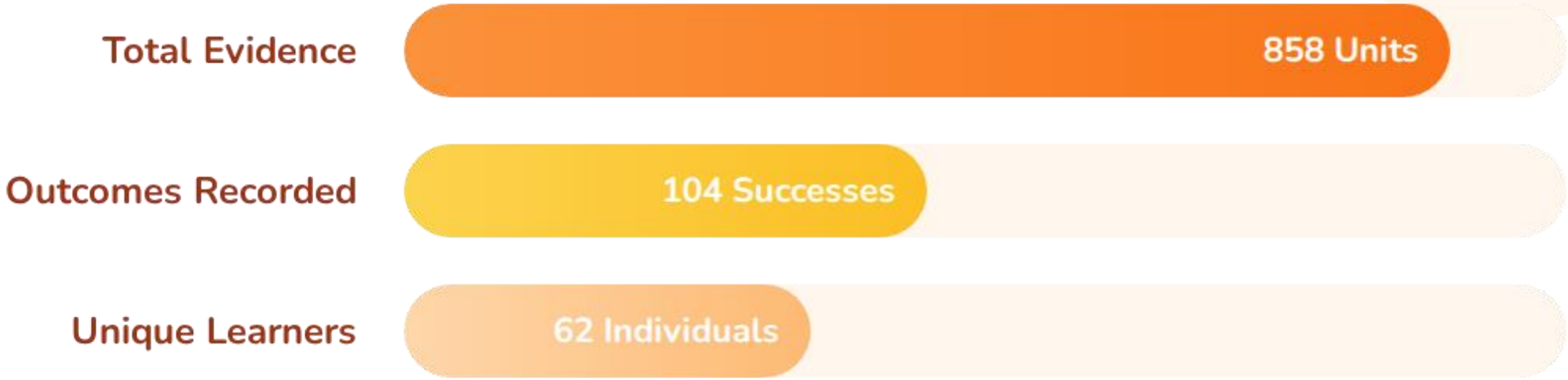
Tailor Ed
Foundation
Empowering Families Of Autistic Children

Our Impact Journey

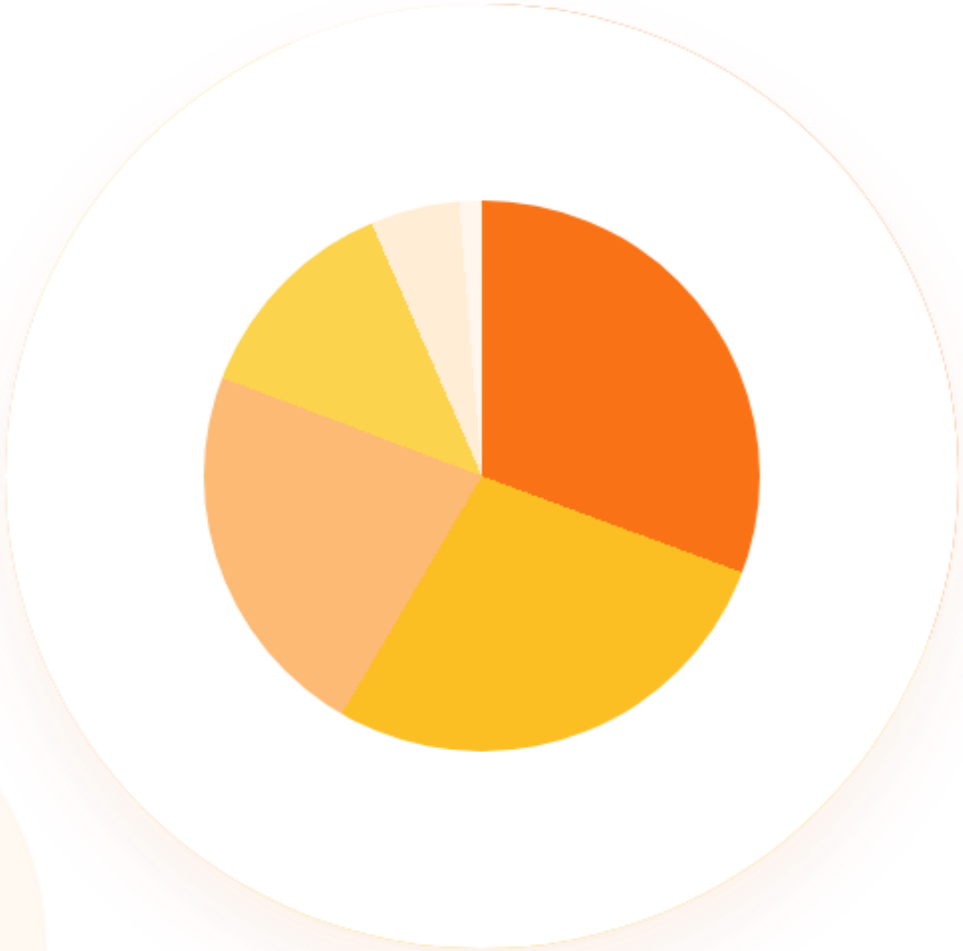
Years 2024 & 2025

Early Years Service 2024 & 2025

Cumulative data

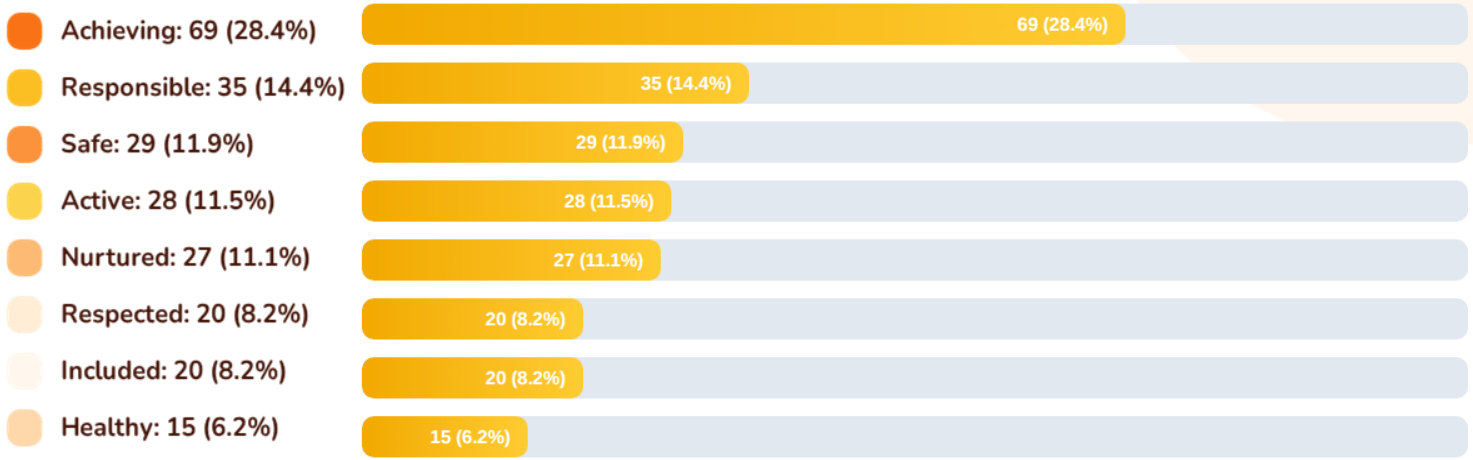


Areas we supported



- Communication (30.7%)
- Building Blocks (27.7%)
- Hidden Skills (22.4%)
- Health & Hygiene (12.7%)
- Inclusion (5.2%)
- Life Events (1.3%)

SHANARRI Outcomes



Communication and Relationship

SHANARRI: respected & included

Finnley is meeting his attention needs appropriately by joining in social activities, playing with Marta, and tapping others on the shoulder when he wants to call their attention. This has been a great change for the family since it has helped to improve their relationship, as well as for Finn to feel more included in the family routine. He is also learning a lot from copying Marta and other kids that he sees in the park.

Finnley is more relaxed around other people and more independent away from adults since he is really enjoying his time with other kids. He is also better at waiting for attention, as he is confident that he can get someone's attention by tapping them on their shoulder.

Building blocks – Now and next

SHANARRI: achieving

*Harry is now feeling comfortable learning at home with his mum. He uses a **Now and Next** sequence with a highly motivating activity (tablet); to transition from a preferred activity to a non-preferred activity, his mum uses a countdown from 10. Harry happily hands over the tablet and gets ready to learn; he likes learning about numbers, letters and words.*

Natalie feels very happy about Harry's progress. She feels empowered to teach him new things and to support just learning through school. She also feels very proud of Harry and how much knowledge he has.

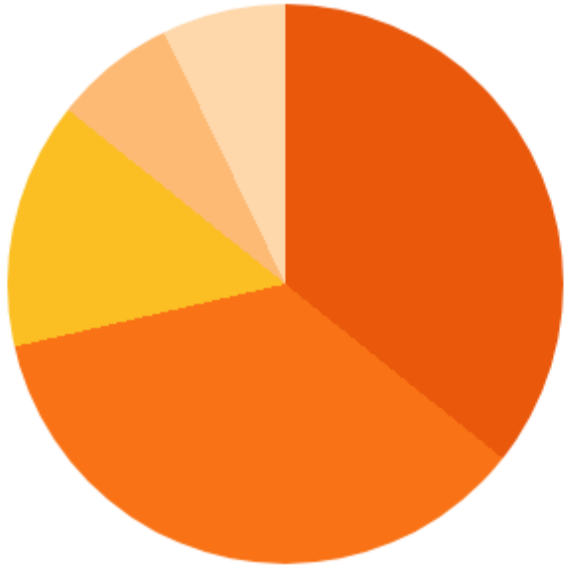
Communication and Relationship

SHANARRI: respected and included

Erick can confidently request his favourite meals using his tablet. He regularly requests toast, a pancake, a drink or an apple.

Recently, he has also been using his tablet to talk about people, pressing the picture of his mum, his dad, or people that he knows.

Parent and Family Outcomes



- Gain Skills & Knowledge: 5 (35.7%)
- Empowerment: 5 (35.7%)
- Engagement with Services: 2 (14.3%)
- Resilience: 1 (7.1%)
- Parental Mental Health: 1 (7.1%)

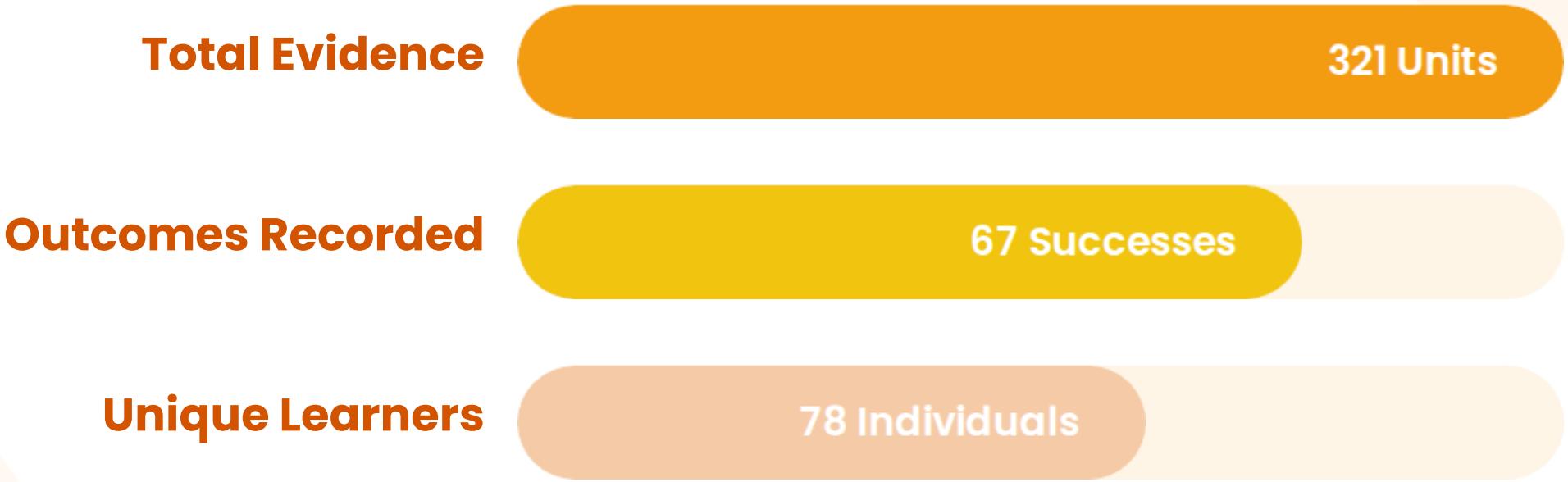
Respected and Included

Parent's outcome: Gain knowledge

Geraldine and Campbell now feel confident about how to support their child's communication skills.
Before the family accessed our service, they had a bad experience implementing strategies to support Maeve's communication skills, such as using visuals or photographs. With the help of our Project Worker, Maeve is starting to use her verbal communication as well as using choice boards to communicate her needs and wants. Her parents are hearing a bit more of her voice, and they all feel more capable of communicating with each other, improving the quality of their interactions.
As her parents are seeing the importance of this support, they now feel confident for other professionals to use a similar approach in other settings.

Target Specific 24 & 25

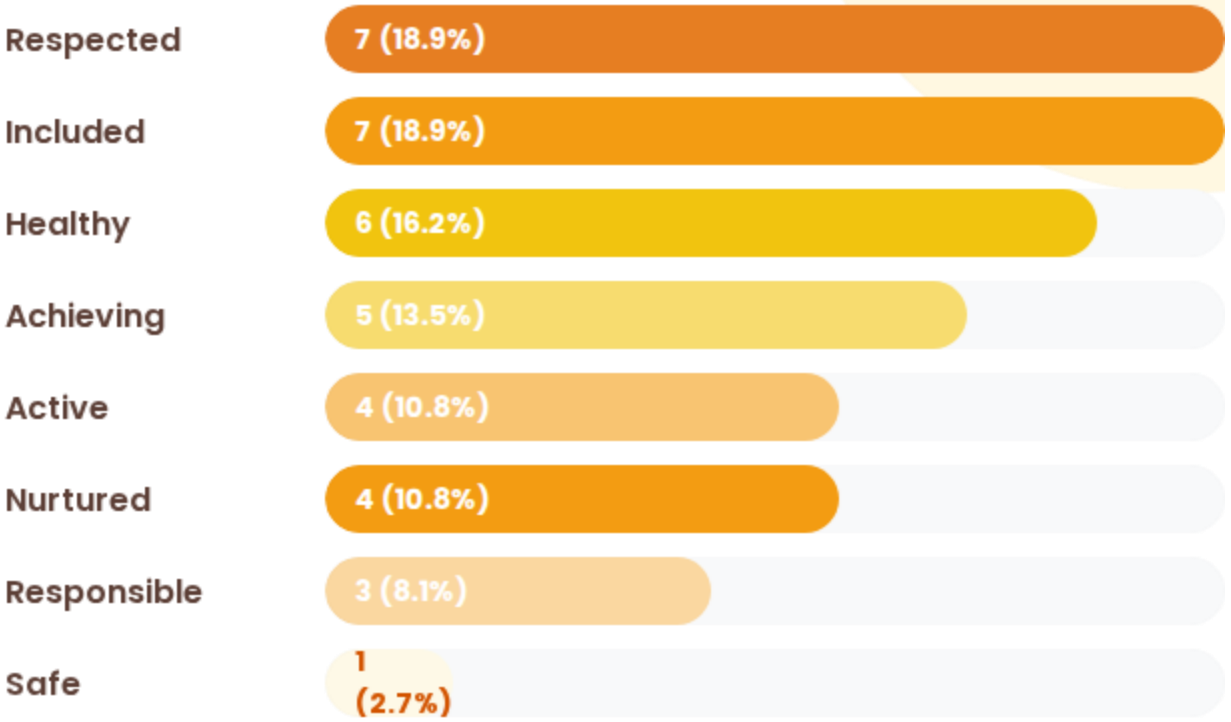
Cumulative data



Areas we supported

- Health & Hygiene: 26 (38.8%)
- Hidden Skills: 15 (22.4%)
- Building Blocks: 12 (17.9%)
- Communication: 7 (10.4%)
- Inclusion: 6 (9.0%)
- Life Events: 1 (1.5%)

SHANARRI Outcomes



Meeting Sensory Needs & Communication

SHANARRI: respected & included

Abu joined the TS Sensory Workgroup where he spent time exploring a variety of sensory supports. Abu was drawn to familiar activities such as running dry lentils through his hands but also appeared confident exploring the environment and different sensory stations. Abu has situational mutism and often finds communicating in environments out with the family home difficult. However, at the workgroup he appeared comfortable and used a visual rating scale as well as verbal communication to identify how each activity made him feel. Abu particularly enjoyed rocking in the inflatable chair, wearing coloured glasses, jumping on the trampoline and tactile supports like pins and pop-its. By exploring different sensory supports at the workgroup, it gave the family ideas for meeting Abu's sensory needs at home and activities he access independently, reducing reliance on mum.

How does it make you feel?

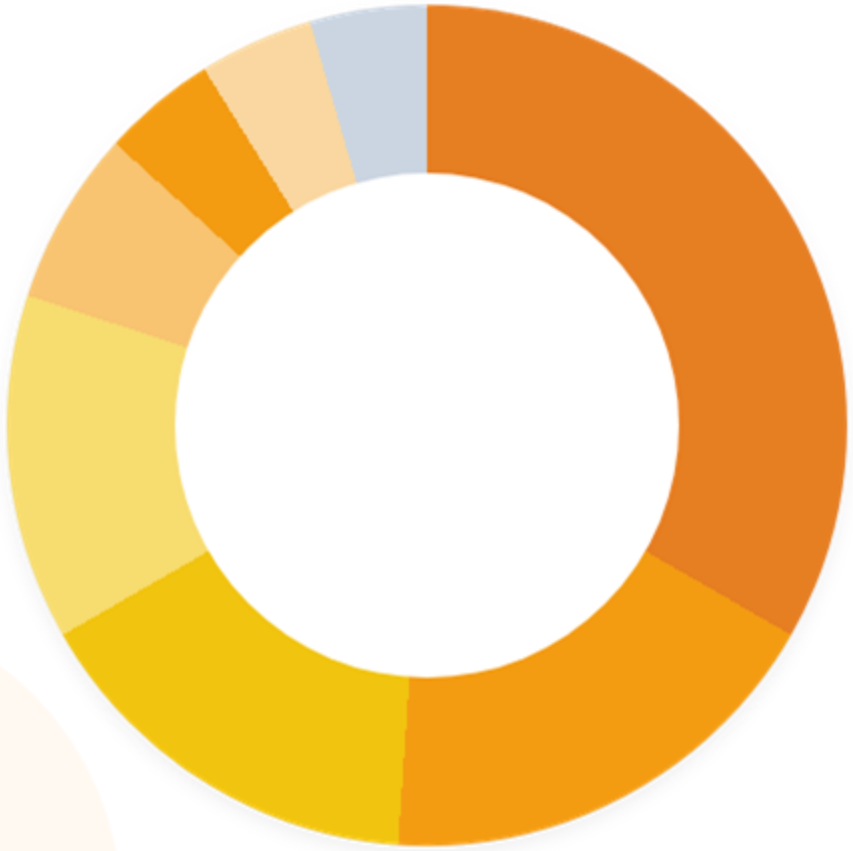
Communication and Relationships

SHANARRI: achieving

Lucas recently received an AAC device to support a total communication approach.

At first Lucas did not want to use the device with his parents at home, but would use it during Tailor Ed sessions to communicate emotions. Over time Lucas began using it to communicate emotions with mum when prompted. Lucas was given some autonomy over the device by giving him the option to choose the vocabulary he would like added (favourite movies, music, family members etc.) and what pictures to use. This appeared to spark Lucas' interest and make the device more appealing. Time was spent modelling how to access the vocabulary and a game like approach used to encourage Lucas to find the vocabulary. Mum has passed on that Lucas has been using his verbal communication a lot more at home to express his feelings, wants and needs as well as occasionally using the AAC device, which is a massive achievement for Lucas.

Parent and Family Outcomes



Empowerment	15 (33%)
Parental Mental Health	8 (18%)
Skills & Knowledge	7 (16%)
Resilience	6 (13%)
Reducing Isolation	3 (7%)
Engagement with Services	2 (4%)
Improved Relationships	2 (4%)
Others	2 (5%)