



Muskan Foundation For People With Multiple Disabilities



Monthly Newsletter

August 2026 Edition

What's New

Friendship Day Celebration

Muskan Foundation celebrated Friendship Day in collaboration with several mainstream schools, including Sterling CBSE School, Nutan Vidyalaya, Wadi Bandar Mumbai Public School, Dnyanmandir Pre-Primary School, and Little Angels International School. The celebrations focused on promoting inclusion, acceptance, empathy, and friendship between children with and without disabilities. Students participated in awareness sessions on disabilities, sign language, Braille, and the use of a white cane.

Through friendship band-making, decoration, and interactive activities, children worked together, shared materials, and formed new friendships. The joyful celebrations encouraged teamwork, mutual understanding, and equal participation, while strengthening the bond between Muskan Foundation and its partner schools.



Independence Day Celebration



Muskan Foundation celebrated Independence Day on 14th August 2026 with great enthusiasm and patriotic spirit across its centres. With the theme of Freedom Fighters and the Tricolour, students dressed as inspiring national leaders and in tri-colour outfits. Through concept sessions, flag and colour activities, tricolour rangoli, craft, speeches, patriotic songs, and creative activities, children learned about the significance of Independence Day, the National Flag, freedom, and the contributions of freedom fighters.

The celebration also included flag hoisting and the National Anthem, with active participation from students, parents, and teachers. The joyful activities provided meaningful opportunities for children to develop their cognitive, communication, socialisation, and creative skills while fostering a sense of patriotism and pride in being Indian.

Nag Panchami Celebration

Muskan Foundation celebrated Nag Panchami on 17th August 2026 during circle time through interactive and sensory-based activities. Teachers introduced children to the story and significance of the festival, the importance of respecting animals and nature, and the cultural significance of snakes. Children explored a snake statue and 3D model and participated in a simple puja using flowers, turmeric, kumkum, incense, and other traditional items.

As part of the celebration, students enthusiastically created and decorated snakes using clay, providing opportunities to develop their sensory, motor, cognitive, communication, and social skills. The celebration made learning about Indian festivals and traditions enjoyable, meaningful, and engaging for the children.



Open House



Muskan Foundation conducted an Open House on 22nd August 2026, providing an opportunity for parents and teachers to discuss the children's progress, achievements, strengths, and areas requiring further support. Teachers shared progress reports and individual goals, explained the upcoming learning objectives, and discussed academic, functional, therapy, and daily living skills. Parents actively participated by sharing their observations, feedback, and concerns.

The session also focused on practical strategies and home-based activities that parents could use to reinforce their child's learning and development. Teachers guided parents on supporting communication, independence, daily routines, and functional skills at home. Overall, the Open House strengthened communication and collaboration between parents and teachers and provided a meaningful platform to work together towards each child's progress and well-being.

2nd MAPP – Quilling Art

Muskan Foundation conducted its 2nd MAPP Skill-Based Activity, Quilling Art, on 22nd August 2026. Parents participated enthusiastically in a hands-on session facilitated by Ms. Smita Patil, where they learned quilling techniques such as rolling, shaping, and arranging paper strips to create flowers, leaves, patterns, and decorative designs. The activity encouraged creativity, concentration, patience, and practical skills while providing an enjoyable opportunity for parents to learn something new.

The session also highlighted how quilling can be developed into a home-based skill and a potential income-generating opportunity through handmade greeting cards, frames, decorative items, and gifts. The creative activity provided a relaxing space for parents to interact, reduce stress, and build confidence, making the session both enjoyable and empowering.



Raksha Bandhan Celebration



Muskan Foundation celebrated Raksha Bandhan on 27th August 2026 through an interactive and sensory-based circle time activity. Teachers introduced children to the significance of the festival and the values of love, care, sharing, protection, and togetherness. A tactile concept book and Puja Thali were used to help children explore the celebration through touch, observation, and hands-on learning.

The children enthusiastically participated in Rakhi-making and Rakhi-tying activities, explored colourful Rakhi's and puja items, and shared sweets and gifts with one another. The activities provided opportunities to develop fine motor skills, communication, social interaction, attention, and independence. The celebration created a joyful and inclusive environment where children could learn about Indian traditions through meaningful hands-on experiences.

Case study of the month

Name of the Student: Anaya Sharma (Name Changed)*

Disability: Intellectual Impairment

Monthly Goal: Improve visual discrimination, matching, attention, and independent participation.

Beginning of the Month: Anaya had difficulty identifying and matching pictures, requiring frequent prompts. Her attention and independent participation were limited.

Age: 6 years

Area of Development: Cognition

Materials Used: Picture Matching Cards, Puzzle Pieces, Writing Table

End of the Month: Anaya now participates in picture matching with minimal assistance, showing improved attention, visual discrimination, problem-solving, and eye-hand coordination.

Vision Therapy

Name of the Child: Aarav Sharma (Name Changed)*

Disability: GDD with Visual Impairment

Area of Concern: Poor attention and concentration

Goal: To improve object discrimination, eye-hand coordination, and depth perception.

When Aarav came for assessment:	With regular Vision Therapy, Aarav can now:
1. He was able to track and scan light from left to right and up and down. 2. His attention and concentration were poor. 3. He had difficulty waiting for his turn. 4. His eye-hand coordination was limited.	1. Tracks and scans objects in different directions and distances using contrast sheets, balls, and lights. 2. Focuses on the light board and identifies circles and familiar objects such as a ball, car, and cycle.

5. He required support to maintain attention during activities.

3. Follows simple instructions and shows improved waiting and participation skills.
4. Identifies big and small objects with improved visual discrimination.

Speech Therapy

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

Disability: Global Developmental Delay (GDD)

Area of Concern: Speech, language and functional communication

Goal: To improve functional communication, speech sound production and response to basic verbal commands.

When Rehan came for assessment	With regular Speech Therapy, Rehan can now
1. He was non-verbal with delayed speech and language development. 2. He mainly communicated through gestures, vocalizations and limited verbal output. 3. He required prompts and reinforcement to initiate communication attempts. 4. His response to basic verbal commands was limited. 5. Attention and interaction during structured activities were emerging.	1. He is showing emerging verbal communication through a few bilabial words. 2. He is attempting to communicate through vocalizations and emerging words. 3. He is making more communication attempts with support. 4. He has shown improvement in understanding basic verbal commands. 5. His attention and participation are improving with support.

Parental Guidance:

Parents can practise simple bilabial words such as “ma,” “ba,” and “pa” through play and daily activities. Give the child sufficient time to respond and encourage imitation of sounds, actions, and gestures.

Physiotherapy

Name of the Child: Kabir Joshi (Name Changed)*

Disability: Developmental Delay (Quadriplegic)

Area of Concern: Hyperactive, inattentive, restless and impulsive behaviour, visual impairment, balance and posture difficulties, gravitational insecurity, speech delay, poor motor planning, cognitive difficulties, and dependence on a caregiver for ADLs.

Goal: To encourage active participation, improve eye contact, command following, waiting time, eye-hand coordination, motor planning, conceptual understanding, physical activity participation, behaviour, and ADL skills.

When Kabir came for assessment	With regular Physiotherapy, Kabir can now
1.He was hyperactive, inattentive, restless, and impulsive. 2.Eye contact, response to name, command following, and emotional control were inconsistent. 3.He showed gravitational insecurity and was reluctant to participate in physical activities. 4.Motor planning, balance, posture, and fine motor skills were poor, with bilateral flat feet. 5.He had speech delay and required caregiver support for ADLs.	1.Show improved eye contact and response to his name. 2.Sit and complete given activities with support. 3.Show increased interest in therapy sessions, though participation is not yet consistent. 4.Participate in physical activities with prompting and encouragement. 5.Follow simple commands 2 out of 5 times, though impulsivity and waiting remain challenging. 6.Demonstrate improved fine motor skills, while distraction and behavioural concerns continue to require support.

Parental Guidance:

Parents can support the child through a sensory diet, group activities, ADL participation, physical activities, and consistent behaviour strategies. A distraction-free environment and structured routines can also help improve participation and attention.

Occupational Therapy

Name of the Child: Advik Rao (Name Changed)*

Disability: Autism Spectrum Disorder

Area of Concern: Hyperactivity, poor attention span, inconsistent eye contact and response to name, roaming, crying and screaming, fixation with finger-shaped toys, poor concepts and understanding, sensory-seeking behaviours, tantrums, separation anxiety, generalized hypotonia, and poor motor planning.

Goal: To improve sensory modulation, sitting tolerance, eye contact, response to name, active participation, behaviour, separation anxiety, motor planning, and conceptual understanding.

When Advik came for assessment	With regular Occupational Therapy, Advik can now
1. He was hyperactive, inattentive, and often roamed around with fixation on finger-shaped toys. 2. His eye contact, response to name, understanding, and command following were inconsistent. 3. He showed sensory-seeking behaviours, tantrums, crying, screaming, and poor emotional control. 4. He had separation anxiety and was reluctant to join structured activities. 5. His motor planning and concepts were poor, with speech delay and generalized hypotonia.	1. Give eye contact inconsistently and sit for approximately 3–5 minutes during activities. 2. Show increased interest in therapy and complete simple activities with prompts. 3. Respond to his name in 2 out of 5 attempts. 4. Attempt to interact with the therapist and other children. 5. Participate in structured activities with support, although distraction and behavioural concerns are still present.

Parental Guidance:

Parents can provide a sensory diet including deep-pressure activities, texture play, swinging, and slow rolling or rocking movements. Table-top activities, physical play, consistent behaviour strategies, and a distraction-free environment can also support attention, regulation, and participation.

Turning Challenges into Successes

When Raj Shah, (*Name Change) a 7-year-old child diagnosed with Autism Spectrum Disorder, came for assessment at Muskan Foundation, he presented with delayed speech and language development and limited verbal communication. He had difficulty expressing his needs and ideas verbally and understanding simple verbal instructions. Raj mostly communicated through gestures or pointing and required verbal, visual, and gestural prompts. He also showed reduced eye contact and limited social interaction during communication activities.

At the time of assessment, Raj had minimal expressive language and found it difficult to understand and respond to simple verbal instructions. He often required repeated prompts and support to participate in communication activities. His limited functional communication made it challenging for him to independently express his daily needs and initiate interactions with others.

Based on his assessment, an individualized Communication Enhancement Program (CEP) was planned to improve his expressive and receptive language skills. Therapy sessions focused on word formation, understanding instructions and questions, functional communication, attention, and response to verbal cues. Structured activities were used to encourage imitation, verbal expression, social interaction, and communication initiation.

With regular CEP therapy, Raj has shown gradual improvement in his communication skills. He is now able to respond better to simple verbal instructions with reduced prompting, and his attention during therapy sessions has improved. He is beginning to use more words to express his basic needs and is showing better imitation skills and participation in structured communication activities. His progress reflects the positive impact of consistent, structured, and child-centred intervention in developing functional communication and social interaction 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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