

Monthly Newsletter

February 2026 Edition



What's New

World Epilepsy Day



Muskan Foundation observed World Epilepsy Day in February 2026 through awareness programmes conducted across several centres including Wadia, Bandra, Goregaon, and Hume (Byculla). The initiatives aimed to educate parents, community members, and frontline health workers about epilepsy, its causes, symptoms, and the importance of proper seizure management. Through presentations, awareness videos, and interactive discussions, participants learned about different types of seizures, first-aid precautions, and common misconceptions related to epilepsy.



The sessions encouraged active participation, with parents, Anganwadi staff, ASHA workers, and community members sharing experiences and asking questions. In addition to epilepsy awareness, guidance was also provided on early identification of developmental delays and the importance of early intervention and educational support for children with special needs. Overall, the programmes helped increase community awareness, reduce stigma, and promote a more informed and supportive environment for individuals living with epilepsy.

Educational Visits

In February 2026, Muskan Foundation organised educational visits to car showrooms for students from the Wadia, Panvel, and Kalyan centres. The visits were planned to provide students with practical exposure and help them connect classroom learning with real-life experiences. Students visited KIA car showrooms in Prabhadevi and Panvel and the Maruti Suzuki showroom in Kalyan. The showroom staff warmly welcomed the students and created a friendly and supportive environment. Teachers explained basic car parts and functions such as the steering wheel, horn, headlights, indicators, and seating arrangement in simple language, helping students understand the concepts more easily.



During the visit, students were allowed to sit inside the cars and explore the interiors under proper supervision. They observed different colours, shapes, and textures of the vehicles, which supported sensory learning and concept development. The hands-on experience helped build confidence, curiosity, and social interaction among the students. The visits also included enjoyable moments such as small recreational activities and refreshments provided by the showroom staff. Overall, the educational visits were engaging and meaningful, giving students a memorable learning experience beyond the classroom.



Inclusivity and Diversity Celebration

Muskan Foundation students from the Hume Centre participated in the Inclusivity and Diversity Celebration – “Love and Dosti is in the Air, a Bond so True, Beyond Compare”, organised by the Cricket Club of India. The event aimed to promote inclusivity, diversity, and social participation by creating a joyful platform where children with disabilities could experience a welcoming and engaging community environment. Four students from the Hume Centre attended the program and had the opportunity to observe and enjoy various activities such as dancing, singing, and a fashion show.



Although the students did not take part in the competitive segments, they actively engaged in the recreational activities and games organised during the event. The celebration provided valuable exposure to cultural and social experiences while encouraging interaction, friendship, and confidence among the students. Overall, the program created a positive and inclusive atmosphere that supported emotional well-being and strengthened the message of acceptance and diversity in the community.

Annual Day Dance Rehearsal

Muskan Foundation organised an Annual Day dance rehearsal on 23rd February 2026 at Kala Nagar Hall to prepare students for their upcoming cultural performance. The rehearsal aimed to provide students with a stage-like environment where they could practice their dance routines under proper guidance and receive constructive feedback from instructors. This opportunity helped students become familiar with the stage setting and build confidence before the final event. Parents were also invited to attend the rehearsal, which allowed them to observe their child's participation and progress in the performance.

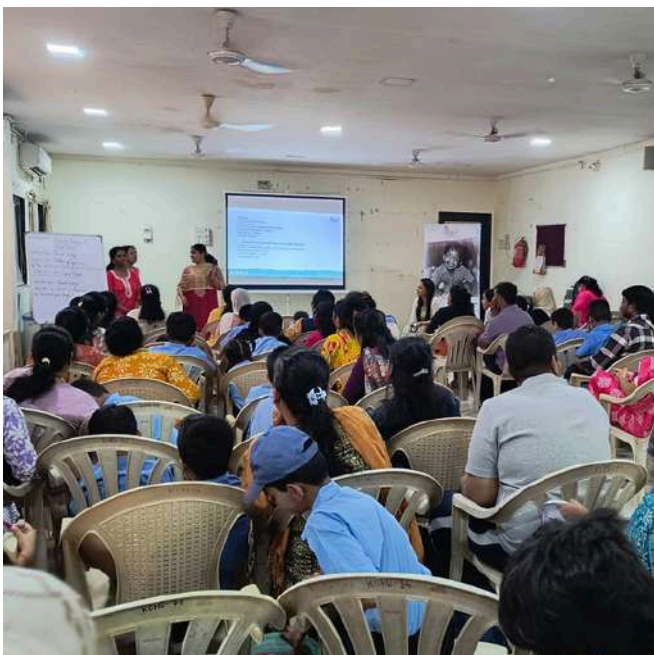




During the rehearsal, students actively participated in practising their dance movements, expressions, and coordination with music. Instructors carefully guided them and provided corrections to improve synchronisation, rhythm, and overall presentation. Students showed noticeable improvement after receiving feedback, and the session helped them refine their performance skills. Overall, the rehearsal was a productive and encouraging experience that helped boost students' confidence, stage readiness, and excitement for the upcoming Annual Day celebration.

Parents Meeting

Muskan Foundation conducted a Parents' Meeting to strengthen communication and collaboration between parents and the school. During the session, important information regarding the fee structure, payment timelines, pending dues, school rules, discipline policies, attendance expectations, and uniform guidelines was clearly explained to the parents. Teachers and staff also shared updates about upcoming events, school activities, and academic plans to ensure that parents were well informed about their child's learning environment and the programmes planned for the coming months.



Parents actively attended the meeting and participated in the discussions. Their questions and concerns, particularly regarding fees and school procedures, were addressed by the staff. The meeting also provided an open platform for parents to share feedback and suggestions, which helped create a transparent and supportive environment. Overall, the session strengthened the parent-school partnership, encouraged open communication, and reinforced a collaborative approach to support the students' academic, behavioural, and overall developmental progress.

Annual Day Celebration



Muskan Foundation celebrated its Annual Day at MIG Club, showcasing the talents and achievements of students through the vibrant theme of Indian Culture. The event aimed to promote cultural awareness, inclusivity, and confidence by providing students with a platform to perform and express their abilities on stage. Students enthusiastically presented a Bihu dance and a Punjabi song, highlighting the richness and diversity of Indian traditions. A special performance based on music therapy was also presented, reflecting the students' abilities and progress through creative expression.

Teachers added to the spirit of inclusion by performing a sign language song "O Desh Mere," promoting awareness and acceptance. Parents attended the event in large numbers and encouraged their children with great enthusiasm. The celebration created a joyful and supportive atmosphere where students, teachers, and parents came together to appreciate talent and cultural diversity. Overall, the Annual Day was a grand and memorable event, successfully encouraging participation, confidence, and a sense of unity among everyone present.



Case study of the month

Name of the Student: Ayaan Shaikh (*Name Change) **Age:** 9 years

Disability: Intellectual Disability

Monthly Goal: Improve number recognition and writing skills.

Beginning of the Month: The student joined Muskan Foundation in June 2024 and attends school regularly. He is social with others and follows teacher instructions independently. Initially, he could perform fine motor activities and copy basic shapes such as lines, half circle, full circle, and U shape.

Area of Development: Cognition – Writing Numbers

Materials Used: Notebook, Flash Cards, Handwriting Without Tears (HWT)

End of the Month: Now he can identify and write numbers 1 to 10 independently and write numbers 11 to 20 with minor verbal prompts.

Vision Therapy

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

Disability: Visual Impairment

Area of Concern: Poor oculomotor skills

Goal: Discrimination with objects

When Armaan Came for Assessment:	With regular vision therapy Armaan is now
<ol style="list-style-type: none">1. Poor tracking and scanning skills.2. Difficulty sitting in one place.3. Did not use hands during activities.4. Attention span was limited.	<ol style="list-style-type: none">1. Able to track and scan objects from left to right and up to down.2. Attention span has improved.3. Able to discriminate red colour and circle shape.4. Able to write alphabets L and Z with minimal verbal and physical prompts.

Parental Guidance: His mother has been guided to continue similar activities at home, including discrimination of red and yellow colours, circle shapes, and practicing writing alphabets L and E with support to reinforce the therapy goals.

Speech Therapy

Name: Aarti Patil (*Name Change)

Disability: Cerebral Palsy

Area of Concern: Speech and Language Development

Goal: To develop vegetative functions

When Aarti Came for Assessment:	With regular Occupational therapy Aarti can now
<ol style="list-style-type: none">1. She was unable to use her facial muscles for oral movements.2. Chewing, sipping, and swallowing patterns were not developed.3. Receptive language was not developed.4. The oral area was very sensitive.	<ol style="list-style-type: none">1. She has started showing reciprocal responses during sessions.2. Chewing pattern is developing.3. She is able to give little pressure while chewing.4. Tongue lateral movements are yet to develop.5. Swallowing pattern is developing.6. Sipping pattern is yet to develop.

Parental Guidance: The mother has been guided to practice different strategies to develop oral movements and perform oro-motor exercises at home, and she continues to practice the same regularly.

Physiotherapy

Name of the Child: Vihaan Patil (*Name Change)

Disability: Spastic Hemiplegia, Delayed Development, Epilepsy

Area of Concern: Delayed development, weakness and reduced weight bearing on the left side, mildly affected dynamic balance, and spastic pattern in the upper and lower limb.

Goal: Vihaan will improve weight bearing on the left lower limb and functional use of the left upper limb.

When Vihaan came for assessment:	With regular Physiotherapy, Vihaan can now:
<ol style="list-style-type: none">1. He neglected the left upper and lower limb and did not use them often in daily activities.2. He had knock knee on the left side and could not extend the knee or keep the foot in a neutral position while standing and walking.3. He could not fully extend the upper limb and fingers.4. He had poor balance during one-leg standing and narrow base standing.	<ol style="list-style-type: none">1. He now uses the left upper and lower limb more frequently during activities.2. He is able to keep the knee extended and foot in neutral while standing.3. He can stand up from sitting with reduced knee inversion.4. Balance during one-leg standing has improved.

Parental Guidance:

Parents were advised to continue stretching and strengthening exercises at home, encourage cycling and walking to improve endurance, promote independence during play, and follow a home program for balance and fitness. Occupational therapy was also recommended.

Occupational Therapy

Name of the Child: Aarav Sharma (*Name Change)

Disability: Learning Disability + ADHD

Area of Concern: The child shows a short attention span, increased distractibility, and difficulty completing tasks. He also displays excessive motor activity, impulsivity such as interrupting others, difficulty waiting for his turn, and excessive talking during activities.

Goals:

- Improve sustained attention during activities.
- Reduce distractibility and improve task completion.
- Increase sitting tolerance during classroom and therapy tasks.
- Develop impulse control and turn-taking skills.

When Aarav came for assessment:	With regular Occupational Therapy, Aarav can now:
<ol style="list-style-type: none"> 1. Difficulty with self-regulation and attention. 2. Unable to sit in one place for more than a few minutes. 3. Frequently moved around during activities. 4. Very limited attention span and required constant prompting. 5. Engaged in excessive talking which affected participation in structured tasks. 	<ol style="list-style-type: none"> 1. Shows improvement in self-regulation and attention. 2. Able to remain seated for 10–15 minutes during activities. 3. Participates better in structured tasks. 4. Reduced excessive talking and improved task engagement.

Parental Guidance:

Parents are encouraged to engage the child in structured turn-taking games and interactive activities to improve waiting skills, listening abilities, and impulse control. They are also advised to provide regular sensory-motor movement breaks such as jumping, running, and animal walks, along with proprioceptive or heavy-work activities like carrying grocery bags or helping with household chores before seated tasks to support better self-regulation and attention.

Turning Challenges into Successes

When Ayaan Mehta, (*Name Change) a 7-year-old child diagnosed with Autism Spectrum Disorder, began intervention at Muskan Foundation, he showed challenges in the area of academic skills, particularly in recognizing and matching colours. Although Ayaan was able to complete classroom activities independently and follow instructions, he had difficulty identifying colours and matching them correctly. His intervention focused on developing colour recognition and matching skills using structured and engaging learning methods.

At the time of assessment, Ayaan was able to complete tasks independently but did not recognize colours and was unable to match them during activities. When asked to identify colours, he did not respond correctly and required guidance from the teacher. To address this, structured sessions were planned using shape and colour boards, rhymes, and action songs to introduce and reinforce colour concepts. Initially, the teacher introduced red and yellow colours and gradually encouraged him to identify and match them through interactive activities and songs.

With regular practice and guided teaching, Ayaan has shown noticeable improvement. By the end of the month, he was able to independently match colours during activities and participate more confidently in classroom tasks. His progress highlights the effectiveness of structured teaching methods and engaging learning strategies in supporting academic skill development for children with Autism Spectrum Disorder.

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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