

# Monthly Newsletter

December 2025 Edition



## What's New

### Educational Visit to the Bank



In December 2025, Muskan Foundation organised educational visits to banks for students from the Wadia, Kalyan, and Hume centres as part of its effort to strengthen financial literacy and real-life learning. At the Wadia Centre, students were introduced to basic banking tasks through simple explanations and visual demonstrations. They observed how money is deposited and withdrawn, learned about ATM functioning, and understood the use of transaction forms. Students from the Kalyan Centre visited TJSB Bank, Kalyan, where they observed day-to-day banking operations and interacted with staff to understand customer services.

The Hume Centre organised a visit to Canara Bank, where students learned about bank counters, ATM usage, safety measures, types of accounts, passbooks, and the importance of saving money.

Across all centres, bank staff supported the learning process, and students participated with curiosity and enthusiasm. These visits helped improve students' practical knowledge, confidence, and independence, making learning meaningful beyond the classroom.



## Sports Day Event

In December 2025, Muskan Foundation celebrated Sports Day across its centres, reaching over 60 children with multiple disabilities through a joyful and inclusive sports celebration made possible by your support.

The day was carefully planned with ability-based and adaptive sports activities such as running and ball races, basketball, bowling, lemon-and-spoon race, bag packing, bucket throw, tug of war, zig-zag walking, hula hoop games, and sorting activities. These games helped strengthen motor skills, balance, coordination, focus, teamwork, and confidence, while ensuring safe and meaningful participation for every child.



Teachers, therapists, and parents worked together to guide and encourage the students, creating a supportive environment where participation mattered more than competition. Many children participated independently, while others were supported as needed each success was celebrated. To recognize their efforts, medals and prizes were awarded to all participants, followed by refreshments that added to the excitement and joy of the day. Your generosity helps create experiences that go beyond play—building confidence, social connection, and a sense of achievement in every child. Thank you for standing with us in celebrating ability, inclusion, and hope.

## International Day of Persons with Disabilities (IDPD)

Muskan Foundation celebrated the International Day of Persons with Disabilities (IDPD) on 20th December 2025 at Shivaji Park Kabaddi Hall, Dadar West, with enthusiastic participation from students, parents, teachers, and staff from all our centres.

The event highlighted the spirit of inclusion, empowerment, and community participation. With the support of our Chief Guests, CEO Dr. Dipti Gandhi and Mr. Ninad Sadvilkar, students and parents were encouraged to confidently showcase their abilities and talents.



A variety of creative and skill-based stalls were set up by parents and staff, including food, jewellery, mehndi, Lipan art, and vocational stalls displaying items made by students. Cultural activities such as dance performances, fashion shows, fancy dress, singing, and a lucky draw added joy and excitement to the celebration.

The event created a positive and inclusive environment, strengthened parent-teacher collaboration, boosted students' confidence, and promoted awareness about the abilities of persons with disabilities.

## Christmas Celebration

Muskan Foundation celebrated Christmas on 24th December 2025 across all its centres with great joy, enthusiasm, and inclusivity. The celebrations aimed to create a festive environment while helping students understand the meaning and values of Christmas in a simple and engaging way.

Students and teachers across centres followed a red-themed celebration, decorated classrooms with Christmas trees and cribs, and were introduced to the story of the birth of Jesus Christ. Teachers explained the significance of Christmas symbols such as the Christmas tree, bell, crib, and Santa Claus, highlighting values of love, kindness, sharing, and togetherness.





A variety of fun-filled activities, including music, dance, games, carols, and sensory-based interactions, were organised to encourage participation, self-expression, and social interaction. The arrival of Santa Claus brought excitement and smiles to the children, as Santa interacted warmly with them and distributed chocolates and gifts.

Students actively participated in the celebrations, supported by teachers, parents, and staff. Snacks and sweets were distributed to all students, making the day even more special.

Overall, the Christmas celebrations created a joyful, inclusive, and meaningful experience, supporting students' emotional well-being, social development, and sense of belonging. The event reflected Muskan Foundation's commitment to creating happy and inclusive learning environments for children with multiple disabilities.

## Case study of the month

**Name of the Student:** Wajid Khar(\*Name Change)

**Age:** 4 years

**Disability:** Autism Spectrum Disorder

**Area of Development:** Pre-writing – Coloring

**Monthly Goal:** Improve pre-writing skills through coloring and sitting tolerance.

**Materials Used:** Pencil, Notebook, flashcards

**Beginning of the Month:** Student had difficulty sitting for activities and showed very poor palmar grip. He did not scribble on paper and required support to engage in classroom tasks.

**End of the Month:** Now he is able to sit for coloring activities and independently scribbles and colors using a palmar grip with minimal verbal prompts.

## Vision Therapy

**Name of the Child:** Arti Kadam (\*Name Change)

**Disability:** Multiple Disabilities with Visual Impairment (MDVI)

**Field Loss:** Peripheral field loss

**Area of Concern:** Sensory integration, hyperactivity, and attention span

**Goals:** Tracking and scanning of objects and identification

When Arti came for assessment	With regular Vision Therapy Alfez is now
<p>1. Able to track torch light and contrast sheet from left to right and up to down</p> <p>2. Very hyperactive during therapy sessions</p> <p>3. Did not attempt to touch objects</p> <p>4. Poor attention span</p>	<p>1. Able to track and scan objects from left to right and up to down</p> <p>2. Attempts to touch soft objects</p> <p>3. Actively participates in sensory activities</p> <p>4. Improved attention span</p> <p>5. Follows short and simple instructions</p> <p>6. Performs eye-hand coordination and depth-perception activities with physical and verbal support</p> <p>7. Identifies objects such as a ball and a car with verbal support</p>

**Parental Guidance:** Parents were advised to practice the identification of simple and basic objects at home. They were also guided to continue depth-perception activities regularly at home.

## Speech Therapy

<b>Name of the Child:</b> Ramesh Jadhav (*Name Change)	<b>Disability:</b> Visual Impairment
<b>Area of Concern:</b> Speech and language development	<b>Goals:</b> Language development and improvement in functional communication

When Ramesh came for assessment	With regular Speech Therapy Ramesh is now
<p>1. The child was verbal, but speech was not functional or meaningful.</p> <p>2. Used single words mainly for naming rather than communication.</p> <p>3. Relied on gestures and pointing to express needs.</p> <p>4. Showed limited spontaneous communication and initiation.</p> <p>5. Had a poor attention span during structured activities.</p> <p>6. Had difficulty understanding verbal instructions without support.</p>	<p>1. Shows improved use of functional words for daily needs.</p> <p>2. Demonstrates increased spontaneous verbal communication.</p> <p>3. Begins to use words for requesting and commenting.</p> <p>4. Shows improved attention and joint attention during activities.</p> <p>5. Attempts two-word combinations with verbal prompts.</p> <p>6. Demonstrates better interaction and eye contact with the therapist.</p>

**Parental Guidance:** The mother has been guided on strategies to provide consistent language stimulation at home by using simple and functional words during daily routines. These strategies are being regularly implemented at home.

## Physiotherapy

**Name of the Child:** Vansh Kale (\*Name Change)

**Disability:** Cerebral Palsy – Hemiplegic

**Area of Concern:** Gross motor affection and spasticity

**Goals:** Veer will stand and walk independently without assistance, with increased weight-bearing on the right side.

When the Vansh Came for Assessment	With Regular Physiotherapy, the Vansh is Now
<p>1. Vansh had delayed developmental milestones and was unable to sit, stand, or walk independently.</p> <p>2. He had poor trunk control and gross motor affection, did not weight-bear on the affected side, and showed limited use of the affected hand.</p>	<p>1. Sit independently with good trunk control and stand independently from a bench without support.</p> <p>2. Stand without support, lift one leg while standing, and step up independently while holding a surface in front.</p> <p>3. Cruise independently by holding a support in front.</p> <p>4. Walk long distances without support.</p> <p>5. Climb stairs by holding with both hands, without support.</p> <p>6. Show improved use of the affected upper limb.</p>

**Parental Guidance:** Parents were advised to continue stretching exercises at home, encourage play activities in standing, and increase the use of the right-side upper and lower limbs during daily activities.

## Occupational Therapy

**Name of the Child:** Tanish Kate (\*Name Change)

**Disability:** Autism Spectrum Disorder

### Areas of Concern:

Hyperactive, inattentive, restless, and impulsive behaviour, with inconsistent eye contact and response to name.

### Goals for the Month:

Encourage active participation, improve eye contact and command following, reduce hyperactivity, enhance sitting tolerance and waiting time, reduce behavioural issues, improve motor planning and understanding, and support ADL skills.

When Tanish came for assessment	With regular Occupational Therapy, Tanish now
<ul style="list-style-type: none"> <li>1. Hyperactive, inattentive, restless, and impulsive behaviour</li> <li>2. Poor understanding and concepts</li> <li>3. Inconsistent eye contact and response to name</li> <li>4. Stubborn behaviour with poor emotional regulation</li> <li>5. Poor command following</li> <li>6. Sensory issues such as jumping, spinning, and making continuous sounds</li> <li>7. Poor motor planning</li> <li>8. Speech delay</li> </ul>	<ul style="list-style-type: none"> <li>1. Showing improved eye contact and better response to name</li> <li>2. Able to sit and complete given activities</li> <li>3. Started showing interest in therapy sessions, though consistency is still developing</li> <li>4. Participates in physical activities with prompting and encouragement to complete tasks</li> <li>5. Able to follow simple commands 2 out of 5 times</li> <li>6. Reduced sensory-seeking behaviours</li> <li>7. Slight improvement in waiting time</li> <li>8. Improved concepts and motor planning skills</li> </ul>

#### **Parental Guidance:**

Sensory diet: group activities, ADL participation, behaviour strategies, distraction-free environment, physical activities, time-out, limited options, focus on task completion, and Brain Gym exercises.

## Turning Challenges into Successes

When Rajesh Mate (\*Name Change) a schooling child with Cerebral Palsy and Intellectual Disability, began focused fine motor intervention this month at Muskan Foundation, he faced challenges in hand coordination and task understanding. His therapy focused on improving fine motor skills, specifically fixing the lid on a bottle using both hands, with an emphasis on right-hand use.

At the beginning of the month, Rajesh was unable to fix the lid independently. Although he could hold the bottle and lid, he did not understand how to match or rotate the lid. He required full hand-over-hand support to complete the activity and had a short attention span of only 1-2 minutes. He needed repeated verbal instructions in Marathi, usually 1-2 words, along with physical assistance in 4 out of 5 opportunities to follow simple instructions such as "Take the bottle" and "Fix the lid."

Therapy sessions used simple materials such as plastic bottles, bottle lids, a red tray/plastic box, and a table and chair to support structured practice in a familiar setting.

By the end of the month, Rajesh showed noticeable improvement. He is now able to place the lid correctly on the bottle and rotate it using his right hand with partial physical support at the wrist. His response to 2-3 word verbal prompts in Marathi has improved, and his attention span has increased to 3-4 minutes. He is able to complete the activity correctly in 3 out of 5 opportunities.

Rajesh has shown slow but positive progress in hand coordination, attention, and task participation. His improvement highlights the importance of consistent practice, simple instructions, and structured support in developing functional fine motor skills.

## 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.

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**

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