



Muskan Foundation For People With Multiple Disabilities



Monthly Newsletter

June 2026 Edition

What's New

In-House Teacher Training

Throughout the year, Muskan Foundation conducted a series of in-house training sessions to strengthen the knowledge and professional skills of its teaching staff. The sessions covered important topics such as Behaviour Modification, Individualised Education Plans (IEPs), Reflex Integration, Inclusive Education, Sensory Activities, Sexuality Education and Menstrual Hygiene, Educational Policies, KPI Documentation, Google Drive, Creative Learning, Emotional Well-being through Theatre, and Know Your Rights for Professionals. These trainings provided teachers with practical knowledge and effective strategies to better support children with multiple disabilities. Teachers also learned how to prepare and implement IEPs, monitor student progress, understand the role of primitive reflexes in child development, and use digital tools for better documentation and collaboration.

Teachers gained practical skills to create supportive, inclusive, and structured learning environments, enabling them to respond effectively to children's behavioural needs and promote their emotional, social, and academic development.



Perkins Training



Muskan Foundation staff participated in a two-day Perkins India training on 2nd and 3rd June 2026 at Kala Nagar Hall, Bandra, focusing on Understanding and Managing Challenging Behaviour. The sessions highlighted that behaviour is a form of communication and helped participants understand the different factors influencing children's behaviour, including sensory needs, environment, routines, and communication challenges. Trainers introduced practical tools such as the ABC (Antecedent-Behaviour-Consequence) approach to observe and analyse behaviour effectively. The training included interactive group activities, case studies, videos, and discussions that enabled participants to apply positive behaviour support strategies in real-life situations. The sessions included interactive activities, case studies, and group discussions that helped participants apply these strategies in real-life situations.

Overall, the training enhanced the team's knowledge and skills, enabling them to create more supportive, inclusive, and positive learning environments for children with disabilities.

School Reopening



The new academic year began on 10th June 2026, and Muskan Foundation warmly welcomed students back after the summer vacation. The centre was filled with excitement as children were greeted with smiles and warm wishes, helping them feel comfortable, happy, and confident on their first day. The welcoming environment created a joyful start to the new school year and encouraged children to reconnect with their teachers and friends. To make the day memorable, a variety of fun-filled activities such as Musical Chair, Balloon Passing, Balloon Balancing, action songs, and group games were organized. These activities encouraged teamwork, social interaction, confidence, and active participation among the children.

Students enjoyed taking selfies and photographs to capture the special moments, making the first day of school a cheerful and memorable experience filled with fun, laughter, and positive energy.

International Yoga Day

Muskan Foundation celebrated International Yoga Day on 19th June 2026 with enthusiastic participation from students, parents, teachers, and staff. The celebration aimed to promote the importance of yoga, healthy living, and overall well-being. The session began with simple yoga postures, breathing exercises, Anulom Vilom, Om chanting, and a short meditation, guided by teachers to ensure active participation from everyone. Children performed the yoga poses with great enthusiasm, confidence, and energy. The celebration highlighted the physical, mental, and emotional benefits of yoga, helping children improve their body coordination, balance, motor skills, concentration, and healthy habits.



Parents and staff also joined the activities, creating a calm, positive, and inclusive atmosphere. Participants shared that they felt refreshed, relaxed, and energized after the session. The programme concluded with a vote of thanks, making the celebration a meaningful and memorable experience for all.

Helen Keller Day Awareness Programme



Muskan Foundation observed Helen Keller Day by conducting awareness programmes at hospitals and organizations to promote disability inclusion and spread awareness about visual and hearing impairments. Through presentations and interactive discussions, participants learned about Helen Keller's inspiring life, the importance of early identification, inclusive education, and the services provided by Muskan Foundation. The sessions also included practical demonstrations of Braille, basic sign language, the white cane, the Sighted Guide Technique, and Braille name writing. Participants actively engaged in the activities, asked questions, and appreciated the informative sessions. The programme successfully promoted awareness, empathy, and a positive attitude towards supporting persons with disabilities.

Red Flag – Understanding Autism Spectrum Disorder and Learning Disability

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Case study of the month

Name of the Student: Vansh Patil

Age: 4 years

Disability: Autism Spectrum Disorder (ASD)

Area of Development: Pre-Attention

Monthly Goal: Improve pre-attention skills by increasing sitting tolerance, visual attention, and engagement in structured activities.

Materials Used: Bird Peg Board

Beginning of the Month: At the time of joining, Vansh showed little interest in the bird peg board activity. He required frequent verbal and physical prompts to sit at the table and participate. His attention span was very short, and he needed continuous guidance to remain engaged in the activity.

End of the Month: Vansh is now able to sit at the table for longer periods and shows improved attention during activities. He responds better to verbal prompts, requires significantly fewer physical prompts, and participates more independently in bird peg board tasks.

Vision Therapy

Name of the Child: Aarav Khan (Name Changed)

Disability: Intellectual Disability with Cerebral Visual Impairment (CVI)

Area of Concern: Tracking, Scanning, and Eye-Hand Coordination

Goal: Improve tracking and scanning skills.

When Aarav came for assessment:	With regular Vision Therapy, Aarav can now:
1. Aarav had poor tracking and scanning skills. 2. He was easily distracted and required frequent verbal prompts and redirection. 3. His visual attention span was limited. 4. Eye-hand coordination was poor, affecting reaching, matching, tracing, and other visual-motor activities	1. Shows improvement in tracking and scanning skills. 2. Follows moving targets with better attention and focus. 3. Demonstrates improved visual scanning and object-finding abilities. 4. Completes visual-motor activities with better eye-hand coordination and accuracy. 5. Performs tracking and scanning tasks successfully 2 out of 5 times.

Parental Guidance:

Parents were advised to practice eye-hand coordination activities regularly at home, reduce distractions during tasks, and provide simple verbal cues to improve tracking, scanning, and visual attention skills.

Speech Therapy

Name of the Child: Harshit Patil (Name Changed)

Disability: Autism Spectrum Disorder

Area of Concern: Attention and concentration, following instructions, and social interaction

Goal: To improve attention span during structured activities, enhance the ability to follow instructions, and develop appropriate social interaction skills.

When Harshit came for assessment:	With regular CEP Therapy, Harshit can now:
1. Had difficulty sustaining attention during structured tasks. 2. Was frequently distracted and displayed impulsive behaviour. 3. Faced challenges in following one- and two-step instructions.	1. Sustains attention for longer periods during structured activities. 2. Completes therapist-directed tasks with fewer prompts. 3. Follows one- and two-step instructions more consistently. 4. Shows improved participation and social interaction during therapy sessions.

Parental Guidance:

Parents were advised to maintain a structured daily routine, give short and simple instructions, use positive reinforcement and praise for appropriate behaviour, and minimise distractions during homework and study time.

Physiotherapy

Name of the Child: Vivaan Sharma (Name Changed)

Disability: Cerebral Palsy – Hemiplegic

Area of Concern: Delayed milestones, gross motor impairment, and spasticity

Goal: Vivaan will stand and walk independently without support.

When Vivaan came for assessment:	With regular Physiotherapy, Vivaan can now:
1. Had delayed developmental milestones. 2. Had poor trunk control and gross motor impairment. 3. Showed reduced weight-bearing on the affected side and limited use of the affected hand. 4. Required support for standing and walking activities.	1. Sits independently with improved trunk control. 2. Stands independently from sitting with minimal support and maintains balance. 3. Lifts one leg while standing and steps up with support. 4. Cruises and walks longer distances with improved confidence. 5. Kicks a ball while standing without support.

Parental Guidance:

Parents were advised to continue stretching exercises at home, encourage standing play activities, and promote the use of the affected side during daily activities.

Occupational Therapy

Name of the Child: Ayaan Mehta (Name Changed)

Disability: Autism Spectrum Disorder

Area of Concern: Social interaction, attention, motor planning, speech delay, and activities of daily living (ADL).

Goal: Improve social interaction, motor planning, ADL participation, concept understanding, active participation in therapy, and fine and gross motor skills.

When Ayaan came for assessment:	With regular Occupational Therapy, Ayaan can now:
1. Showed separation anxiety and inconsistent eye contact. 2. Had poor understanding, motor planning, and command following. 3. Displayed speech delay and relied on gestures to communicate. 4. Had poor sitting tolerance and limited participation in therapy. 5. Showed stubborn behaviour with poor emotional regulation.	1. Shows improved eye contact and response to his name. 2. Participates more actively in therapy sessions. 3. Completes activities with visual and verbal cues. 4. Sits for longer periods to complete tasks. 5. Demonstrates improved social interaction with teachers and therapists. 6. Follows simple commands more consistently. 7. Shows gradual improvement in gross motor skills.

Parental Guidance:

Parents were advised to follow a sensory diet, encourage ADL participation and physical activities, provide a distraction-free environment, use behaviour management strategies, and continue hands-on practice at home.

Turning Challenges into Successes

When Anaya Patil (*Name Change) , a 3.5-year-old child diagnosed with Autism Spectrum Disorder, began intervention at Muskan Foundation in 2026, she presented with challenges related to tactile sensory processing. Anaya showed sensory defensiveness and had difficulty accepting different textures during sensory activities. Her intervention focused on improving tactile tolerance, increasing sensory exploration, and enhancing attention during structured activities.

At the time of assessment, Anaya was hesitant to touch unfamiliar textured materials and frequently withdrew her hands during sensory play. She required continuous verbal encouragement, hand-over-hand assistance, and maximum verbal, gestural, and physical support to participate. Her attention span was limited, and she was unable to remain engaged in tactile activities for more than a few seconds.

Based on her assessment, a structured occupational therapy program was planned using a sensory mat with different textures, including soft, rough, and smooth surfaces. Therapy sessions focused on increasing tolerance to various tactile sensations, encouraging independent exploration using both hands, improving tactile discrimination through guided sensory play, and enhancing sitting tolerance and attention through repeated exposure and positive reinforcement.

With regular occupational therapy, Anaya has shown significant improvement in tactile awareness and sensory participation. She now sits independently, actively explores different textures with both hands, and accepts a variety of tactile inputs with minimal prompts. She remains engaged in structured sensory activities for longer durations, demonstrating improved sensory tolerance, attention, and confidence during therapy sessions.

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

OR

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UPI ID: muskan01@ucobank



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