

### 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

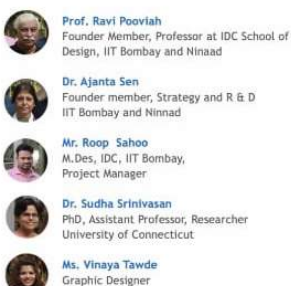
### Teacher Training

On 3rd May 2025, Mr. Ravi Poovaiah and Ms. Vidya Upadhyay effectively conducted a session on the Jellow App for Augmentative and Alternative Communication (AAC).

During the session, we explored how to create customized communication boards, utilize symbols and text-to-speech features, and apply strategies to support individuals with complex communication needs.



### The Team



It was an insightful experience that highlighted practical tools to enhance communication for children with speech and language challenges. We gained valuable insights into enhancing communication skills for special children using the Jellow app. The session provided hands-on experience and practical tips for effective implementation.

This knowledge will enable us to better support students with diverse communication needs, promoting their expression, independence, and participation in educational and social activities. By applying these skills, we can create a more inclusive and supportive learning environment.

### **IEP Preparing**

For the academic year 2025–26, our Special Educators developed new Individualized Education Programs (IEPs) for each existing child, based on their previous year's report card. These IEPs serve as a valuable tool for teachers to set goals, establish milestones, and regularly assess progress to support the child's development throughout the year. Each IEP was subsequently reviewed by our educational mentor, Ms. Rita Kazi, to ensure accuracy and to determine if any updates or step-by-step breakdowns were needed.

### **Teaching learning material (TLM) prepared by volunteers**

During the summer vacation, Muskan Foundation invites volunteers to assist our teachers in creating flashcards, concept books, and activity sheets for our students. These educational materials are tailored separately for each centre and are developed in alignment with any updates or changes in the syllabus.

### **Centre Inventory**

All records, documents, equipment, and resources needed for therapies and special education were thoroughly checked, cleaned, and updated in preparation for the 2025–26 academic year. Sensory toys and other materials were properly washed, inspected, and stored for use in the coming year.

---

## **Case study of the month: -**

**Name of the Student:** Swarup Narkar (\*Name Change)

**Age of the Child:** 5 years

**Disability:** Autism Spectrum Disorder

**Area of Development:** Cognition

**Sub-Area:** Shapes and Colours

**Goal of the Month:** He will be able to identify basic colours and shapes using different types of materials with verbal and physical prompting.

### **Materials:**

- Shape peg board
- Shapes and 3D objects



**Beginning of the Month:**

Before starting the intervention, Swarup was performing the shape peg board activity using a palmar grip with verbal prompting. He was able to identify and match colours and shapes with maximum assistance.

**End of the Month:**

Now, he can identify and match colours and shapes using flashcards and objects. He is able to complete the shape peg board activity with minimal verbal assistance.

**Vision Therapy:**

**Name of the Child:** Sarthak Das (\*Name Change)

**Age:** 3 Years

**Disability:** Visual Impairment (VI) with Hyperactivity

**Field loss:** The child has a reduced field of vision, affecting the peripheral visual awareness

When Sarthak came for assessment :	With regular Vision Therapy Sarthak is now :
<div>1.He did not sit during therapy sessions.</div> <div>2.He was very hyperactive.</div> <div>3.He showed a lack of eye contact.</div> <div>4.He avoided touching objects due to sensory sensitivities.</div>	<div>1.He is now calm during therapy sessions.</div> <div>2.He has shown improved tracking of light from left to right.</div> <div>3.He can focus on the light board.</div> <div>4.He attempts to touch objects and engage in activities with verbal and physical prompts.</div>

**Parental Guidance:**

Parents were advised to use hand-over-hand assistance during activities at home and to conduct activities on a blue mat for better visual contrast.

**Speech Therapy:**

**Name of the Child:** Malhar More (\*Name Change)

**Disability:** Autism Spectrum Disorder (ASD)

**Area of Concern:** Speech development – Speaking, Blowing, & Babbling

**Goal:** To improve blowing skills and initiate babbling as a step toward speech development

When Malhar came for assessment:	With regular Speech Therapy is now :
1.He was not able to babble. 2.He was not able to speak even simple words.	1.He recognizes a dog and a cat and tries to imitate their sounds. 2.He can now babble and speak single words with verbal and gestural prompts.

**Parental Guidance:**

Malhar More has started to identify fruits. Encouraging him to engage more often in activities such as matching and identifying fruits will help him achieve his goals faster and more easily.

**Physiotherapy**

**Name of the Child:** Chinmay Jaiswal (\*Name Change)

**Disability:** Cerebral Palsy

**Area of Concern:**

- Floor to standing transition
- Independent stair climbing
- Dynamic truncal control – fair
- Limited use of the right upper limb (wrist extension absent, incomplete closure)
- Sensory processing – tactile hyperresponsiveness

**Goals:**

- To facilitate floor-to-stand transition without support
- To promote independent stair climbing and descending without railing support
- To strengthen core, back extensors, and lower limb musculature
- To improve function of the right upper limb and bilateral integration
- To promote sensory regulation



When Chinmay came for assessment :	With regular Physical Therapy Chinmay can now:
<ol style="list-style-type: none"><li>1.Difficulty standing up from the floor without hand support</li><li>2.Difficulty walking on unstable surfaces without hand support</li><li>3.Used right hand only on command; otherwise kept it in a protective posture</li><li>4.Tactile sensitivity observed over the right upper limb</li></ol>	<ol style="list-style-type: none"><li>1.Walks on unstable surfaces with minimal support.</li><li>2.Tactile sensitivity over the right upper limb has reduced.</li><li>3.Attempts to stand from a low stool and mat with minimal support.</li><li>4.Right upper limb: Elbow extension is present; wrist extension is at approximately 50% range of motion (ROM).</li></ol>

**Parental Guidance:**

- Implement modified Constraint-Induced Movement Therapy (CIMT) at home for 3–4 hours per day.
- Encourage independent transfers whenever possible, under supervision.

**HELP US CHANGE A STORY**

When Harshad Sachin Kamble (\*Name Change) came to Muskan Foundation, he was introduced to cognitive activities focused on letter identification through the use of familiar objects. Initially, he required both verbal and physical assistance from the teacher to recognize and connect a single letter with a corresponding object. Activities were kept simple and engaging, using clear visuals and real-life materials to build familiarity.

As the month progressed, Harshad participated in regular sessions that incorporated flashcards with large letters, matching images, and multisensory tools such as tracing, drawing, songs, and videos. With repetition and consistent support, his engagement increased and he began to respond better to cues.

By the end of the month, Harshad showed noticeable progress. He was able to match and identify letters with real objects independently, following the teacher's verbal instructions. This development reflects his growing cognitive skills and highlights the effectiveness of the multisensory strategies used to support his learning.

**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-----

Follow us at:    

Bandra: +91 99303 86691  
Goregaon: +91 7506094898  
Parel: +91 8657205174

Byculla: +91 9930385114  
Panvel: +91 9930386610  
Kalyan: +91 9930386711