

Monthly Newsletter

June 2025 Edition



What's New

External Teacher Training

Perkins Training: In collaboration with Perkins India, a series of impactful training sessions was conducted from June 3rd to 6th, 2025, focusing on Modules 3 and 4. The sessions placed strong emphasis on understanding, assessing, and planning for children with diverse abilities.

Key Focus Areas:

- Screening & Diagnosis
- Identifying children with varied developmental needs through structured observation and tools
- Service Needs
- Recognising and planning for the individual support requirements of each child
- Progress Monitoring
- Tracking student development over time and adjusting teaching methods accordingly
- Program Evaluation
- Measuring the overall effectiveness of educational strategies and interventions
- Assessment Techniques
- Understanding how formal and informal assessments guide student learning and development
- Curriculum Design
- Adapting and tailoring learning plans to meet the unique learning styles and needs of each student





Training Highlights:

- Practical Group Activities
- Hands-on exercises that encouraged collaboration and application of key concepts
- Insightful Video Demonstrations
- Visual examples that deepened understanding of teaching practices and child behaviour
- Interactive Q&A Sessions
- Opportunities for participants to clarify doubts, share experiences, and reflect on classroom implementation

These sessions promoted active participation, team collaboration, and the exchange of best practices, empowering educators and therapists to enhance their classroom strategies and support for children with multiple disabilities.

Internal Teacher Training

Challenging Behaviour by Praful Sudarshan Ma'am

Educators learned evidence-based strategies to foster a positive and inclusive learning environment through:

- Developing essential basic skills (attention, engagement, eye contact, etc.)
- Implementing techniques like positive reinforcement and redirection
- Managing challenges through crisis intervention
- Emphasizing consistency, trust, and adaptive approaches for individual learners



CVI Training by Dr. Dipti Gandhi Ma'am
A deeply insightful session on Cerebral Visual Impairment (CVI) provided valuable strategies such as:

- Enhancing object recognition
- Adapting environments to reduce visual clutter
- Using visual aids and exercises to support functional vision development

Speech & Language Disorders by Ms. Nutan Korgaonkar

This session focused on:

- Early identification of speech and language delays
- Understanding types of disorders (articulation, fluency, expressive, receptive, etc.)
- Applying supportive strategies like AAC, articulation therapy, and speech-language interventions
- Encouraging social interaction, confidence, and academic success





To conclude the eventful day, the Muskan team came together for a fun-filled Game Party, celebrating the spirit of learning, collaboration, and team bonding—strengthening camaraderie and reinforcing the collective commitment to inclusive and compassionate education.

This enriching training experience was a powerful step forward in professional development, equipping our team with advanced tools and strategies to better support children with multiple disabilities.

Yoga Day Celebration

On 20th June 2025, Muskan Foundation celebrated International Yoga Day with enthusiasm across all six centres. Children participated in simple yoga poses like the Butterfly Pose, stretching exercises, breathing techniques, and guided meditation, creating a calm and joyful atmosphere.

A special moment was the visit of Miss Rojalin, Manager CSR at ACG Cares Foundation, who led a yoga session for students and parents at the Wadia Centre, highlighting the value of community involvement. The children's energetic participation made the celebration truly memorable.



Helen Keller Day Celebration

On June 27, 2025, Muskan Foundation Goregaon Centre celebrated Helen Keller Day in collaboration with the ACG Cares Foundation Team at the ACG Cares Foundation office in Jogeshwari West. The event was conducted by the Centre Head, Program Officer, and Counsellor, who shared valuable information about Helen Keller's inspiring life and legacy, along with an overview of Muskan Foundation work in the field of Multiple Disabilities.

To mark the occasion across locations, other centres also participated through field visits:

- Kalyan Centre visited Royal Hospital
- Byculla Centre and Wadia Centre visited J.J. Hospital
- Panvel Centre visited MGM Hospital
- Bandra Centre visited an Anganwadi

The celebration included interactive and experiential sessions, offering participants a deeper understanding of the challenges faced by individuals with sensory impairments. The sessions featured:

- Sign Language demonstrations
- Braille reading and writing techniques
- Cane usage training
- Use of simulation glasses to experience visual impairments
- Overview of assistive tools like the abacus,



Brallier, Braille slate, Taylor frame, and cane. The program was conducted in a hybrid format, with some members attending in person and others participating virtually, ensuring inclusivity and wide reach.

The event successfully celebrated Helen Keller's enduring legacy while promoting awareness, empathy, and understanding of the world of individuals with multiple disabilities.



Case study of the month

Name of the Student: Asim Akhtar Khan (*Name Change)

Age: 12 years

Disability: Global Developmental Delay with Delayed Speech

Area of Development: Activities of Daily Living (ADL) – Filling a Bottle with Water

Monthly Goal: To independently fill a water bottle using the Aquaguard machine

Materials Used: Aquaguard machine, water bottle

Beginning of the Month:

- Open and close the bottle
- Identify the difference between a full and an empty bottle
- Recognize the Aquaguard machine
- Operate the machine switch with verbal prompts

Session 1:

- Open the bottle and place the lid aside
- Insert the Aquaguard pipe into the bottle
- Switch on the Aquaguard machine

Session 2:

- Open the bottle and place the lid aside
- Insert the Aquaguard pipe into the bottle
- Switch on the Aquaguard machine
- Fill the bottle with water
- Switch off the machine with verbal prompts

End of the Month:

- Open the bottle and place the lid aside
- Insert the Aquaguard pipe into the bottle
- Switch on the machine
- Fill the bottle with water and turn off the switch
- Close the bottle with its lid
- Return the Aquaguard pipe to its designated place

Vision Therapy

Name of the Child: Nayra Gupta (*Name Change)

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

Area of Concern: Poor Depth Perception

Field Loss: Left Field Loss

Goals: Improve Tracking and Scanning using Contrast Sheets

When Nayra came for assessment :	With regular Vision Therapy Nayra is now :
<ol style="list-style-type: none"> 1. Inability to track and scan visual stimuli 2. Poor attention span 3. Limited visual range 4. Difficulty engaging with visual materials due to poor depth perception 	<ol style="list-style-type: none"> 1. She is now able to track and scan using contrast sheets, especially from left to midline 2. Attention span has improved noticeably 3. Visual range is expanding gradually, indicating better engagement with her visual environment

Parental Guidance: Her mother has played an active role in her progress by practising tracking activities at home. She ensures:

- Activities are demonstrated from start to finish using contrast cards
- Regular home practice supports Nayra's therapy goals

Speech Therapy

Name of the Child: Swaraj Ghawane (*Name Change)

Disability: Intellectual Disability

Area of Concern: Speech and Language Development

Goals: To Develop Expressive Language

When Swaraj came for assessment :	With regular Speech Therapy Swaraj is now :
<ol style="list-style-type: none"> 1. Underdeveloped lip and tongue movements necessary for clear speech 2. Limited receptive language; difficulty understanding and responding to multiple instructions 3. Communication is limited to phrase-level speech 4. Poor attention span, making engagement during sessions difficult 5. Presence of articulation errors, impacting speech clarity and intelligibility 	<ol style="list-style-type: none"> 1. Development of new vocabulary and meaningful use of over 30 words 2. Ability to imitate sounds and words accurately after verbal modelling by the teacher 3. Improved receptive language, now able to follow 2-3 step verbal instructions 4. Ability to independently name alphabets, numbers, and colors 5. Transition from phrase-level to sentence-level communication

Parental Guidance:

His mother has been actively involved in his Speech and Language Development. She has been guided and trained in various strategies to support expressive language at home. These strategies are being consistently implemented, reinforcing the progress made during therapy sessions and contributing significantly to Swaraj's communication development.

Physiotherapy

Name of the Child: Veer Kolare (*Name Change)

Disability: Hemiplegic (Cerebral Palsy)

Area of Concern: Gross Motor Difficulties and Spasticity

Goals: To help him stand and walk independently by increasing the right side weight-bearing

When Veer came for assessment :	With regular Physiotherapy Veer is now :
<ol style="list-style-type: none"> 1.Delayed developmental milestones 2.The ability to sit, stand, and walk with difficulty and poor trunk control 3.Gross motor challenges and an inability to weight-bear on the affected (right) side 4.Limited use of the affected right hand and leg 	<ol style="list-style-type: none"> 1.Sit independently with improved trunk control 2.Stand independently from a bench with minimal support 3.Stand without support, lift one leg in standing, and step up with assistance 4.Cruise independently (side-walking along furniture) 5.Walk long distances without support, maintaining better balance 6.Climb stairs with minimal support, using one hand for support, while gradually working on using the affected hand for assistance

Parental Guidance:

- Practice regular stretching exercises at home
- Encourage standing play activities to improve balance and posture
- Promote use of the right upper and lower limbs during daily routines to enhance function and strength

Occupational Therapy

Name of the Child: Shravan Bhosale (*Name Change)

Disability: Autism Spectrum Disorder (ASD)

Areas of Concern:

- Hyperactivity (frequent circling the room)
- Poor eye contact
- Limited response to commands (requires visual prompts)
- Aggressive behaviors such as screaming when irritated or during transitions
- Stereotypical behaviors including hand flapping and fixations

Goals for the Month:

- Reduce fixation and promote tolerance to transitions
- Reduce hyperactivity
- Improve sitting tolerance
- Minimize reliance on visual prompts
- Decrease aggressive behaviors

When Shravan came for assessment :	With regular Occupational Therapy Shravan is now :
<ol style="list-style-type: none"> 1.High levels of hyperactivity, constantly walking or circling the room 2.Poor sitting tolerance, unable to stay seated for even short periods 3.Screaming and aggressive behavior when denied preferred items or during transitions 4.Difficulty in following commands, needing visual prompts with repetition 5.Limited ability to engage in structured tasks 	<ol style="list-style-type: none"> 1.Hyperactivity has reduced; movement around the room is less frequent and more purposeful 2.Able to sit through one activity, requiring only occasional breaks 3.Follows 1-step commands with reduced dependence on visual prompts (2-3 repetitions) 4.Aggressive behaviors have decreased; Shravan now tolerates changes and transitions with less screaming

Parental Guidance:

- Heavy work activities at home: crawling, swinging, ball pressure, pushing tasks
- Behavioural management strategies to handle stubbornness and promote routine
- Individual rapport and routine-building sessions with both parents to ensure consistency and emotional support

Turning Challenges into Successes

When Rohit Kamle (*Name Change), an 8-year-old with an intellectual impairment, began working on number concepts beyond 10, he faced some initial challenges. While he had already mastered numbers 1 to 10 with ease, numbers 11 to 20 were unfamiliar and required additional support. He needed verbal prompts and repeated guidance to recognize and understand these new number values.

At the start of the month, Rohit would hesitate when presented with numbers between 11 and 20. Identifying them independently was difficult, and completing worksheets involving "before" and "after" numbers needed step-by-step instruction. His confidence would waver when he made mistakes, and he often looked to the teacher for cues and reassurance.

However, with the help of engaging materials like counting objects, worksheets, and daily practice, Rohit slowly began to show improvement. His teachers patiently worked with him, using visual and hands-on methods to make learning more accessible and enjoyable. Each session built on the last, reinforcing his understanding of number sequences and their values.

By the end of the month, Rohit's progress was clear. He could now identify numbers from 11 to 20 with minimal verbal help. His confidence had grown, and he began completing number-related activities independently. Tasks like filling in missing numbers and identifying which number comes before or after another became part of his routine. He approached these tasks with enthusiasm, and the once difficult worksheets were now opportunities to demonstrate his growing understanding. Rohit's journey is a testament to how consistency, encouragement, and individualized support can help children overcome academic challenges. His progress this month reflects not only improved math skills but also a boost in self-confidence and classroom participation. With continued support, Rohit is on the right path toward mastering foundational concepts and becoming a more independent learner.

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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