



Muskan Foundation For People With Multiple Disabilities



Monthly Newsletter

July 2026 Edition

What's New

Staff Picnic

Muskan Foundation organized a refreshing two-day staff picnic with an overnight stay at Atasa Resort, Panvel, bringing together teachers and support staff from all centres. The outing provided a much-needed opportunity to relax, unwind, and strengthen bonds beyond the workplace. Staff members enjoyed a comfortable journey, delicious meals, recreational activities, indoor and outdoor games, swimming, rain dance, music, and a lively disco evening. The well-planned arrangements ensured that everyone had a memorable and enjoyable experience.

The picnic not only boosted team spirit and morale but also reinforced the importance of staff well-being. Returning with renewed energy and stronger bonds, the team was inspired to continue working together with enthusiasm and dedication towards Muskan Foundation's mission.



Helen Keller Day Awareness Programme



To mark Helen Keller Day, Muskan Foundation conducted awareness programmes at educational institutions and government offices to promote understanding of disability and inclusion. Through interactive presentations, participants learned about Helen Keller's inspiring journey, disability awareness, early identification, and the importance of creating inclusive environments for children with disabilities. The sessions also introduced attendees to Muskan Foundation's services and the support available for children and their families.

Teachers, officers, and staff actively participated in discussions, asked thoughtful questions, and appreciated the practical insights shared during the programme. The awareness sessions successfully encouraged greater empathy, inclusion, and collaboration, while strengthening Muskan Foundation's outreach within the community.

Educational Visit to the Post Office



As part of its experiential learning programme, Muskan Foundation organized educational visits to the local Post Office for children and their parents. The visits provided students with first-hand exposure to the functioning of postal services, including mail collection, sorting, delivery, Speed Post, Registered Post, stamps, parcels, postcards, and customer service counters. Children observed the daily operations of the post office, interacted with postal staff, and learned how an important public service connects people and communities across the country.

These activities helped children improve communication, functional literacy, observation, social interaction, and practical life skills while enabling parents to gain valuable information about government services. The visit successfully connected classroom learning with real-life experiences, making it both educational and memorable for all participants.

Ashadhi Ekadashi Celebration

Ashadhi Ekadashi was celebrated with devotion and enthusiasm across Muskan Foundation centres, introducing children to the rich cultural and spiritual traditions associated with Lord Vitthal and the Warkari movement. Through circle time sessions, stories, devotional songs, bhajans, prayers, Tulsi worship, and traditional activities, children learned about the significance of the festival in a simple, engaging, and age-appropriate manner. Many students participated by dressing in traditional attire, offering flowers, chanting prayers, and taking part in symbolic rituals that encouraged active involvement.

Teachers guided each child according to their abilities, ensuring meaningful participation throughout the programme. Through music, storytelling, movement, and devotional activities, children developed an appreciation for Indian heritage while strengthening social interaction, confidence, and a sense of belonging.



Parents' Meeting



Muskan Foundation conducted an online Parents' Meeting to welcome families for the new academic session, introduce the support team, and share important updates on school guidelines, therapy services, parent involvement, and initiatives such as the UDID Card, Niramaya Health Insurance Scheme, counselling, Music Therapy, and caregiver training programmes. The meeting encouraged open communication between parents and the Foundation, providing a platform to address concerns, answer questions, and reinforce the importance of a strong home-school partnership. Parents appreciated the guidance provided by the team and actively participated in discussions, sharing their experiences and seeking clarification whenever needed. The session successfully strengthened trust, collaboration, and shared responsibility in supporting the holistic development of every child.

1st MAPP Activity

As part of the Muskan Active Parent Partnership (MAPP) programme, an online parent session on "Practical Ways to Handle Behaviour Challenges at Home" was conducted by behavioural expert Ms. Praful Sudarshan. The session focused on helping parents understand behaviour as a form of communication while introducing practical concepts such as the ABC (Antecedent-Behaviour-Consequence) Method, behaviour triggers, emotional regulation, and positive intervention strategies.

The interactive session encouraged parents to share their experiences and receive practical guidance on positive behaviour management. It strengthened parents' confidence and reinforced Muskan Foundation's commitment to empowering families as active partners in every child's development.



Red Flag Day Awareness Programme



Muskan Foundation conducted a Red Flag Day Awareness Programme for the primary teachers of Seva Sadan School to strengthen their understanding of intellectual disabilities and the importance of early identification. The session covered the characteristics, signs and symptoms, IQ range, screening methods, and the use of a checklist to help teachers identify children who may require additional support and timely intervention. The programme was highly interactive, with teachers actively participating by sharing classroom experiences and discussing practical challenges they encounter while supporting children with developmental concerns.

The programme was interactive, with teachers sharing classroom experiences and seeking practical guidance on identifying developmental concerns. The session enhanced their confidence in making timely referrals and promoting inclusive education, reinforcing the importance of early intervention for children with special needs.

Guru Purnima Celebration

Guru Purnima was celebrated with warmth, gratitude, and enthusiasm across Muskan Foundation centres to honour the invaluable role of teachers in every child's life. During circle time, children learned about the significance of Guru Purnima through stories, discussions, shlokas, and cultural activities.

Children expressed their gratitude by presenting flowers, handmade greeting cards, chocolates, and heartfelt wishes to their teachers while seeking their blessings. Through creative activities, devotional chants, and interactions with teachers, they learned the values of respect, gratitude, kindness, and lifelong learning. Parents also joined the celebration, making the occasion more meaningful while strengthening children's communication, social interaction, and cultural understanding.



Case study of the month

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

Disability: Cerebral Palsy (CP)

Monthly Goal: Improve fine motor skills by enhancing grasp, eye-hand coordination, bilateral hand use, and independent participation in structured activities.

Beginning of the Month: Vihaan had poor fine motor control, limited eye-hand coordination, and difficulty grasping and placing shape blocks. He required frequent verbal prompts and physical assistance to complete activities.

Age: 5 years

Area of Development: Fine Motor Skills

Materials Used: Black Mat, Shape Sorter Box (Circle, Triangle, Semi-circle)

End of the Month: Vihaan now participates in shape sorter activities with minimal assistance. His grasp, eye-hand coordination, and bilateral hand use have improved, and he completes activities with greater accuracy and independence.

Vision Therapy

Name of the Child: Aariz Khan (Name Changed)*

Disability: Autism Spectrum Disorder with Visual Impairment

Area of Concern: Poor attention, concentration, depth perception, and eye-hand coordination.

Goal: Improve tracking skills in functional situations and enhance eye-hand coordination.

When Aariz came for assessment:	With regular Vision Therapy, Aariz can now:
1. Was able to track light and objects but had poor attention and concentration. 2. Was easily distracted during activities. 3. Had difficulty waiting for his turn. 4. Demonstrated poor eye-hand coordination and depth perception.	1. Tracks and scans objects, contrast sheets, and moving targets more effectively. 2. Focuses on the light board and identifies circles on pictures and contrast sheets. 3. Participates in eye-hand coordination activities with verbal support. 4. Follows simple instructions and shows improved waiting skills.

Parental Guidance:

Parents were advised to involve the child in eye-hand coordination activities and simple visual games at home. They were also encouraged to practice simple instructions, turn-taking activities, and use positive reinforcement to improve attention and visual skills.

Speech Therapy

Name of the Child: Hritik Patil (Name Changed)*

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Receptive language, communication, sensory regulation, attention, and vocalization.

Goal: To improve pre-speech communication, vocalization, and receptive language skills.

When Hritik came for assessment:	With regular Speech Therapy, Hritik can now:
1.Receptive language was limited but functional for routine commands. 2.Communication was mainly through gestures and behaviour. 3.Displayed sensory-seeking behaviours. 4.Required support to engage in communication activities. 5.Had a limited attention span during therapy sessions.	1.Responds to familiar verbal cues and routine instructions. 2.Participates better in structured sensory activities. 3.Shows increased awareness of sounds and vocal activities. 4.Attempts vocalization during therapy sessions. 5.Demonstrates improved engagement during therapist-led activities.

Parental Guidance:

Parents were advised to use simple language, encourage vocalization during daily routines, provide regular sensory play, and consistently practice therapy activities at home to support communication development.

Physiotherapy

Name of the Child: Aarohi Patil (Name Changed)*

Disability: Dystonic Cerebral Palsy

Area of Concern: Delayed milestones and gross motor impairment.

Goal: Aarohi will be able to sit and stand without support and walk with minimum assistance.

When Aarohi came for assessment:	With regular Physiotherapy, Aarohi can now:
1. Had delayed developmental milestones and was unable to hold her head, sit, or stand independently. 2. Demonstrated poor trunk control and gross motor impairment. 3. Showed limited functional use of her hands.	1. Transitions from sitting to standing with minimal assistance. 2. Sits independently on a mat without support. 3. Crawls and walks with minimal assistance. 4. Cruises independently and walks holding rails under supervision. 5. Climbs stairs using handrails with supervision and verbal guidance. 6. Maintains kneeling independently and comes to half-kneeling with assistance.

Parental Guidance:

Parents were advised to encourage independent standing and walking activities, include pushing activities during play, and ensure regular walking and standing practice using AFOs.

Occupational Therapy

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

Disability: Developmental Delay

Area of Concern: Delayed gross motor and fine motor milestones, poor trunk control, and hand function.

Goal: Improve hand function, postural control, gross motor skills, and visual tracking.

When Anaya came for assessment:	With regular Occupational Therapy, Anaya can now:
1. Had fair head control but was unable to maintain the midline independently. 2. Showed poor trunk control with truncal hypotonia and required support for sitting. 3. Tolerated weight-bearing on extremities for only a short duration. 4. Had limited purposeful reaching and grasping skills. 5. Demonstrated fair eye contact and limited sustained engagement.	1. Tolerates prone weight-bearing positions for a longer duration. 2. Shows increased interest in light-based and interactive toys. 3. Sits with support using a SPIO brace for short periods. 4. Demonstrates improved participation during therapy activities.

Parental Guidance:

Parents were advised to practice tummy time regularly, carry the child in upright positions, encourage two-handed play, provide grasping and releasing activities using simple toys, and maintain consistent practice at home to support overall development.

Turning Challenges into Successes

When Rizwan Shaikh(*Name Change) , a 7-year-old child diagnosed with Autism Spectrum Disorder with Intellectual Disability, began intervention at Muskan Foundation, he presented with challenges in socialisation and sitting tolerance. He found it difficult to remain seated during activities, cried frequently, and showed limited attention and engagement. His intervention focused on improving sitting tolerance, attention, eye contact, and participation in structured learning activities.

At the time of assessment, Rizwan was unable to sit in one place and often cried or threw learning materials during sessions. He had difficulty engaging in activities and required continuous support and encouragement from the teacher. His response to instructions and his name was inconsistent, making it challenging to sustain his participation.

Based on his assessment, an individualized intervention plan was developed using picture cards, videos, action songs, flash cards, and interactive activities. Therapy sessions were designed to make learning enjoyable while gradually increasing his sitting tolerance, improving eye contact, encouraging attention, and motivating him to participate in structured classroom activities.

With regular intervention, Rizwan has shown remarkable progress. He is now able to sit and participate in activities for nearly an hour with improved attention and eye contact. He responds consistently when his name is called, has stopped throwing activity materials, and actively engages in learning tasks. His progress reflects the positive impact of structured, child-centred intervention in developing social, behavioural, and classroom readiness 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

OR

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