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In Association with



TOWNSEND HOUSE

# PHISA Newsletter

P.O. Box 143, Henley Beach SA 5022

JANUARY 2000

## B.B.Q. Get Together

A great time to get together with other parents and compare those wonderful stories about those wonderful children!!!

Maybe the kids might like to catch up on some stories of their own, I hope you parents have been on your best behaviour!!

It's just a casual get together  
at North Unley Play Park

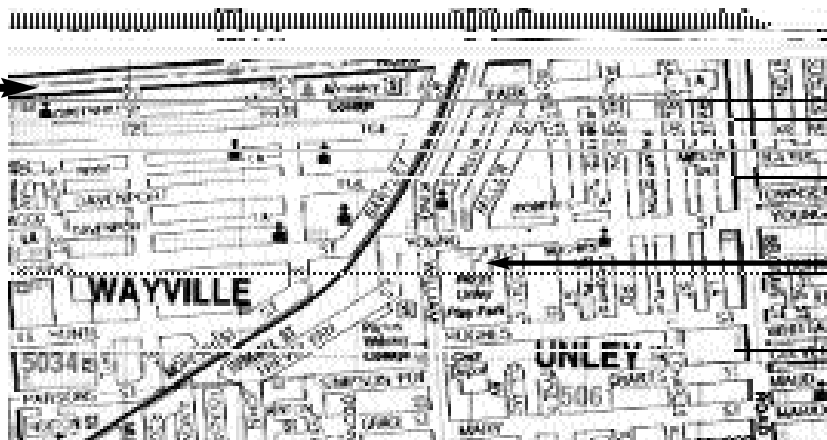
YOUNG ST. UNLEY

on Sunday the 19th March

around 12.00 noon

so bring along your Barbee!!  
or picnic lunch!

GREENHILL



NORTH  
UNLEY PLAY

# Education.....still the hot topic!!



Education is still the area demanding PHISAs attention. Since the last newsletter discussion papers 3 and 4 were released.

Discussion paper 3 related to issues surrounding teacher registration and paper 4 on non-government schools. Discussion paper 2 was released on the 19th October, with submissions due by December 17th 1999. This paper relates to issues surrounding child-care services and arrangements. These papers are of course part of the Education Act Review currently being undertaken by DETE. For those with internet access you may wish to keep informed of the progress of the review by visiting the website address:

[www.ministers.sa.gov.au/buckby/main/shortcuts.html](http://www.ministers.sa.gov.au/buckby/main/shortcuts.html)

In addition, there was a discussion forum to focus on issues for children with disabilities. A PHISA representative attended this forum to represent the needs of children with hearing impairment in any new Education Act. In attendance were a number of the reference group who are working on the new Education Act policy. There was a genuine interest in gathering information and concerns that parents (of children with a disability) may have about the current Education Act and the principles and objectives outlined for the new Education Act. How much of this input actually translates to a socially just Education Act remains to be seen, but on this occasion it is nice to be consulted during the formulation of policy rather than told about it after the fact.

Things have been quiet on the "resource allocation trial" front. We can only hope that professionals within the area of hearing impairment have informed policy makers that such a "one size fits all tick the box" method has no place in assessing the educational needs of children with hearing impairment.

It is interesting to note one of the objectives outlined in discussion paper 3 of the Education Act Review "The third goal is related to schooling being 'socially just'. To be 'socially just', teaching and learning environments should promote outcomes for the educationally disadvantaged and indigenous people which correlate to outcomes attained by other students." It would seem

that any process of resource allocation that works on a principle of "one size fits all" fails to conform to the objectives of the Education Act to provide "socially just schooling".

Attention Disorders Association of South Australia was very concerned at the potential impact of P21 on children with special needs. They invited a variety of different groups representing a variety of children with special needs to a meeting on the 13th September 1999. In addition to these representatives, two officers from the Office of Equity Standards DETE also attended. The role of Equity Standards within DETE is to try and ensure equity for all students in policy, planning, programming etc.

Various issues for children with special needs under P21 were discussed. Following this meeting, PHISA submitted a written response to the Partnerships 21 task force outlining our concerns for children with hearing impairment under a P21 model.

Paul Kilvert (Head of the P21 task force) contacted PHISA to request a meeting to discuss our concerns. Also in attendance at this meeting was Susan Monks (Assistant Director Special Services).

We proceeded to present our concerns for children with hearing impairment under P21. We were assured that services to children with a hearing impairment (as currently provided by DETE special services) would remain unchanged "at this point" regardless of whether the school opted into P21 or not. Our understanding from this part of the discussion is that for CHIC units and children in the mainstream, nothing will change with regard to their support.

Paul Kilvert also reiterated that the Minister for Education had repeatedly said, "no school will be worse off under P21". We queried this as PHISA has received calls from parents where school budgets have appeared to be cut under P21, ie their global budget is less than that previously provided by DETE. We were reassured that sometimes it takes awhile to get budgets exactly right but that these "teething problems" would be resolved in discussions with schools so that "no school will be worse off under P21". If you feel your

school is worse off under P21, then we urge you and your school council to pursue this further.

We also had discussions around issues of equity and how equity for these students would be achieved. PHISA proposed that there should be an equity officer on each school council to represent children with special needs in the school community. Paul Kilvert proceeded to describe the ideal of P21 that the whole idea of local management is that DETE does not dictate to schools the exact make up of school councils or how they go about achieving monitoring client satisfaction or accountability. We were assured that the legislation (DDA and School Services Agreement) were sufficient to ensure that all schools met the needs of children with special needs. In addition it is seen as the principals role to direct the school council with regard to issues of equity and children with special needs in any council decisions.

So whilst there are apparently all these checks and balances in place to protect our children, no-one could actually describe how the individual councils or client monitoring would look as it would be different at each individual locally managed site, and this was the basis of local management.

The meeting provided a useful and meaningful dialogue between the P21 task force, special services and PHISA. It was also a source of information that we were not aware of. Given that so much relies on local management and local input, we felt that it was very necessary to provide our members with the opportunity to access some of this information in their own right. To this end we are organising a P21 workshop for PHISA. This workshop will provide a discussion by a member of the P21 task force covering P21 in fairly general terms. In addition we will also have a representative from special services to provide specific input about children with a hearing impairment under the P21 model.

We felt that this meeting was the first step in a long process. We need to establish dialogue with the P21 taskforce to ensure that they are aware of our concerns and that we have meaningful input into the P21 model as it relates to children with hearing impairment. The "ideal" locally managed school as it was presented

would appear to be the proverbial Utopia. However, we still have some real concerns as to how this Utopia will look as a reality in a variety of differing schools with differing resources, differing levels of literacy in the school community and differing socioeconomic groups. PHISA will continue to closely monitor the implementation of P21 as it relates to children with hearing impairment. We would urge you as parents TO GET INVOLVED at the local level in your own school community.

PHISA is also concerned that there is a real sense of urgency in pushing schools to opt in to P21. Large cash incentives are being dangled as the carrot to get schools opt in. The cash strapped schools are very attracted by the cash influx that opting in will provide. Still one has to wonder how schools can decide to opt in when the legislative framework for education is still being reviewed and the final details of P21 are yet to be determined. The P21 task force is still currently working on this.

If P21 is the answer to better learning outcomes for our students, better flexibility and accountability through the local management model, then why doesn't this model simply sell itself?

If this is such a great thing for educators, schools and students alike, why is there a need to offer cash incentives to get schools to opt in? Interestingly these incentives are only available to those who opt in during the first round, yet there is apparently "no pressure" on schools to make the decision to opt in. "No pressure on schools to opt in" they said...we beg to differ.

## Next Phisa Meeting on 25th Feb

Why don't you join us,  
give the  
Liaison Officer  
a call on  
8268 6883

Parents of students with hearing impairment please note that the

## C O R A B A R C L A Y C E N T R E for Children with Hearing Impairment

is pleased to offer the following (fee paying) clinics for students in  
- Education Department Schools, Catholic Education Schools and  
Independent Schools -

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Study Skills Clinic  
Secondary School Students  
2nd and 3rd Term  
Wednesdays 4.15-5.30pm  
with Mandy Cescato

This clinic will facilitate the development of  
skills necessary to maximise home and school study.

The cost is \$95 per term (9 weeks). Enrollment is limited to  
10 students

Reading Clinic  
Primary School Students  
2nd and 4th Term  
Mondays 4.15-5.30pm

with Dianne Jones & Robyn Hastwell

This clinic will facilitate reading development for primary age children.

Instruction will focus on reading comprehension and phonological  
awareness

in a group setting with individual application.

The cost is \$95 per term (9 weeks). Enrollment is limited to  
10 students

Auditory Skills Clinic  
Primary or Secondary School Students  
By appointment only  
3.40-4.30pm Mondays & Wednesday

with Jill Duncan, Robyn Shakes or Cathy Dodson



# EARMOULD S

NOW KIDS CAN DARE TO BE DIFFERENT  
Earmoulds have always been seen as functional rather than fun. They have an important job to do, directing amplified sound through the ear canal. Audiologists are careful when taking impressions, as a well fitting mould is an important part of an optimal hearing aid fitting.

Now, thanks to our earmould manufacturer, we are able to give children a wide choice of colours for their earmoulds. School aged children, in particular, are having great fun at impression taking time choosing from the thirty available colours. Everything from fluoro pink to forest green is available, including colours such as magenta, violet, cobalt blue and orange vermillion. All hearing centres have a chart of colours so it's easy to make a choice. For added pizzazz, many children are using easily removable stickers on their hearing aid cases. We at Australian Hearing are thrilled to see kids drawing attention to their hearing aids and being proud to wear them.

## NATIONAL RELAY SERVICE IS HERE!!

**133 677 (or 133 NRS)**

all local and chargeable numbers

**1800 555 677 (or 1800 555 NRS)**

all free call numbers

### Speech to Speech Relay

**1300 555 727 (or 1300 555 S2S)**

all local and chargeable numbers

**1800 555 727 (or 1800 555 S2S)**

all free call numbers

### Customer Hotlines

TTY 1800 555 630

VOICE 1800 555 660

FAX 1800 555 690

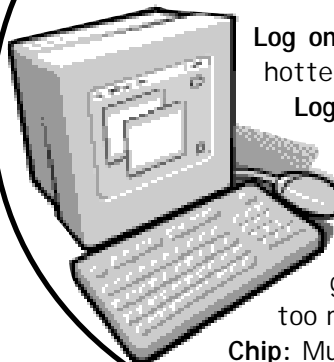
We operate 24 hours day, everyday of the year!

**Email:** Feedback@aceinfo.net.au

**Website:** www.aceinfo.net.au

## COMPUTERSPIK

Technology for those in the know



**Log on:** Makin' a wood stove hotter

**Log off:** Don't add no more wood.

**Monitor:** Keep an eye on the wood stove.

**Floppy Disk:** Whatcha get from tryin' to carry too much firewood.

**Chip:** Munchies for TV.



## PHISA goes hi-tech



James Phillips has recently taken over the position of "webmaster" for the PHISA webpage and has been doing a great job. His input has led to quite a lot of updating of the webpage. You can now access photos from the road safety visit, the steam train visit and the recent Christmas get together. There are now NCPs that are real NCPs for hearing impaired children (identifying details such as child/teacher/school names have been removed). We are still looking for more NCPs to add to this page so please send us a copy of your child's NCP.

There are details of upcoming events, links to other pages of interest and much, much more. To go have a look, visit <http://www.adelaide.net.au/~phisa/index.html>

We are also going to send our newsletter via e-mail to those members that have e-mail access. We will continue to post the print version to those members who do not have internet access. If you would like your newsletter sent to you via e-mail, please fill in the form provided and return to PHISA.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

POST CODE \_\_\_\_\_

TELEPHONE \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

# **FREE AND APPROPRIATE EDUCATION**

*When It Comes to Classroom Acoustics, What's Appropriate?*

**By Karen Anderson**

How much rumble, hiss and clatter is acceptable before background noise begins to interfere with children's learning?

As a parent of a child who is deaf or hard of hearing, you most likely have spent countless hours in audiology and therapy appointments, hundreds or thousands of dollars on hearing aids or a cochlear implant, and you have had to become immersed in the realities and lingo of special education. You have assisted in your child's adjustment to wearing hearing aids in our noisy world and have experienced his or her inability to comprehend what you are saying, or even to know that you are speaking, when in the car, store or other places with background noise. You know that your son or daughter's ability to key into speech relies heavily on their surrounding environment, especially as the child continues to develop language and speech abilities. You know your child.

Starting school is an exciting time for all children and their families. Buying new shoes, selecting school supplies, and stocking up on extra hearing aid batteries to send with children to school are part of the fall routine. There is the thrill of meeting a new teacher and becoming part of a classroom of learners. But not all classrooms are designed for listening, especially when listening is a challenge in the first place.

Murmuring voices heard from adjacent classrooms, traffic noise from outside, the rumble of the ventilation system as it hisses along, covering up the soft sounds of speech, and thumping as it cycles off in the middle of a lesson-is this your child's learning environment?

Acoustics refers to the total effect of sound, especially as produced in an enclosed space. It is a quality that is rarely noticed by adults with normal hearing, unless it interferes with communication, such as in a noisy restaurant. Acoustics is a factor that is all too typically ignored when school boards plan to build a new school, remodel an existing building, or educate children with special needs.

The ability to focus on speech while in the presence of competing noise is a developmental skill that evolves with mastery of language and neuromaturation, typically by age 15. The younger the child, the greater their difficulty in comprehending and attending to speech when noise is present. In addition, it has long been recognized that for children, speech needs to be louder than it does for adults if they are to fully perceive what is being said.

In other words, children require a listening environment to be quieter and a speaker to be louder than adults do in order to accurately perceive speech. Despite this, over 30 years of research has found the background noise present in the typical classroom to be very similar in loudness to the teacher's voice. This problem is not improving, as education has changed to a more interactive environment.

Children must be able to communicate effectively with their class peers during discussions and cooperative learning activities, as well as being able to clearly hear verbal instruction. This is especially critical for children with hearing loss, who often have difficulty with social acceptance due to their communication challenges.

This story is an old one for educational audiologists. Children who have had early intervention, early amplification fitting, and strong family involvement may be ready to enter kindergarten with normal language development and age-appropriate readiness to learn.

Because of the typical level of noise in the large-group learning environment, these students cannot access teacher instruction clearly and struggle to learn and communicate with peers. The detriment to learning is not their hearing loss per se, but their learning environment.

Even with the improvements in hearing technology, such as personal FM systems, these children still cannot perceive or process communication between and with their peers due to adverse classroom acoustics. Personal FM systems allow the child to hear whatever signal is detected by the microphone transmitter.

In a classroom with a rumbling ventilation system, the interfering background noise will be transmitted along with the teacher's voice. The FM system is a great improvement over listening to the teacher's voice unassisted; however, it is only as effective as the use of the microphone. The comments of the child in the next seat, across the room, or in a group learning situation will not be heard if the only person speaking into the microphone is the teacher. FM technology is a must, but so are appropriate classroom acoustics.

All too often, elaborate and expensive special education programs must be designed for students with hearing loss, greater numbers of learning specialists hired, and hearing technology equipment purchased so that these "capable and ready-to-learn" students are able to access classroom instruction or learn in small groups what they could have been learning in the regular classroom if the acoustic conditions were improved.

When in the mainstream setting, many of these students simply work below their potential, often having attention and distractibility problems that may impact other students. The love of learning we hope for in all children may never be sparked. Regardless, even the best support programs rarely address the psychosocial isolation felt by the student with hearing loss when trying to communicate with peers in a typically noisy classroom setting. Giving up in frustration when the ventilation system cycles on during instruction or losing self-esteem when trying to comprehend in a sea of noise is the norm for far too many students. Inadequate classroom acoustics are invisible, and poor listening conditions in our country's learning spaces insidiously degrade students' reading acquisition, attention, computation, and academic achievement, as well as increasing classroom stress and illness in teachers across the nation.

How much classroom noise is too much? There are currently no accepted standards for appropriate classroom acoustics within the United States. This has made it very difficult for families who have questioned the appropriateness of their child's learning and listening environment to contest this issue with school districts in a convincing manner.

Thanks to the concern of one parent in 1997 and the subsequent involvement of many acousticians and audiologists, standards for classroom acoustics are now being written. The Architectural and Transportation Barriers Compliance Board of the federal government is very interested in this process and has indicated plans to use parts or all of this upcoming standard to define acoustical access guidelines under the Americans with Disabilities Act. Information from the Access Board could be used by parents as a avenue via which they can raise their concerns about the appropriateness of their child's acoustic learning environment.

A free and appropriate education is about more than learning goals and objectives provided by special educators. It is about a child's ability to receive and access instructional activities in a manner that is as effective as that for children with normal hearing. Can a student with a hearing loss receive reasonable benefit from an educational program that occurs within a noisy or reverberant learning environment? Even with an assistive hearing technology device such as an FM system, can the student benefit from instructional activities centered around cooperative peer learning? With standards for appropriate classroom acoustics in place, these questions will be easier to ask in a proactive manner.

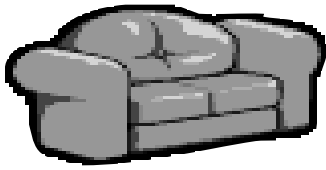
#### **Acoustics on the Internet**

[www.acoustics.org/133rd/lay\\_lang.html](http://www.acoustics.org/133rd/lay_lang.html)

[www.classroomacoustics.com](http://www.classroomacoustics.com)

[www.no-noise.org/groups/qc/index.htm](http://www.no-noise.org/groups/qc/index.htm)

Karen Anderson has been an educational audiologist for more than 15 years, is a past President of the Educational Audiology Association (EAA) has been an EAA representative to the Classroom Acoustics Consortium Task Force, and is an A.G. Bell member. She has recently begun doctoral studies in Tallahassee, FL, and can be contacted at [karenla@ix.netcom.com](mailto:karenla@ix.netcom.com).



**POSITION:** Mum

**JOB DESCRIPTION:** Long term team players needed for challenging permanent work in an often chaotic environment. Candidates must possess excellent communication and organizational skills and be willing to work variable hours, which will include evenings and weekends and frequent 24 hour shifts on call. Some overnight travel required, including trips to primitive camping sites on rainy weekends and endless sports tournaments in faraway cities. Travel expenses not reimbursed. Extensive courier duties also required.

**RESPONSIBILITIES:** Must provide on-the-site training in basic life skills, such as nose blowing. Must have strong skills in negotiating, conflict resolution and crisis management. Ability to suture flesh wounds a plus. Must be able to think out of the box but not lose track of the box, because you most likely will need it for a school project. Must reconcile petty cash disbursements and be proficient in managing budgets and resources fairly, unless you want to hear, "He got more than me!" for the rest of your life.

Also, must be able to drive motor vehicles safely under loud and adverse conditions while simultaneously practicing above mentioned skills in conflict resolution. Must be able to choose your battles and stick to your guns. Must be able to withstand criticism, such as "You don't know anything." Must be willing to be hated at least temporarily, until someone needs \$5 to go skating. Must be willing to bite tongue repeatedly. Also, must possess the physical stamina of a pack mule and be able to go from zero to 60 mph in three seconds flat in case, this time, the screams from the backyard are not someone just crying wolf.

Must be willing to face stimulating technical challenges, such as small gadget repair, mysteriously sluggish toilets and stuck zippers. Must screen phone calls, maintain calendars & coordinate production of multiple homework proj-



ects.

Must have ability to plan and organize social gatherings for clients of all ages and mental outlooks. Must be willing to be indispensable one minute, an embarrassment the next. Must handle assembly and product safety testing of a half million cheap, plastic toys and battery operated devices.



Also, must have a highly energetic entrepreneurial spirit, because fund-raiser will be your middle name. Must have a diverse knowledge base, so as to answer questions such as "What makes the wind move?" or "Why can't they just go in and shoot Saddam Hussein?" on the fly. Must always hope for the best but be prepared for the worst. Must assume final, complete accountability for the quality of the end product.



Responsibilities also include floor maintenance and janitorial work throughout the facility.



**POSSIBILITY FOR ADVANCEMENT AND PROMOTION:** Virtually none. Your job is to remain in the same position for years, without complaining, constantly retraining and updating your skills, so that those in your charge can ultimately surpass you.



**PREVIOUS EXPERIENCE:** None required, unfortunately. On-the-job training offered on a continually exhausting basis.



**WAGES AND COMPENSATION:** You pay them, offering frequent raises and bonuses. A balloon payment is due when they turn 18 because of the assumption that college will help them become financially independent.



When you die, you give them whatever is left. The oddest thing about this reverse-salary scheme is that you actually enjoy it and wish you could only do more.

**BENEFITS:** While no health or dental insurance, no pension, no tuition reimbursement, no paid holidays and no stock options are offered, job supplies limitless opportunities for personal growth and free hugs for life if you play your cards right!!

### THE IMAGES OF MOTHER!

#### 4 YEAR OF AGE

My mummy can do anything!

#### 8 YEARS OF AGE

My mum know a lot! A whole lot!

#### 12 YEARS OF AGE

My Mother doesn't really know quite everything

#### 14 YEARS OF AGE

Naturally, Mother doesn't know that either

#### 16 YEARS OF AGE

Mother? She's hopelessly old-fashioned

#### 18 YEARS OF AGE

That old women? She's way out of date!

#### 25 YEARS OF AGE

Well, she might know a little bit about it

#### 35 YEARS OF AGE

Before we decide, let's get Mums opinion

#### 45 YEARS OF AGE

Wonder what Mum would have thought about it?

#### 65 YEARS OF AGE

Wish I could talk it over with Mom



# CAMP NEWS

## PHISA OLYPMICS 2000



Preparations for our camp in August are well under way! Part of the planning process is organising carers for the children (for the times parents are listening to guest speakers) and menu and food requirements for everyone. To assist us with this phase of the planning we are seeking an expression of interest from those PHISA members who are going to go to the camp. The actual date of the camp is the 4th-6th August. We would like members to complete the form below detailing their wish to attend the camp, numbers and ages of children attending.

The PHISA committee is working hard towards making this the best camp ever. We really need some help from some of our other PHISA members in helping with camp preparations. A lot of the jobs are not really difficult or even time consuming. For example it could be simply going and collecting a previously arranged donation from an organisation, or helping with collating camp information packs, or assisting with assigning members to groups or planning the kitchen roster for groups etc. Another area we need help with is the morning and afternoon teas. You may be able to make some cakes and slices for morning or afternoon tea. These could be brought to the camp with you.

We will also be having a camp sub-committee to work on camp arrangements. Joining this committee provides the chance to meet other parents who will be attending the camp, having a say in the sorts of things we offer at the camp etc. The sub-committee will only meet when necessary and quite often things can be decided and acted on via a simple phone call.

The PHISA camp is always a fun time for all the family. To help us make this the best camp yet WE NEED YOUR HELP. Please complete the slip below and return to PHISA.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_  
\_\_\_\_\_

DAY TIME CONTACT NUMBER \_\_\_\_\_

NUMBER OF ADULTS \_\_\_\_\_ NUMBER OF CHILDREN \_\_\_\_\_

AGE OF CHILDREN \_\_\_\_\_

COMMUNICATION MODE: \_\_\_\_\_ INTERPRETER REQUIRED

ANY SUGGESTIONS FOR PREFERRED GUEST SPEAKERS: (E.G. HEARING AID TECHNOLOGY, ADULT COCHLEAR IMPLANT

USERS OR HEARING IMPAIRED.) \_\_\_\_\_

I am willing to assist PHISA with the family camp by

- Joining the camp sub-committee       Assisting with collecting donated materials  
 Assisting with collating camp material       Pre-preparing cakes/slices for morning and afternoon teas



Michael is the kind of guy you love to hate. He is always in a good mood and always has something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!" He was a natural motivator. If an employee was having a bad day, Michael was there telling the employee how to look on the positive side of the situation. Seeing this style really made me curious, so one day I went up to Michael and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?"

Michael replied, "Each morning I wake up and say to myself, Mike you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood. I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, it's not that easy," I protested.

"Yes, it is," Michael said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you react to situations. You choose how people will affect your mood. You choose to be in a good mood or bad mood. The bottom line: It's your choice how you live life."

I reflected on what Michael said. Soon thereafter, I left the tower industry to start my own business. We lost touch, but I often thought about him when I made a choice about life instead of reacting to it.

Several years later, I heard that Michael was involved in a serious accident, falling some 60 feet from a communications tower. After 18 hours of surgery and weeks of intensive care, Michael was released from the hospital with rods placed in his back.

I saw Michael about six months after the accident. When I asked him how he was, he replied, "If I were any better, I'd be twins. Wanna see my scars? I declined to see his wounds, but did ask him what had gone through his mind as the accident took place.

"The first thing that went through my mind was the well being of my soon to be born daughter," Michael replied. "Then, as I lay on the ground, I remembered that I had two choices: I could choose to live or could choose to die. I chose to live."

"Weren't you scared? Did you lose consciousness?" I asked.

Michael continued, "...the paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the ER and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read 'he's a dead man.' I knew I needed to take action."

"What did you do?" I asked.

"Well, there was a big burly nurse shouting questions at me," said Michael. "She asked if I was allergic to anything. 'Yes', I replied. The doctors and nurses stopped working as they waited for my reply. I took a deep breath and yelled, 'Gravity'."

"Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'"



Michael lived, not just due to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully.

# MEDIA RELEASE

*What the Press had to say . .*

*Advertiser Nov 1999*

*"a complex . . engrossing offering. Fraser takes her audience into the dark side of the maternal psyche . . but not without humour. Stories from the Interior is an intensely personal journey and a brave step for a performer to take - it is also an impressive merging of art forms."*

*Broad Sheet Summer '99/2000*

*"Fraser voiced thoughts usually left unsaid, or if spoken, concealed silently between the pages of a novel or a book of poetry, thoughts about love and pain, desperation and liberation, exhaustion and elation . . . For Fraser, the ability to transform the above the din of domesticity. A powerful performer . . . holding her audience captive . . . move us in a way television rarely does."*

*Real Time June - July 1999*

*"The illumination for her subtle movement comes from a video monitor running home video footage. Meanwhile stretched across the back wall are the beginnings of her video manipulations into a painstaking choreography on the family from her place within it".*

*Real Time Oct - Nov 1999*

*"This roller coaster narrative of coming to terms with the love and pain and the whole damn thing of having to be reborn in the wake of the birth on ones children, dredges up an oft forgotten dimension of how we perceive of the political, where a pin point of anonymity in the suburbs can in fact have all the makings of a spectacle . . . In the brave new world of identity politics 'Threshold' is an instant classic."*

adelalide  
fringe  
2000

## *Adelaide Fringe Festival*

*Top Floor 66 Hindley St. next to Flash Bar  
A PLAY BY A PHISA MEMBER . . .*

## *Stories from the Interior . . . Shedding*

*WRITTEN & PERFORMED BY SUSIE FRASER*

*Sat 26th Feb - Thur 9th March 8.30pm*

*Fri 3rd March Matinee only 1.00pm*

*Sat 4th March at 6.00pm and 10.00pm*

*No performances Sunday or Monday*

*Bookings through Fringe Tix 8201 4567*

*A woman reflects on a decade of child rearing - lost years / abundant years. In this personal exploration of family life, being a carer and keeping one's sanity. The work is a potent mix of text, improvised movement and visual imagery . . . Susie is the mother of three small children, she has twins one of whom is vision and hearing impaired. This is the first piece she has made since having her children!*