the parents and the children.

Muskan Gupshup

The Muskan Gupshup meeting was held on 31st January 2025. The meeting was successfully conducted, fostering open communication among team members. Dr. Dipti Ma'am led the session, engaging in personalised conversations with both the teachers and administrative staff.



During the meeting, Dipti Ma'am took the opportunity to connect with each team member, encouraging them to share their thoughts and experiences. Team members were invited to share any positive news or achievements related to education. Akanksha and Priti, teachers from the Goregaon centre, shared valuable insights and experiences gained during their tenure. This meeting served as a wonderful platform for team building, motivation, and the exchange of ideas. It reinforced the importance of collaboration and open communication within the organisation.

Case study of the month

Name of the Student: Bhavika Ganesh Kale (*Name Change)

Disability: Autism Spectrum Disorder

Age of the Child: 6 years

Area of Development: Cognition

Sub-Area: Colors

Goal of the Month: To identify colors, hold them in a pincer grip, and place them both outside and inside the peg board with minimal verbal prompts.

Material: Peg Boards, Beading Activity, Flash Cards, Different Colored Objects

Beginning of the Month: He could identify the colors by their names and shapes, pick them up in a pincer grip, and place them outside the board with maximum verbal prompts and the teacher's help.

Session 2: He was able to identify and hold the colors in a pincer grip and place them outside and then inside the peg board with maximum physical and verbal prompts.

End of the Month: He was able to identify and hold the colors in a pincer grip and place them outside and then inside the peg board with minimal verbal prompts.

Vision Therapy

Name of the Child: Alfez Khan (*Name Change)

Disability: Visual Impairment (VI)

Area of Concern: Tracking and Scanning

Goal: Discrimination with Objects

Field Loss: Right Field Loss

When Alfez came for assessment :	With regular Vision Therapy Alfez is now :
<ol style="list-style-type: none">1. Poor tracking and scanning skills2. Difficulty sitting in one place3. Not using hands during activities4. Poor attention span	<ol style="list-style-type: none">1. He is able to track and scan objects from left to right and up to down.2. Attention span is improving.3. He can discriminate objects using contrast.4. He now sits in the chair during therapy and engages in the activities.

Parental Guidance: His mother has been teaching him at home, practising the same discrimination activities using utensils and real objects with contrast.

Occupational Therapy

Name of the Child: Harshal Kamble (*Name Change)

Disability: Intellectual Disability (ID) with Attention deficit hyperactivity disorder (ADHD)

Area of Concern:

- Balance issues, clumsy posture
- Difficulty following simple commands
- ADL (Activities of Daily Living) partially dependent on caregiver (ADL: With 50% help, IADL: Poor)
- Behavioral issues (Stubbornness, restlessness, aggressive behavior—hitting others and self, attention-seeking behavior)
- Motor planning (Simple: Fair, Complex: Poor)
- Fine motor skills (Poor to fair)
- Distractibility
- Concepts: Identifying similar colors, shapes, and vegetables

Goal:

- To reduce behavior issues (improve waiting time and reduce restlessness)
- Improve attention and command-following skills
- Improve motor planning and fine motor skills
- ADL training

When Harshal came for assessment :	With regular Occupational Therapy Harshal is now :
<ol style="list-style-type: none">1. Stubborn behavior, restlessness2. Hyperactivity and inattention3. Poor waiting time4. Poor motor planning5. Speech delay6. Balance issues	<ol style="list-style-type: none">1. Completes activities with verbal and visual cues2. Sits to complete tasks3. Follows simple commands4. Attention span is poor to fair5. Slightly reduced restlessness6. Uses gestures to communicate7. Completes ADLs with assistance (Dressing, grooming, eating)

Parental Guidance:

- Sensory Diet: Swing, physical activity
- Behavior Strategies: Distraction-free environment, balancing activities

Physiotherapy

Name of the Child: Hritika Rekhade (*Name Change)

Disability: Hydrocephalus + West Syndrome

Area of Concern:

- Independent walking
- Dynamic truncal stability
- Sensory processing
- Stair climbing

Goal:

- To facilitate independent walking and transfers from sitting to standing
- To initiate stepping and staircase climbing with one-hand support
- To improve trunk stability in standing and walking
- To regulate sensory processing

When Hritika came for assessment:	With regular Physiotherapy Hritika is now :
1. Unable to crawl for long distances 2. Walking with support at the pelvis 3. Dynamic sitting balance – Good 4. Truncal stability during walking – Fair	1. Able to pull herself to standing and initiates stepping forward 2. Able to maintain crawling for longer distances and use it as a mode of transport 3. Initiates walking toward a toy using one-hand support

Parental Guidance:

- Use of weights for proprioceptive input around the feet
- Encourage independent transfers whenever possible (under supervision)
- Garden play and beach walking
- Use walking with hand support as a mode of transport at home and in the community whenever possible

Speech Therapy**Name of the Child:** Ahmed Shah (*Name Change)**Disability:** Attention deficit hyperactivity disorder (ADHD)**Area of Concern:** Speech and language development**Goal:** (You may add a specific goal here based on your objectives for Ahmed's therapy.)

When Ahmed came for assessment :	With regular Speech Therapy Ahmed is now :
1. Struggle with sequencing action-based sentences. 2. Difficulty articulating certain consonants (e.g., /r/, /s/, /l/), which led to unclear speech.	1. Articulates /r/, /s/, and /l/ sounds more clearly, resulting in improved intelligibility. 2. Can describe actions using complete sentences and

- appropriate tenses.
- 3. Functional language is developing.
- 4. Follows 3-step verbal instructions by understanding and sequencing actions.

Parental Guidance: The mother has been taught different strategies to develop language and communication. She has also been advised to read aloud small storybooks with intonation patterns during study time, and the same is being done at home by the mother.

HELP US CHANGE A STORY

When Arnav Vikas Mohite (*Name Change) came to Muskan, he was new to the environment and had some difficulties with shape matching, associating, and identifying. He struggled with activities that required him to match or identify shapes, and his progress was limited despite the support provided. At the beginning of the month, Arnav was able to engage with shape board activities but was still not able to accurately match or associate the shapes independently.

As the month progressed, Arnav participated regularly in various activities designed to improve his shape recognition skills. With consistent guidance and encouragement, he began showing signs of improvement. He was able to engage more actively in tasks involving 3D shapes and shape books, although he still required significant verbal support from the teacher to complete the activities.

By the end of the month, Arnav's progress was evident. He was able to match, identify, and associate basic shapes independently with very little verbal support from the teacher. This improvement in his cognitive skills demonstrates his growing ability to grasp the concept of shape association and indicates the success of the strategies implemented during the month.

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
Scan to donate
UPI ID:muskan01@ucobank



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

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