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| **English** | **Māori** |
| Tyler, he's a pretty cool kid. | Tyler, he tamaiti tino pai ia. |
| He's raw and real and I wouldn't have it any other way now. | He tūturu, he pono ia, nōhea rawa au e hiahia kia rerekē ia ināianei. |
| It’s been a hell of an experience, that’s for sure. | Kātahi te wheako kaha tēnei, nē. |
| Yeah. | Āe. |
| Good one…now. | He mea pai… ināianei. |
| Tyler as a baby, he was something else. | I a Tyler e tamariki ana, he rerekē ia. |
| I know parenting is hard, but it wasn't something that I was prepared for. | E mōhio ana ahau he uaua te tiaki tamariki, he ahakoa ehara i te mea i rite ahau. |
| He didn't sleep for at least the first two years. | Kāore ia i moe mō ngā tau tuatahi e rua. |
| He only slept about 2 hours a night. | E 2 hāora noa ia i moe ai i te pō. |
| He just screamed all the time. | I tangi noa ia i ngā wā katoa. |
| And I felt like I was failing because I couldn't form a relationship with him. | I taua wā i pōhēhē noa au e takahē ana tēnei nō te mea kāore i taea e au te whakawhanaunga atu ki a ia. |
| They initially, at eight months old, they said he was scoring normally in everything. | I te tuatahi, e waru marama noa ōna, i kī rātou i tutuki māori noa i a ia ana tohu katoa. |
| And then I kept pushing for answers and nothing really happens for a long time. | Nā, ka tohe tonu ahau mō ngā whakautu, ā, kāore he aha ka pahawa mō te wā roa. |
| And when he was two, he was finally diagnosed. | Ā, i tōna rua tau, i tautohutia tana mate. |
| That was sort of like a state of shock. | Me he ohorere tērā. |
| I was suicidal. | Ka puta ake ngā whakaaro whakamomori. |
| I didn't know what to do. | Kāre au i mōhio me aha ahau. |
| Like I tried to drive in front of a truck with Tyler in the car. | Arā, i ngana ahau ki te taraiwa ki mua o te taraka me Tyler i roto i te motokā. |
| It's not something that you ever want. | Ehara tēnei i te mea e hiahia ana koe. |
| To be in that position. | Kia pērā rawa ō whakaaro. |
| Sorry. | Aroha mai. |
| I suppose I had to fully immerse myself in it, and wrap myself around it and understand everything that autism was and how I can best support him. | Ko taku whakapae me tino rumaki i a au ki ōna rētōtanga, ka takai i a au me te mārama ki ngā āhuatanga katoa o te takiwātanga, me te pēheatanga o te tautoko pai i a ia. |
| Once I realized that, that's when the cogs started ticking over. | I taku mōhiotanga, koia rā te wā i nui ake ai taku māramatanga. |
| I actually needed to help myself. | Arā, me mātua āwhina i ahau anō. |
| In the early sessions, it was getting to know the family and getting to know Kelly. | I ngā wāhanga tōmua, ko te whakawhanaunga atu ki te whānau me te whakawhanaunga ki a Kelly te aronga. |
| We'd talk about goals and what we can put in place. | I kōrero mātou mō ngā whāinga me ngā mea ka taea e mātou te whakarite. |
| You know what we can utilize the budget to do around that. | Kei te mōhio koe, ka taea e mātou te whakamahi i te tahua pūtea ki te whai i tērā. |
| It was all about planning and goal setting. | Ko te whakamahere me te whakarite whāinga te kaupapa. |
| Is managing the budget working for you? | Kei te whai hua te whakahaere i te tahua pūtea ki a koe? |
| Oh, it's so easy. | A, he tino ngāwari. |
| It's amazing being able to get him what he needs when he needs it. | He mea whakamīharo ki te tiki atu i ngā mea e hiahiatia ana e ia ina hiahiatia e ia. |
| And yeah, it's awesome. | Āe, he rawe. |
| Kelly is the type of person who does a lot of research. | He momo tangata e rangahau nui ana a Kelly. |
| So she’ll say, Junior this equipment will help my son learn more and be able to notice things more. | Nō reira ka kī ia, Junior ka āwhina tēnei taputaspu i taku tama kia nui ake tana ako, ā, ka kaha ake te kite i ngā mea. |
| But she can utilise the budget straight away to purchase that online and it'll be here in a few days. | Engari ka taea e ia te whakamahi tonu i te tahua pūtea ki te hoko i runga ipurangi, ā, ka tae mai aua mea ki konei i roto i ngā rā torutoru. |
| So we’re balancing. | Nā, kei te whakangungu tāua i te taurite . |
| Going to move back, back, back. | Ka hoki whakamuri, hoki, hoki. |
| Use your tummy muscles. | Whakamahia ō uaua puku. |
| And forwards. | Ā whakamua. |
| Kelly has taken everything on. | Kua arohia e Kelly ngā mea katoa. |
| She's very involved. | Ka tino whai wāhi ia. |
| She has a very good understanding of Tyler's condition as well as of the system and what works and what doesn't work. | He tino mōhio ia ki te āhuatanga o Tyler me te pūnaha me ngā mea e tau ana me ngā mea kāore i te tau. |
| And she's always out there looking for new things. | Ā e mahira ana ia, e kimi tonu ana ia i ngā mea hōu. |
| Step with your hands. | Hīkoi ki ō ringaringa. |
| Good job. | Ka rawe. |
| Strong arms and back. | Kia kaha ngā ringa kaha me te tuarā. |
| Tyler has been attending conductive education sessions since he was about a year old. | Kei te haere a Tyler ki ngā wāhanga ako whakahaere nō te wā kotahi noa iho tana tau. |
| He was mainly working, initially especially, on gross motor skills. | Ko te nuinga o tana mahi, i te tīmatanga koia anō rā, i ngā pūkenga nukurahi. |
| So big movements, balancing, coordination, strengthening. | Arā, ko ngā nekehanga nui, te taurite, te reretahi, me te whakapakari. |
| Moving onto fine motor skills as well. | Tae atu hoki ki ngā pūkenga nukuiti hoki. |
| So more of the puzzles and eye hand coordination, hand movements. | Arā, ka maha ake ngā panga me te reretahi o te karu me te ringa, ngā nekehanga ringa. |
| Good boy. | Tau kē koe e tma. |
| Well done. | Ka pai. |
| From a very early age, I started to sort of get him ready for school and his school years so he can be prepared for all that learning that has to happen at school. | I a ia e iti tonu ana, i tīmata ahau ki te whakarite i a ia mō te haere ki te kura me ōna tau ki te kura kia rite ai ia mō ngā akoranga katoa ka meinga ki te kura. |
| And so that he would cope well with that and the structure at school as well. | Ā kia pakari ai tana tū i roto i tērā me te āhua anō hoki o te whakahaeretia o te kura hoki. |
| I went to quite a few, several different schools, to find where he was going to fit in and he sort of chose it in a way. | Te maha hoki o ngā kura rerekē i pakirehuatia ai e au, ki te rapu i te kura ka pai tana uru ia ki roto, ā, ka āhua whiriwhiria e ia te kura. |
| He warmed to Bronwyn straight away as soon as he met her. | Ka māoriori tonu ia ki a Bronwyn i tana tūtakitanga ki a ia. |
| This is Woodstock Primary School and there is approximately 350 students. | Ko Pukeora tēnei, ā, tōna 350 ana tauira. |
| It's an incredibly inclusive school. | He kura tino kauawhi tēnei. |
| The conductive education unit where I work, the children each belong to a mainstream class. | Ko te wāhanga ako whakahaere ahau e mahi ana ahau, nō tētahi o ia o ngā akomanga auraki ngā tamariki. |
| Tyler, how are you feeling today? | Tyler, kei te pēhea koe i tēnei rā? |
| Are you excited? | Kei te hīkaka koe? |
| Tyler’s excited. | Hīkaka ana a Tyler. |
| Tyler's definitely changed a lot since he first started. | Kua tino rerekē a Tyler nō te wā ia i tīmata ai. |
| He's calm. | He mauritau ia. |
| He is so clever. | He tino atamai ia. |
| He's just started doing puzzles that he will sit down and so quickly be able to put a puzzle together. | Kātahi anō ia ka tīmata ki te mahi panga ka noho iho ia, ā, ka tere tonu ia ki te whakaoti i te panga. |
| I’ve learnt so much off Bronwyn. | He maha ngā mea i akohia e au i a Bronwyn. |
| It's great because she's actually shown me ways of how to make him be more independent and more self-determined to do things by himself. | He rawe nā te mea kua whakaatu mai ia ki a au ētahi rautaki e taea ai e ia te noho motuhake e kaha ake ai tana mana motuhake ki te mahi mea me tōna kotahi. |
| A couple of weeks ago, one of the children was crying and they got upset by a noise and he actually went over and got them a tissue and came over and was dabbing their eyes because they were crying which was so lovely. | E rua wiki ki muri, ka tangi tētahi o ngā tamariki, ka pōuri rātou i te haruru, ka haere atu ia ki te tiki aikiha pepa, ka haere atu ki a ia, ā, ka pania ō rātou karu nā te mea e tangi ana ia, he tino ātaahua te mātakitaki atu. |
| So lovely. | Tino ātaahua. |
| He just wouldn't have ever done that before. | Kore rawa ia e pērā i mua. |
| This community here is so amazing. | He tino whakamīharo tēnei hapori. |
| There's a local fire fighter in the community that heard about Tyler and he made him a sensory board. | Tērā he kaipatu ahi i te hapori i rongo ai mō Tyler, ka hangā e ia he papa tairongo. |
| There's also a guy that works at Placemakers that heard about him. | Tērā he tangata anō e mahi ana i Placemakers i rongo ai mōna. |
| Well, I met him to ask about building a sand pit and he came and delivered the sand. | Kāti, i tūtaki ahau ki a ia ki te pātai mō te hanga rua kirikiri ka haere mai ia ki te mau mai i te onepū. |
| Just real humble people and they're so generous. | He tāngata tino hūmārie, he tino ohaoha anō hoki. |
| It just blows you away. | Ka mīharo katoa koe. |
| This is the final practicum part that I’ll get you to sign off. | Koia nei te wāhanga whakaharatau whakamutunga ka tonokia koe e au kia waitohu. |
| I am studying a Mental Health and Wellbeing certificate and Junior has been my supervisor for that. | Kei te ako ahau i tētahi tohu Hauora Hinengaro me te Oranga, ā, ko Junior taku kaiwhakahaere mō tērā. |
| It's been good to help myself with my own mental health. | Kua riro hei mea pai ki te āwhina i a au anō ki taku ake hauora hinengaro. |
| That’s it, I'll be graduating next year. | Koia rā, ka puta taku ihu ā tērā tau. |
| Yeah | Āna |
| That’s awesome. | He rawe tērā. |
| Give me that paper, let me sign it. | Homai taua pepa, māku e waitohu. |
| I suppose there is hope now. | E whakaaro nei au he tūmanako ināianei. |
| There wasn't in the early days. | Kāore kau i te pērā i ngā rā o mua. |
| Yeah, he's just on an awesome trajectory and in the last year he's just done phenomenally with his cognition and development. | Āe, kei tētahi ara whiu rawe ia, ā, i te tau kua hipa kua tino pai tana mahi i tōna hirikapo me tōna whanaketanga. |
| Yeah. | Āna |
| I want to put as much into it now so that later in life he doesn't need as much assistance and that he can be as independent as possible. | Kei te pīrangi au ki te whakapau kaha ināianei kia iti iho tana matea ki te āwhina, kia noho motuhake tonu ia. |