

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

World Autism Awareness Day

On 2nd April 2025, Muskan Foundation celebrated World Autism Awareness Day across all our centres. All centre heads and staff from various departments actively participated in raising awareness among parents.



The centre heads were allowed to speak about the UDID card and the importance of special education, highlighting how these resources support children with developmental challenges. Through this collaborative effort, we successfully contributed to increasing awareness about autism and the support systems available for children and their families.

Internal Learning Sharing Session

On April 5, 2025, Ms. Mayuri Pawar and Ms. Kirti Gawande shared their valuable experiences and insights gained from a training program they attended in Ahmedabad, organized by Sense International.

1. Training on Mental Health Professionals (in the spectrum of deaf blindness)



Ms. Mayuri presented on the topic of "Training on Mental Health Professionals (in the spectrum of deaf blindness)," providing a brief yet informative overview of the importance of mental health in the context of deaf blindness. Her presentation underscored the significance of addressing mental health needs in this population.

2.Advancing Inclusion: Celebrating Resilience & Empowerment Ms. Kirti shared her learnings about three key networks: Udaan, which supports persons with special needs; Prayaas, which focuses on parents and caregivers; and Abhi-Prerna, dedicated to special educators. Additionally, she updated the team on the latest developments regarding the Rights of Persons with Disabilities (RPWD) Act, which was particularly valuable for the team's knowledge and practice. Through this sharing session, both Ms. Mayuri and Ms. Kirti effectively disseminated their knowledge and experiences, contributing to the team's growth and understanding in critical areas related to mental health and disability support.

Open House



On April 15, 2025, Muskan Foundation organized an Open House event attended by parents across all centers. During the session, teachers presented students’ progress report cards and engaged in one-on-one discussions about each child's development. They also outlined academic and developmental goals for the upcoming term, offering personalized strategies to support learning at home. Parents shared positive feedback and showed appreciation for the teachers’ consistent

efforts. The event concluded on a successful note, with all parents expressing satisfaction with their child's progress and the dedication of the teaching staff.

Summer party

At Muskan Foundation, we celebrated our Annual Summer Party on April 15, 2025, across all centres. We arranged snacks for the children, and a generous donor kindly distributed mangoes to the students. Everyone enjoyed the celebration, and both parents and students showcased their dance skills with great enthusiasm. The party provided a joyful opportunity for the children to socialize with their teachers and create happy memories. We had a wonderful time, captured lovely photos and videos, and extended our warm wishes to everyone for a Happy Summer Vacation.

Teachers Training Program

A buddy training was held on 21st & 22nd April 2025, for all staff to enhance their ability to support students with diverse needs. The program included



centre-led presentations, interactive discussions and experience sharing. Staff understanding was evaluated through a test. The training aimed to build knowledge and skills for fostering a more inclusive student environment. Multi-Sensory rooms and dual sensory impairment: Use and Design. The training was conducted on the following topics -

- Development of cognitive abilities, mild intellectual disability and assessment of mild intellectual disability
- Developmental of social communication, autism spectrum disorders and Assessment of ASD
- Understanding hearing loss implication for early intervention
- Outcome of early intervention
- Development of speech and language, Specific language impairment (ISL) and Assessment of ASD
- RPwD Act 2016
- Family Focus - Working effectively with families



Experience Sharing Review Meeting (ESRM)



An ESRM Experiences Sharing Review Meeting was conducted on April 23, 2025, with Dr. Dipti Gandhi and Ms. Shambhavi leading the review of presentations from all centres. The session provided a platform to reflect on the past six months, where centres shared their challenges, successes, and key lessons learned.

Updates included student counts, events, celebrations and services provided, along with highlights of significant achievements. The meeting aimed to encourage the exchange of best practices, assess progress across centres, and reinforce accountability. This collaborative review process is expected to strengthen overall centre performance and enhance student support services.



Case study of the month

Name of the Student: Drisha Brijesh Yadav (*Name Change)

Age of the Child: 6 years

Disability: Intellectual Impairment

Area of Development: Reading

Sub-Area: Reading 3-letter words

Goal of the Month: To read 3-letter words with minimal verbal prompts

Materials Used:

- 1. Phonics cards
- 2. Puzzles

Beginning of the Month:

She was able to independently identify letters and could read and write 2-letter words with minimal prompts.

End of the Month:

She continued to read 2-letter words with little verbal assistance, showing increased confidence and fluency. She also began reading 3-letter words with verbal prompts, marking a significant step toward achieving her monthly goal. Continued support and regular practice will be essential in helping her progress further in her reading skills.

Vision Therapy

Name of the Child: Ashok Mhabadi (*Name Change)

Age: 1 year 5 months

Diagnosis: Global Developmental Delay (GDD) with Hyperactivity

Field Loss: Field Loss

When Ashok came for assessment :	With regular Vision Therapy Ashok is now :
1.Cried most of the time during therapy 2.Lack of eye contact 3.Limited concentration 4.Did not touch objects due to sensory issues	1.Remains calm during therapy sessions 2.Tracks light from left to right and up to down 3.Pay attention to the light board activities 4.Attempts to touch objects and participate in activities with verbal and physical prompts

Parental Guidance:

- Practice light tracking and scanning exercises
- Engage in hand-to-hand activities and exercises
- Introduce various textures to help with sensory integration

Occupational Therapy

Name of the Child: Agilan Pathakar (*Name Change)

Disability: FIRES Syndrome

Area of Concern: Arousal, Awareness, and Orientation

Challenges Noted:

- Hyperactivity – Roaming randomly around the room, hitting walls and nearby objects
- Toe walking
- Sensory processing issues – Vestibular and proprioceptive seeking, oral seeking, and tactile defensiveness
- Hand development – Reach present; grasp followed by sudden release

Goals:

- 1.To improve overall arousal level and awareness of surroundings
- 2.To reduce hyperactivity
- 3.To improve sitting tolerance
- 4.To reduce sensitivity over the feet
- 5.To facilitate sensory regulation

When Agilan came for assessment :	With regular Occupational Therapy Agilan is now :
1.Hyperactive – Kept walking around the room 2.Mostly drowsy during sessions 3.Frequently toe-walked and stood on toes 4.Poor grasp and release abilities	1.Remains active throughout sessions and at school 2.Able to sit for 2–3 minutes without attempting to escape 3.Stands with feet flat on the ground 4.Reaches for objects and holds them intermittently (5/10 attempts)

Parental Guidance:

Parents were guided to encourage regular weight-bearing and heavy work activities such as crawling, swinging, ball pressure, and pushing tasks. Sensory stimulation through garden walking or sand walking was also recommended to address tactile sensitivity.

Physiotherapy

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

Disability: Dystonic Cerebral Palsy

Area of Concern: Delayed Milestones, Gross Motor Difficulties, Dystonic Posturing, Muscle Tightness

Goal: He will be able to sit, stand, and walk with assistance

When Sahil came for assessment:	With regular Physiotherapy Sahil is now :
<div>1.He presented with delayed developmental milestones.</div> <div>2.He was unable to roll over, hold his head, or sit independently.</div> <div>3.He had poor sitting tolerance, poor trunk control, and significant gross motor challenges.</div> <div>4.He did not bear weight on his hands and avoided using both hands in activities.</div>	<div>1.Sits in side-sitting with head support and one hand for balance.</div> <div>2.Holds a crawling position for 20 seconds with support.</div> <div>3.Kneels with good head control and plays with toys.</div> <div>4.Rolls over partly by himself and finishes with help.</div> <div>5.Holds head steady for 5–10 minutes when sitting or standing with support.</div> <div>6.Picks up and lets go of objects using both hands; brings hands together.</div> <div>7.Tries to crawl forward.</div> <div>8.Sits on a mat using hands for support and Pedi wraps.</div>

Parental Guidance:

Perform stretching exercises at home, support the head and upper limbs to prevent neck hyperextension during hand activities, increase sitting tolerance using a corner chair, and encourage more weight-bearing on the upper limbs while sitting.

Speech Therapy

Name of the Child: Ravi Bhosale (*Name Change)

Disability: Multiple Disabilities

Area of Concern: Speech and language development

Goal: To develop vocabulary and receptive language.

When Ravi came for assessment :	With regular Speech Therapy Ravi is now :
<div>1.He was unable to use his facial muscles for oral movements.</div> <div>2.Receptive language was not developed.</div> <div>3.Eye contact was poor.</div> <div>4.Only some gestures were used for communication.</div>	<div>1.His vocabulary is improving.</div> <div>2.He has started to speak more than 30 words meaningfully.</div> <div>3.Speech clarity is gradually improving.</div> <div>4.He has started giving reciprocal responses during sessions.</div>

Parental Guidance: The mother has been taught various strategies to support language development, and she is implementing these strategies at home.

HELP US CHANGE A STORY

When Sarvil Shah (*Name Change) came to Muskan, he was new to the environment and faced challenges in performing fine motor activities, particularly those requiring bilateral coordination. At the beginning of the month, he could pick up beads using a tripod grip with some support, but he still struggled to perform tasks that required the use of both hands independently.

As the month progressed, He participated in regular sessions designed to enhance his fine motor skills. With consistent practice and minimal verbal prompts, he began showing signs of improvement. During the sessions, he was able to pick up the beads with his dominant hand, hold the stick with his other hand, and place the beads onto the stick with guidance.

By the end of the month, Sarvil's progress was evident. He was able to complete the bilateral activity of picking up beads with one hand, holding the stick with the other hand, and placing beads on the stick independently. This improvement highlights his growing fine motor coordination and demonstrates the success of the strategies implemented throughout 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
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UPI ID:muskan01@ucobank



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

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