

# Monthly Newsletter



March 2026 Edition



## What's New

### Holi Celebrations



The festival of Holi was celebrated on 2nd March 2026 across various centres of Muskan Foundation, creating an inclusive environment for students, teachers, and parents. The celebration aimed to help students understand the cultural significance of Holi through multisensory, activity-based learning while enhancing their sensory, motor, cognitive, communication, and socialisation skills. Activities included introductions to the festival and Holika Dahan, building a Holika replica, exploring tactile materials, storytelling, and participating in simple rituals. Students also engaged with colours, textures, fragrances, and traditional items like kumkum, coconut, and garlands, along with enjoying festive delicacies like puranpoli.

To ensure inclusivity, alternative activities such as playing with colourful paper were introduced for students sensitive to colours. Music, dance, and group activities encouraged joyful expression, teamwork, and social interaction. Across centres like Hume, B.J. Wadia, Goregaon, and Panvel, parents actively supported preparations and participation, strengthening the sense of community. Overall, the celebration combined cultural learning with fun, helping students develop essential skills while experiencing togetherness, happiness, and creativity in a safe environment.



### Educational Visit to Aquatic shop



Muskan Foundation organized educational visits to aquariums and aquatic shops on 6th and 12th March 2026, providing students with a meaningful, sensory-rich learning experience. During the visits, children observed a variety of colourful fish, exploring differences in size, shape, and movement while also noticing elements like plants, stones, and bubbles inside the tanks. Students showed great excitement through smiles, clapping, gestures, and simple words, while some identified colours such as red, yellow, blue, and orange. Interactive activities like matching fish models and feeding fish made the experience engaging and helped connect classroom learning with real-life observation.

The visits supported the development of sensory, motor, cognitive, communication, and social skills. Students improved their observation and attention span, followed simple instructions, and interacted positively with peers and teachers. They learned basic concepts like big and small, aquatic habitats, and caring for fish, while also building confidence, independence, and curiosity towards nature. The hands-on experiences encouraged active participation and helped strengthen real-life learning connections. Overall, the aquarium visit was an enjoyable and enriching experience that promoted environmental awareness, social bonding, and joyful learning beyond the classroom.



## Gudi Padwa Celebration

On 18th March 2026, Muskan Foundation celebrated Gudi Padwa across its centres with great enthusiasm, involving students, teachers, and parents in a joyful and culturally rich experience. The celebration began with simple explanations about the significance of Gudi Padwa as the Marathi New Year and the importance of the Gudi as a symbol of victory and prosperity. Students explored various traditional materials such as neem leaves, flowers, garlands, sugar garlands, kalash, haldi, and kumkum through concept-based and tactile learning activities. They actively participated in setting up the Gudi, engaging in sensory experiences, storytelling, and short puja rituals, which helped them understand the festival in an interactive and meaningful way.



The celebration supported the development of sensory, motor, cognitive, communication, and social skills. Students improved their observation, participated in hands-on activities like decorating and arranging materials, and expressed their excitement through words, gestures, and facial expressions. Parent participation added warmth and strengthened the sense of community. Overall, the celebration was a joyful and enriching experience that promoted cultural awareness, active participation, and holistic development while creating a festive and inclusive environment for all.



## 6th MAPP Activity: Biscuit Dressing

Muskan Foundation organized the 6th MAPP activity, a fun and creative Biscuit Dressing Competition, on 18th and 21st March 2026 across centres. The activity aimed to encourage parent participation, creativity, and strengthen the parent-school bond. Parents enthusiastically took part, using biscuits, cream, chocolate, and colourful toppings to create unique designs such as trains, houses, gardens, Ganpati, and more. The competition was judged by special guests, and participants were evaluated based on creativity, presentation, and overall effort.





The lively atmosphere, along with innovative ideas and teamwork, made the event engaging and enjoyable for everyone. The activity successfully promoted creativity, confidence, and social interaction among parents while fostering a strong sense of community. Parents shared ideas, supported each other, and expressed their imagination through their designs. Judges appreciated the efforts and provided valuable feedback, adding to the learning experience. Overall, the event was a joyful and memorable experience that strengthened parent involvement and created a positive, interactive environment.

## Eid Celebration

Muskan Foundation celebrated Eid on 20th March 2026 through simple, interactive, and inclusive activities during circle time. Students were introduced to the cultural and religious significance of Eid through storytelling, demonstrations, and discussions. They learned about the importance of Ramzan, fasting, prayer (Namaz), and values like sharing, kindness, and gratitude. Children also explored cultural symbols such as the crescent moon, star, cap, and new clothes, along with traditional foods like sheer kurma and dry fruits through sensory experiences.



Activities like role-play, visual aids, and practicing greetings like "Eid Mubarak" made the learning engaging and enjoyable. The celebration supported the development of cognitive, communication, sensory, and social skills. Students actively participated by listening to stories, responding to simple questions, and interacting with peers and teachers. They expressed excitement through words, gestures, and facial expressions while building awareness of cultural diversity and togetherness. Overall, the Eid celebration was a meaningful and joyful experience that promoted inclusivity, cultural understanding, and positive social interaction in a warm and engaging environment.

## Case study of the month

**Name of the Student:** Ahaan Shaikh (\*Name Change)

**Age:** 9 years

**Disability:** Intellectual Disability

**Area of Development:** Cognition – Writing Numbers

**Monthly Goal:** Improve number recognition and writing skills

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

**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.

**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:** Aayat Rizvi (\*Name Change)

**Age:** 2 Years 4 Months

**Disability:** GDD with VI

**Area of Concern:** Lack of concentration, poor eye contact

**Goal:** Improve tracking and scanning, develop depth perception, and enhance eye-hand coordination

**(Field loss: NA)**

<b>When Aayat Rizvi came for assessment:</b>	<b>With regular vision therapy, Aayat Rizvi:</b>
<ol style="list-style-type: none"><li>1. The child cried during therapy sessions</li><li>2. Neck holding was not developed</li><li>3. Eye contact was absent</li><li>4. Sitting tolerance was very poor</li><li>5. She was not able to track the torch light</li><li>6. Avoided touching objects during the session</li></ol>	<ol style="list-style-type: none"><li>1. Is now able to sit during therapy sessions</li><li>2. Shows improved tracking with yellow light (left to right and up to down)</li><li>3. Responds to her name and sounds</li><li>4. Focuses on the light board and touches the contrast sheet</li><li>5. Performs eye-hand coordination activities with hand-over-hand support</li><li>6. Shows interest in bubbling activity</li></ol>

**Parental Guidance:** Regularly practice therapy activities at home. Repeat eye-hand coordination and depth perception activities. Encourage the child to socialize more.

## Speech Therapy

**Name:** Khushbu Verma (\*Name Change)

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

**Area of Concern:** Speech, attention, expressive language

**Goal:** To improve basic speech and functional communication

### When Khushbu Verma came for assessment:

1. Khushbu was minimally verbal.
2. She used very few sounds and words.
3. She mostly produced random vocal sounds.
4. Speech clarity was poor.
5. Articulation of sounds was limited.
6. She had difficulty expressing her needs.
7. Attention span was very short.
8. She required maximum support to complete activities.

### With regular Speech Therapy, Khushbu Verma can now:

1. Khushbu attempts to vocalize more.
2. She produces different sounds more frequently.
3. She can say ABCD at times.
4. Speech clarity has slightly improved.
5. Articulation of basic sounds has improved.
6. She tries to imitate words.
7. She responds to simple verbal cues.
8. She participates in activities with support.

**Parental Guidance:** Parents are advised to speak slowly and clearly with Khushbu Verma. Practice simple sounds, alphabets, and 2–3 word combinations daily. Encourage her whenever she attempts to speak and appreciate her efforts. Use repetition and modeling for better speech development. Support her during daily activities and gradually promote independent communication.

## Physiotherapy

**Name:** Rishabh Kamat (\*Name Change)

**Disability:** Cerebral Palsy – Hemiplegic, Impaired vision

**Area of Concern:** Gross motor affection, Spasticity

**Goal:** Rishabh will stand and walk independently without assistance and with increased weight bearing on the right side. He will also improve functional use of his right hand.

### When Rishabh came for assessment:

1. Rishabh had delayed milestones and could not sit, stand, or walk independently.
2. He had poor trunk control.

### With regular physiotherapy, Rishabh can now:

1. Sit independently with good trunk control and stand from a bench without support.
2. Stand without support and lift one leg in standing; can step up while holding a surface.

<p>3. He showed gross motor affection.</p> <p>4. He did not bear weight on the affected side.</p> <p>5. He did not use the affected hand functionally.</p>	<p>3. Walk long distances independently.</p> <p>4. Climb stairs without support while holding with one hand.</p> <p>5. Show improved use of the affected upper limb; can extend the right elbow and push objects forward.</p>
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**Parental Guidance:** Parents are advised to practice regular stretching exercises at home and encourage more play activities in a standing position. They should also focus on increasing the use of the right-side upper and lower limbs during daily activities to improve strength, balance, and functional independence.

## Occupational Therapy

<p><b>Name of the Child:</b> Anaya Sharma (*Name Change)</p> <p><b>Disability:</b> Developmental Delay</p> <p><b>Area of Concern:</b> Tone and delay of gross motor as well as fine motor milestones</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• The child will reach and grasp objects using both hands in midline in 4/5 opportunities (Hand function)</li> <li>• The child will demonstrate improved trunk activation by sitting with support and maintaining upright posture for 30–60 seconds (Postural control)</li> <li>• The child will tolerate prone/weight-bearing positions (prone on elbows / supported quadruped) for 1–2 minutes with facilitation (Gross Motor)</li> <li>• The child will visually track moving objects horizontally across the midline (Visual &amp; Attention)</li> </ul>
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<b>When Anaya Sharma came for assessment:</b>	<b>With regular Occupational Therapy, Anaya Sharma can now:</b>
<p>1. Head control was poor to fair; unable to sustain midline independently.</p> <p>2. Trunk control was poor to fair; required support for upright sitting and had difficulty maintaining posture against gravity.</p> <p>3. Truncal hypotonia was observed.</p> <p>4. Gross motor milestones were delayed.</p> <p>5. Limited purposeful reach and grasp.</p> <p>6. Eye contact was fair.</p> <p>7. Response to name was present but with limited sustained engagement.</p>	<p>1. Show improved tolerance to weight-bearing positions (prone) for longer durations.</p> <p>2. Display increased interest in toys, especially light-based and interactive toys.</p>

**Parental Guidance:** Parents are advised to practice tummy time (prone position) for short durations multiple times a day to improve head and trunk control. Carry the child in upright positions to promote postural activation and encourage the use of both hands during play. Provide toys that support grasping, holding, and releasing, such as soft balls, blocks, and sound toys. Consistency and repetition in these activities are important for better progress.

## Turning Challenges into Successes

When Rehaan Sheikh, (\*Name Change) a 5-year-old child diagnosed with Autism Spectrum Disorder, began his intervention at Muskan Foundation in June 2025, he presented with challenges in the area of pre-writing skills, particularly in scribbling and grip control. Rehaan attends school regularly and demonstrates good social interaction with his family members, classmates, and teachers. He is able to follow instructions independently and has begun communicating using simple 2-3 word phrases, indicating emerging expressive language skills. Despite these strengths, his fine motor skills, especially his grip on colouring instruments, were significantly weak, which affected his ability to participate effectively in pre-writing activities. Therefore, his intervention program focused on improving hand strength, grip, coordination, and early writing readiness through structured, repetitive, and engaging activities using materials such as crayons, paper, drawing books, and mats.

At the time of assessment, Rehaan was able to hold a colouring instrument in his dominant hand; however, his grasp lacked stability and control. His scribbling was inconsistent, with limited pressure and direction, and he required continuous verbal prompts and physical assistance to complete even simple tasks. He also showed limited engagement in pre-writing activities and needed encouragement to participate. To address these challenges, therapy sessions were designed to include guided scribbling tasks, hand-over-hand support, and activities that encouraged controlled movement and grip strengthening. Teachers used simple instructions, repetition, and positive reinforcement to motivate Rehaan and gradually build his confidence and interest in the tasks.

With regular practice, consistent intervention, and supportive teaching strategies, Rehaan has shown noticeable improvement over time. By the end of the month, he is able to hold crayons with better grip and increased control in his dominant hand. His scribbling has become more purposeful, and he is able to make marks on paper and in his drawing book with improved consistency. He now requires only minimal verbal prompting and occasional physical support during activities. Additionally, his attention span during tasks has improved, and he shows greater interest and willingness to participate in pre-writing activities. Rehaan also demonstrates better hand-eye coordination and is more engaged during classroom tasks involving fine motor skills.

Overall, Rehaan's progress reflects the positive impact of structured intervention, consistency, and individualized support in developing pre-writing and fine motor skills. His journey highlights how early intervention, combined with patience and encouragement, can significantly enhance functional abilities and independence in 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.**

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