MUSKAN FOUNDATION FOR PEOPLE WITH MULTIPLE DISABILITIES

Monthly Newsletter

Sept 2026 Edition



What's New

Gopal Kala Celebration

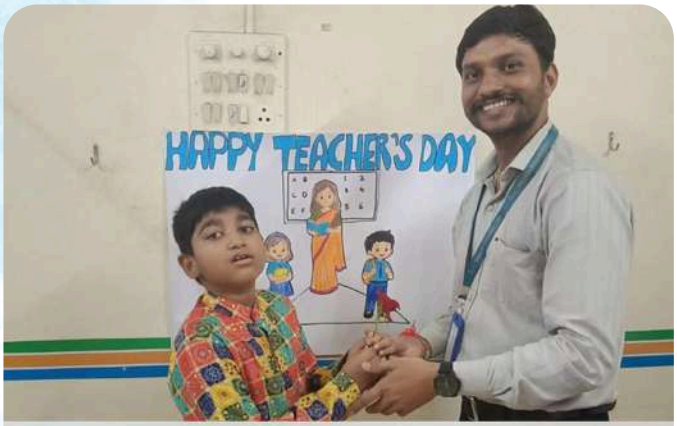


At Muskan Foundation, the six centres came together to celebrate Gopal Kala with joy, creativity and active participation. The celebration introduced children to the story and traditions associated with Lord Krishna through simple, interactive and child-friendly activities. Children participated in decorating the centre and Dahi Handi, dressing up as Krishna and Radha, identifying fruits and other objects, filling and decorating matkas, and taking part in the Dahi Handi activity.

The celebration was more than a cultural event—it became an opportunity for meaningful learning. Through touch, observation and hands-on experiences, children explored concepts such as fruits, flowers, coconut and Dahi Handi while practising fine motor skills, eye-hand coordination, communication, turn-taking, following instructions, social interaction and teamwork.

Teacher's Day Celebration

At Muskan Foundation, Teachers' Day was celebrated with gratitude and appreciation. Children and parents expressed their love through greetings, signs, drawings, handmade cards, flowers and thoughtful gestures.





The celebrations created a warm environment where children, parents and staff came together to express gratitude and recognise the care, support and guidance provided by their teachers.Cake cutting and joyful gatherings brought children, parents and staff together, creating warm and memorable moments of appreciation.

The celebration also became a meaningful learning experience for the children. Through expressing gratitude and participating in the activities, they practised communication, social interaction, emotional expression and confidence in ways meaningful to them. The occasion strengthened the bond between children, teachers and parents while celebrating the care, support and guidance that teachers provide every day.

Ganesh Chaturthi Celebration

At Muskan Foundation, Ganesh Chaturthi was celebrated with a focus on cultural awareness, participation and sensory learning. Children were introduced to Lord Ganesha and the traditions associated with the festival through stories, conversations, objects and hands-on activities. They explored flowers, leaves, fruits, coconut, Modaks and other puja materials through touch and observation. Children explored flowers, fruits, coconut, Modaks and puja materials through touch and observation, and participated in aarti, prayers, songs and receiving prasad.

Celebration provided opportunities to develop communication, cognition, sensory awareness, socialisation and object identification. Children practised greetings, sharing and cooperative participation while experiencing a familiar cultural celebration in an inclusive and accessible way.



Ganpati Visarjan



At Muskan Foundation, Ganpati Visarjan was introduced to children as a meaningful part of the festival, helping them understand the ideas of farewell, change and new beginnings.The activity was presented in a simple and child-friendly manner so that children could participate comfortably and understand the significance of the occasion. Children participated in a symbolic Visarjan activity using a small Ganpati idol and a water tub. Through this hands-on experience, children explored water through touch and observation, participated in prayers and experienced the process together as a group.
Teachers supported children throughout the activity according to their individual needs. The activity encouraged sensory exploration, group participation, turn-taking and understanding of sequence and routine. The experience helped children connect a cultural tradition with real-life learning while creating a calm, inclusive and meaningful celebration.

Educational Visits to Ganpati Pandals

At Muskan Foundation, children visited Ganpati pandals as part of their educational and community-based learning. The visits allowed them to experience the festival beyond the classroom and explore the sights, sounds, colours and atmosphere of the community. Children observed decorations, lights, flowers, Ganpati idols and traditional attire while experiencing different sounds, smells and textures.

Teachers encouraged them to observe, identify and communicate about their surroundings while practising walking in groups, waiting, following instructions and appropriate behaviour in public spaces.
These festive visits became meaningful learning experiences, supporting sensory awareness, communication, observation, social interaction, patience, gross motor skills and confidence through real-world experiences.



Case study of the month

Name of the Student: Akshay Patil (Name Changed)*
Disability: Autism Spectrum Disorder
Monthly Goal: Improve visual discrimination, matching, attention, and independent participation.

Age: 8 years
Area of Development: Cognition – Identification of Pictures
Materials Used: Picture Book

Beginning of the Month: Akshay had difficulty attending to pictures during the picture-identification activity. He would mainly turn the pages without focusing on the pictures and did not independently point towards familiar pictures.

End of the Month: Akshay has started attending to the pictures during the activity. He is now able to point towards familiar pictures with reduced support. His attention and picture-identification skills have shown noticeable improvement.

Vision Therapy

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

Disability: GDD with Visual Impairment

Area of Concern: Poor perception skills; right field loss

Goal: To improve visual memory using familiar objects, along with tracking and scanning skills.

When Riya came for assessment:	With regular Vision Therapy, Riya can now:
1. Tracking and scanning skills were poor. 2. She had difficulty with depth perception. 3. She did not understand simple commands. 4. Visual attention and perception required support. 5. She required assistance during visual activities	1. Track objects from left to right and from up to down. 2. Scan objects in different directions with improved control. 3. Follow simple commands with better understanding. 4. Demonstrate visual memory using three familiar objects. 5. Show improvement in distance vision. 6. Participate more actively in visual activities.

Parental Guidance:
Parents are encouraged to practise the same activities at home using familiar objects. During activities, maintain appropriate contrast and proper sitting position, reduce distractions, and provide sufficient time for the child to process and respond.

Speech Therapy

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

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Attention, turn-taking, receptive language, and picture identification

Goal: To improve turn-taking, attention, and functional communication through structured activities using familiar pictures.

When Aarav came for assessment:	With regular Speech Therapy, Aarav can now
1. Aarav had difficulty maintaining attention during structured activities. 2. He had difficulty waiting for his turn during activities. 3. He required verbal and visual prompts to participate in turn-taking activities. 4. He had difficulty following simple instructions during structured activities. 5. He showed limited functional communication during activities.	1. Participate better in structured turn-taking activities. 2. Wait for his turn with verbal prompts. 3. Respond better to simple instructions such as “Your turn” and “My turn.” 4. Identify and select familiar pictures with therapist support. 5. Show improved attention and participation during activities. 6. Attempt to communicate through pointing, selecting, or verbal responses.

Parental Guidance:
Parents are encouraged to practice simple turn-taking activities at home using familiar toys, pictures, or objects. They should use simple instructions like “My turn” and “Your turn,” give Aarav enough time to respond, and encourage him to communicate through pointing, selecting, or verbal responses.

Physiotherapy

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

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Kabir had hyperactive and restless behaviour, poor attention, difficulty with balance and posture, gravitational insecurity, poor motor planning, bilateral flat feet, fine-motor difficulties, and dependence on caregivers for daily activities.

Goal: The main goals of physiotherapy were to encourage active participation, improve eye contact and command following, develop eye-hand coordination, reduce gravitational insecurity, improve motor planning and physical participation, and support greater independence in daily activities.

When Kabir came for assessment:	With regular Physiotherapy, Kabir can now:
1. Kabir showed hyperactive and inattentive behaviour, with difficulty understanding concepts and following simple commands. 2. He had inconsistent eye contact and response to his name, along with stubbornness, poor emotional control, and impulsive behaviour. 3. He showed gravitational insecurity and reluctance to participate in physical activities, along with poor motor planning. 4. He also had speech delay, bilateral flat feet, and difficulties with balance and posture.	1. Kabir has shown improved eye contact and better response to the therapist. 2. He is able to complete given activities and has started showing interest in therapy, although his attention is not yet consistent. 3. He participates more in physical activities with prompting and encouragement. 4. He has started following simple commands with support and shows improved fine-motor skills, though some clumsiness remains. 5. Distractibility, impulsive behaviour and emotional difficulties continue to require support.

Parental Guidance:

Parents are encouraged to provide regular physical activities, involve Kabir in simple daily activities, maintain a distraction-free environment, and encourage participation through structured routines and positive behaviour strategies.

Occupational Therapy

Name of the Child: Devansh Kapoor (Name Changed)*

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Reduced attention, poor sitting tolerance, distractibility, motor coordination difficulties, challenges in following instructions, behavioral concerns, and dependence on support for daily and social activities.

Goal: To improve attention, sitting tolerance, motor coordination, instruction-following, independence in daily activities, social participation, and appropriate behavior.

When Devansh came for assessment:	With regular Occupational Therapy, Devansh can now:
1. Had difficulty maintaining attention and participating in structured activities. 2. Showed poor sitting tolerance and difficulty sustaining activities. 3. Faced challenges with jumping, ball catching, throwing and fine-motor coordination. 4. Had difficulty following verbal instructions. 5. Behavioural concerns affected participation and task performance.	1. Shows improved attention, concentration and sitting tolerance. 2. Participates better in structured activities and completes tasks with greater consistency. 3. Gross and fine motor skills have improved. 4. Follows instructions and cooperates better during therapy sessions. 5. Shows reduced stubborn behaviour and improved overall participation.

Parental Guidance:

Parents are encouraged to involve Devansh in structured activities such as puzzles, colouring, matching and sorting, along with age-appropriate gross and fine motor activities. They can support independence in daily activities, use simple instructions, maintain consistent routines and encourage positive behaviour through praise and positive reinforcement.

Turning Challenges into Successes

When Kavita Mehta (*Name Change), a 6-year-old child diagnosed with Visual Impairment and Cerebral Palsy, came for assessment at Muskan Foundation, she presented with difficulties in identifying and differentiating objects based on texture and shape. Due to her visual impairment and cognitive difficulties, she required maximum assistance and verbal prompting during structured activities. She had limited opportunities to explore and compare objects through touch and needed support to remain engaged in the activity.

At the time of assessment, Kavita required continuous verbal guidance and physical assistance to participate in cognitive activities. She needed maximum support to understand and respond to simple concepts such as shape, texture, and differences between objects. Her participation was mainly dependent on adult support, and she required appropriate assistance to remain engaged in structured activities.

Based on her assessment, structured cognitive activities were planned to improve her tactile exploration and discrimination skills, recognition of different textures through touch, awareness of basic shapes, attention, and participation. Therapy sessions used a tactile book and different coloured and textured circular papers to encourage her to explore, compare, and differentiate between objects, follow simple verbal instructions, and actively participate in activities with appropriate support.

With regular therapy, Kavita has shown gradual improvement in her cognitive and tactile skills. She now participates better in structured activities with verbal guidance and physical assistance and actively explores different textured circular papers using both hands. She is able to attend to activities for a longer duration and responds to verbal prompts during the task. Her tactile exploration, attention, and understanding of simple concepts are gradually improving, and she is showing increased interest and willingness to participate with appropriate support.

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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