

Monthly Newsletter



April 2026 Edition



What's New

Summer Party Celebration



Muskan Foundation celebrated its Annual Summer Party on 15th April 2026 with great enthusiasm across centres, creating a joyful and inclusive environment for students, parents, and staff. The centres were beautifully decorated with vibrant summer themes, adding to the cheerful atmosphere. Children actively participated in games, music, and dance, making the celebration lively and engaging. Activities such as musical chairs, passing the ball, and group dance encouraged social interaction, communication, and teamwork, while also helping improve coordination, attention, and confidence among the students.

The event also focused on providing a multisensory and engaging experience, allowing children to explore, participate, and express themselves freely in a safe and supportive environment. Students showed increased participation and enthusiasm, while teachers guided and encouraged them throughout the activities. The celebration created opportunities for children to develop peer bonding, improve communication skills, and build self-confidence through group participation and fun learning experiences. The celebration also strengthened the bond between students, parents, and teachers, as parents actively joined the activities and supported their children.



Overall, the Summer Party was a fun-filled and memorable experience that promoted inclusion, emotional well-being, and a sense of togetherness while supporting the overall social and developmental growth of the students.

Open House



The Open House conducted on 15th April 2026 at Muskan Foundation was a meaningful and interactive session with active participation from parents and teachers. During the meeting, teachers shared detailed feedback on each child's academic performance, behaviour, social interaction, and overall development. Report cards were discussed, highlighting individual strengths such as creativity, understanding, and participation, along with areas that required improvement like focus, consistency, and task completion. Teachers also guided parents with simple and practical strategies to support their child's learning at home and daily routine.

The session also provided an open platform for parents to share their observations, ask questions, and discuss concerns related to their child's progress. Teachers addressed all queries patiently and shared clear goals and plans for the upcoming term. Parents appreciated the guidance and expressed satisfaction with their child's development and progress. Overall, the Open House strengthened the parent-teacher partnership and ensured better communication, collaboration, and consistent support for the holistic growth of the students.

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ESRM (Experience Sharing Review Meeting

On 24th April 2026, Muskan Foundation conducted its Second Term ESRM at Kalanagar Hall, Bandra, in the presence of Dr. Dipti Gandhi Ma'am and Ms. Shambhavi Ma'am. Centres including Goregaon, Wadia, Bandra, Kalyan, Hume, and Panvel presented their six months' work through PPTs, highlighting achievements, challenges, and key learnings. Each centre shared practical experiences, innovative teaching methods, student progress, and case highlights, giving a clear and detailed overview of their work and ongoing efforts. The presentations reflected the dedication and consistent efforts of the teams across all centres.



Dr. Dipti Gandhi Ma'am provided valuable guidance and practical strategies to improve centre functioning and address challenges effectively. The session also created an opportunity for centres to learn from each other's approaches, share ideas, and adopt best practices. Interactive discussions helped in problem-solving, clarifying doubts, and planning for future improvements. Overall, the ESRM was informative and impactful, strengthening coordination, teamwork, and overall effectiveness across all centres while encouraging continuous learning and improvement.

Case study of the month

Name of the Student: Riya Sharma(*Name Change)

Age: 8 years

Disability: CVI and Cerebral Palsy Monthly

Area of Development: Fine Motor Skills

Goal: Improve fine motor skills through grasp and transfer activities.

Materials Used: Peg board, high-contrast mat, sorting tray

Beginning of the Month: The student required maximum physical and verbal assistance to transfer pegs. She had difficulty visually locating items and maintaining a consistent grasp. She also needed hand-over-hand support for most tabletop activities due to limited hand function and inconsistent visual attention.

End of the Month: Now she is able to visually attend to pegs placed on the contrast mat, independently grasp them, and transfer them to the target tray with minimal verbal prompts. She shows improved attention, better coordination, and progress toward functional independence in fine motor tasks.

Vision Therapy

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

Age: 6 years

Disability: CVI

Area of Concern: Tracking with light and scanning with a contrast sheet

Goal: To improve tracking with light and objects from left to right and right to left, and to develop depth perception. To enhance visual scanning skills using contrast sheets and light-based activities, and increase visual attention during structured tasks.

(Field loss: NA)

When Aarav Mehta came for assessment:	With regular vision therapy, Aarav Mehta:
<ol style="list-style-type: none">1. Had poor visual attention and was easily distracted2. Difficulty maintaining visual attention for more than 5 seconds3. Struggled with visual tracking and scanning during activities	<ol style="list-style-type: none">1. Can maintain visual attention for 10-15 seconds during structured activities.2. Shows improved response time and better engagement in tasks.3. Able to track coloured objects (red and yellow) from left to right and right to left.4. Demonstrates improved depth perception, eye-hand coordination, and focus while picking small objects.

Parental Guidance: Parents are advised to practice simple, short, and engaging activities at home to reinforce therapy goals and support the development of visual attention, tracking, and scanning skills.

Speech Therapy

Name: Aarav Khan (*Name Change)

Age: 4 years

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Speech, attention, expressive language

Goal: To improve basic speech and functional communication

When Aarav Khan came for assessment:

1. Had limited communication skills and difficulty understanding simple instructions.
2. Was unable to express needs verbally and depended on gestures or crying.
3. Showed poor eye contact, inconsistent response to name, and limited imitation skills.

With regular Speech therapy, Aarav Khan:

1. Is able to follow simple one-step instructions and identify common objects/pictures.
2. Shows improvement in imitation skills (actions and sounds).
3. Has started using gestures and a few sounds/words to express needs.

Parental Guidance: Parents are encouraged to give simple choices (e.g., apple or biscuit) to promote communication. Limit screen time and engage the child in interactive play to improve attention, language, and social skills.

Physiotherapy

Name: Anaya Patil (*Name Change)

Disability: GDD with CVI

Area of Concern: Delayed milestones, sensory processing difficulties

Goal: Anaya will walk independently without support.

When Anaya Patil came for assessment:

1. Had delayed milestones and was unable to roll, hold her head, or sit independently.
2. Showed poor sitting tolerance, weak trunk control, and overall gross motor delay.

With regular physiotherapy, Anaya Patil can now:

1. Hold her head and sit independently without support.
2. Roll for floor transitions and reach for objects.
3. Stand with minimal support and walk short distances with assistance.

3. Did not weight bear on hands and had limited use of both hands during activities.	4. Show improved weight bearing on hands and better overall motor control.
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Parental Guidance: Parents are advised to follow a sensory diet, encourage independence in daily activities, and increase engagement through play, especially using percussion toys. They are also guided to practice sitting on a chair to improve posture and sitting tolerance.

Occupational Therapy

<p>Name of the Child: Aarush Sheikh (*Name Change)</p> <p>Age: 6 years</p> <p>Disability: Autism Spectrum Disorder (ASD)</p> <p>Area of Concern: The child shows reduced sitting tolerance, hyperactivity, increased distractibility, and behavioural difficulties such as getting easily agitated. He also has poor task engagement, is dependent in daily living activities, and has delayed speech development.</p> <p>Goals: To improve sitting tolerance, reduce hyperactivity, and enhance attention, concentration, and task engagement. To improve self-regulation, reduce behavioural issues, and promote independence in daily living activities (ADLs).</p>

When Aarush Sheikh came for assessment:	With regular therapy, Aarush Sheikh:
<ol style="list-style-type: none"> 1. Had difficulty sitting in one place during activities and frequently tried to walk away. 2. Showed behaviours like crying and pulling materials during tasks. 3. Displayed poor attention and low participation in structured activities. 	<ol style="list-style-type: none"> 1. Can now sit for 10–15 minutes with improved sitting tolerance. 2. Follows simple one-step commands. 3. Shows better attention, participation, and engagement in tabletop activities.

Parental Guidance: Parents are encouraged to involve the child in physical (heavy work) activities such as animal walks, jumping, pushing, and pulling to help regulate activity levels.

Structured tabletop activities like puzzles, colouring, and matching games should be practiced to improve attention and task engagement. The child should also be involved in daily living activities such as dressing, eating, and brushing with minimal assistance to promote independence. Additionally, simple problem-solving tasks and play activities like ball games, jumping, and balancing exercises can help improve coordination, focus, and overall development.

Turning Challenges into Successes

When Anish Raj (*Name Changed), a 6-year-old child diagnosed with Cortical Visual Impairment (CVI), began vision therapy intervention at Muskan Foundation, he presented with difficulties in visual tracking, scanning, and maintaining visual attention. Anish showed poor focus during structured activities and was easily distracted, which affected his participation in therapy tasks. His intervention mainly focused on improving tracking with light and objects from left to right and right to left, developing depth perception, enhancing visual scanning skills using contrast sheets and light-based activities, and increasing visual attention span during structured sessions. Various engaging and repetitive activities were planned to strengthen his visual skills and improve his participation in daily functional tasks.

At the time of assessment, Anish had difficulty maintaining visual attention for more than 5 seconds and required repeated prompts to stay engaged in activities. He struggled with tracking moving objects and scanning visual materials consistently. His response time during therapy tasks was also delayed, and he was easily distracted by surrounding stimuli. Therapy sessions included activities using coloured objects, contrast sheets, lights, and small object-picking tasks to encourage visual tracking, scanning, and eye-hand coordination. Structured and motivating activities were used regularly to help improve his focus and participation during sessions.

With regular vision therapy, Anish has shown noticeable improvement in visual attention and tracking skills. He is now able to maintain visual attention for 10–15 seconds during structured activities and demonstrates better engagement during therapy sessions. His response time has improved, and he can successfully track coloured objects such as red and yellow from left to right and right to left. Activities involving picking small objects have also helped improve his depth perception, eye-hand coordination, focus, and fine motor control. Anish now participates more actively in therapy and shows increased interest in visual activities.

Overall, Anish's progress highlights the importance of consistent vision therapy, structured intervention, and parental involvement in improving visual attention and functional visual skills. Parents were guided to practice simple, short, and engaging activities at home to reinforce therapy goals and support the development of tracking, scanning, and visual attention 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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