

Monthly Newsletter

May 2026 Edition



What's New

Jellow Workshop

Muskan Foundation staff attended the Jellow Workshop, an informative training session focused on understanding the Jellow AAC (Augmentative and Alternative Communication) application developed by IIT Bombay. The workshop provided detailed insights into the app's features, including communication icons, boards, language options, settings, and customization according to individual needs. Participants learned how Jellow supports non-verbal children and individuals with communication difficulties by enabling them to express their thoughts, needs, and feelings through pictures, symbols, and voice output.

The session included practical demonstrations of how to use the application effectively and highlighted its benefits for children with autism, cerebral palsy, Down syndrome, and other communication challenges. The workshop also emphasized the role of AAC tools in promoting independence, inclusion, and communication development. Overall, it was an engaging and enriching learning experience that provided valuable knowledge for teachers, therapists, and parents working with children with special needs.

Case study of the month

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

Age: 7 Years

Disability: Autism Spectrum Disorder (ASD)

Area of Development: Pre-reading Skills / Joint Attention

Goal: To improve pre-reading skills, joint attention, and visual focus during book-based activities.

Materials Used: Alphabet picture book with real images, adapted yellow table.

Beginning of the Month: Vihaan showed limited interest in books and 2D images. He required frequent verbal and physical prompts to sit at the table and attend to activities. Pointing to pictures or letters was inconsistent, and he was easily distracted.

End of the Month: Vihaan now sits independently for activities, maintains better visual attention, and can identify pictures and letters by pointing with minimal prompts. His joint attention and picture-word association skills have improved significantly.

Vision Therapy

Name of the Child: Anaya Deshmukh (*Name Change)

Age: 6 years

Disability: Global Developmental Delay (GDD) with Visual Impairment (VI)

Area of Concern: Poor perception skills

Goal: To improve visual-motor skills.

(Field loss: Right field loss

When Anaya came for assessment:

1. She could track and scan only with light.
2. She had poor depth perception.
3. Visual perception skills were limited.
4. She required support during visual activities.

With regular vision therapy, Anaya :

1. Can track and scan with objects.
2. Shows improved visual-motor skills while working with objects.
3. Understands and follows simple commands.
4. Demonstrates better attention during activities.

Parental Guidance: The mother was guided to conduct eye-hand coordination activities at home and use high-contrast real objects to improve visual perception and visual-motor skills.

Speech Therapy

Name: Mihir Mehta (*Name Change) **Area of Concern:** Speech and Language Development
Disability: Autism Spectrum Disorder **Goal:** Vocabulary Development

When Mihir came for assessment:	With regular Occupational Therapy, Mihir :
<ol style="list-style-type: none">1. He was verbal but used only simple words.2. Misarticulation of many words was present.3. He had limited vocabulary and difficulty expressing his needs.4. Minimal imitation of sounds or speech models from adults and teachers.5. Short attention span during structured speech tasks.6. Required prompts to initiate or continue verbal interaction.	<ol style="list-style-type: none">1. Vocabulary is developing and increasing gradually.2. Started imitating sounds and simple words after the teacher's model.3. Improved clarity of speech with reduced misarticulations.4. Shows interest in repeating newly learned words.5. Better engagement and attention during speech therapy activities.6. Attempts to communicate more independently.

Parental Guidance: Parents were guided to encourage verbal communication during daily activities, model simple words clearly, and provide opportunities for vocabulary practice and imitation at home.

Physiotherapy

Name: Manav Kulkarni (*Name Change)

Disability: Autism Spectrum Disorder

Area of Concern: The child presents with sensory processing difficulties, poor sitting tolerance, behavioral challenges, limited social interaction, dependency on the mother, toe walking, delayed fine motor and pre-writing skills, low attention span, and difficulties in daily living activities.

Goal: To improve sitting tolerance, attention, participation in structured activities, hand function (grasp, pinch, and grip), ankle mobility, and overall engagement during therapy sessions.

When Manav came for assessment:	With regular Physical Therapy, Manav can now:
<ol style="list-style-type: none"> 1. Toe walking was present with severe plantar flexion tightness. 2. Frequent crying and temper tantrums were observed. 3. He drank very little water. 4. Sensory processing concerns were present, with a preference for low-light environments. 5. He could not sit for more than 5 minutes during activities. 6. Social interaction was limited and he was highly dependent on his mother. 	<ol style="list-style-type: none"> 1. Participate in structured activities with maximum to moderate prompts. 2. Show slight improvement in sitting tolerance during therapy sessions. 3. Accept hand-function activities with assistance for short durations. 4. Demonstrate better participation and engagement during therapy tasks. 5. Continue to work on reducing toe walking through stretching and ankle mobility exercises.

Parental Guidance: Parents were guided to continue stretching exercises, encourage participation in structured play activities, promote independent engagement, and follow the home program for ankle mobility, sitting tolerance, and sensory regulation.

Occupational Therapy

Name of the Child: Manan Patel (*Name Change)

Age: 6 years

Disability: Autism Spectrum Disorder

Area of Concern: Social interaction, motor planning, speech delay, ADL dependency, limited concept understanding, poor emotional regulation, and delayed fine and gross motor skills.

Goals: To improve social interaction and participation in group activities, enhance motor planning skills, increase independence in activities of daily living (ADL), and develop better concept understanding and learning abilities.

When Manan came for assessment:	With regular Occupational Therapy, Manan :
<ol style="list-style-type: none"> 1. Separation anxiety was present. 2. Understanding of concepts was poor. 3. Eye contact and response to name were inconsistent. 4. Stubborn behaviour and poor emotional control were observed. 5. Command following was limited. 6. He was shy and reluctant to participate in activities. 7. Motor planning skills were poor. 8. Speech delay was present. 	<ol style="list-style-type: none"> 1. Shows improved eye contact and response to name. 2. Participates more actively in therapy sessions. 3. Demonstrates improved motor planning with occasional visual and verbal cues. 4. Has better eye-hand coordination. 5. Shows improved socialization skills. 6. Follows commands more consistently (3/5 times). 7. Fine motor skills have improved to a fair level. 8. Demonstrates better concept understanding and learning.

Parental Guidance: Parents were guided to follow a sensory diet including group activities and ADL participation, use behaviour management strategies, provide a distraction-free environment, and encourage physical activities, Brain Gym exercises, and sensory-based activities at home.

Turning Challenges into Successes

When Vihaan Sharma (*Name Changed), a 7-year-old child diagnosed with Autism Spectrum Disorder (ASD), began intervention at Muskan Foundation, he presented with difficulties in pre-reading skills, joint attention, and visual engagement with learning materials. Vihaan showed limited interest in books and 2D images and required frequent verbal and physical prompts to sit at the table and participate in activities. His ability to identify pictures and letters was inconsistent, and he was easily distracted, often leaving the activity within a short period. The intervention focused on improving sitting tolerance, visual attention, picture-word association, and joint attention skills through structured and engaging learning activities.

At the time of assessment, Vihaan had a poor attention span and could listen to letters only with maximum verbal and gestural support. He struggled to maintain focus on books and visual materials and required continuous prompting to remain engaged. To support his development, therapy sessions included the use of a high-contrast alphabet picture book with clear real-life images such as Nest and Mango, along with activities conducted at an adapted yellow table. These materials were used to encourage visual attention, picture identification, receptive language skills, and purposeful pointing to pictures and letters.

With regular intervention, Vihaan has shown significant improvement in his pre-reading and joint attention skills. He now sits independently at the table with improved sitting tolerance and sustained visual attention. He is able to focus on one image at a time, purposefully point to target pictures and letters when named, and respond to receptive language cues such as "Show me Mango" or "Where is N?" with minimal prompts. His ability to remain engaged in activities, visually attend to learning materials, and make picture-word associations has improved considerably. Vihaan's progress highlights the importance of structured intervention, consistent practice, and engaging visual materials in developing attention, pre-reading skills, and early learning readiness.

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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