

2008

Teacher burnout: A look at stressors affecting teachers of the deaf

Caroline Leigh Holstein

Follow this and additional works at: http://digitalcommons.wustl.edu/pacs_capstones



Part of the [Medicine and Health Sciences Commons](#)

Recommended Citation

Holstein, Caroline Leigh, "Teacher burnout: A look at stressors affecting teachers of the deaf" (2008). *Independent Studies and Capstones*. Paper 66. Program in Audiology and Communication Sciences, Washington University School of Medicine. http://digitalcommons.wustl.edu/pacs_capstones/66

This Thesis is brought to you for free and open access by the Program in Audiology and Communication Sciences at Digital Commons@Becker. It has been accepted for inclusion in Independent Studies and Capstones by an authorized administrator of Digital Commons@Becker. For more information, please contact engeszer@wustl.edu.

**Teacher Burnout: A Look at Stressors
Affecting Teachers of the Deaf**

by

Caroline Leigh Holstein

**An Independent Study submitted in partial fulfillment of the
requirements for the degree of:**

Master of Science in Deaf Education

**Washington University School of Medicine
Program in Audiology and Communication Sciences**

May 16, 2008

**Approved by:
Christine Clark, M.A.Ed., Independent Study Advisor**

Abstract: Surveys addressing the issues of burnout among teachers of the deaf were sent to teachers in private oral schools. Forty-seven surveys were returned, providing insight into specific factors contributing to burnout.

Acknowledgments

I would like to thank Chris Clark for all of the time and energy she put into reviewing my Independent Study. Without all of her guidance, this project would look nothing like it does today.

I would also like to thank all of the teachers who took the time out of their (obviously) busy schedules to fill out my survey. Hopefully this study will highlight the areas in which the field needs improvement, and help those teachers to have an even more fulfilling career.

Table of Contents

- Discussion 2
- Method 9
- Results 11
- Conclusion 22
- References 24
- Appendix A- Cover Letter 25
- Appendix B- Survey 26
- Appendix C- Raw Data 27
- Appendix D- Comparison Graphs 35
- Appendix E- Handout

Discussion

“A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils.” –Ever Garrison

“Don’t try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed.” –Marva Collins

“Teacher: the child’s third parent.” –Hyman Berstan

“If a doctor, lawyer, or dentist had forty people in his office at one time, all of whom had different needs, and some of whom didn’t want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher’s job.” –Donald D. Quinn

“In teaching you cannot see the fruit of a day’s work. It is invisible and remains so, maybe for twenty years.” –Jacques Barzun

As shown in the quotes above, teaching is a difficult and yet often underappreciated career. A teacher in a general education classroom must assume the responsibility of imparting knowledge in a variety of content areas, acting as a model both morally and socially, motivating the students to learn while maintaining enthusiasm, and working in conjunction with parents among many other duties.

In addition to this multitude of responsibilities, teachers of the deaf face even more. They must have a strong background in audiology, be able to individualize instruction, work with a variety of secondary diagnoses, play a major role in the IEP (Individualized Education Plan) process, and know the nuances that separate teaching children who are deaf or hard of hearing from those who are typically developing. When taking into consideration everything that goes into teaching this population, it is no wonder that there is such a high rate of burnout. According to Herbert Freudenberger, who coined the term “burnout,” it is defined as a debilitating psychological condition

brought about by unrelieved work stress, resulting in depleted energy and emotional exhaustion, lowered resistance to illness, increased depersonalization in interpersonal relationships, increased dissatisfaction and pessimism, increased absenteeism, and work inefficiency (Freudenberger, 1974).

According to Robert L. Veninga and James P. Spradley, burnout develops in five distinct stages. Stage 1, or the “Honeymoon Stage”, is marked by high job satisfaction, creativity, commitment, and energy. The professional begins to develop coping strategies to handle the stress that begins to arrive. If the strategies are positive and adaptive, the professional should stay in Stage 1. Stage 2 is also known as the “Balancing Act.” In this stage, some days seem easier than others. There is a marked increase in job dissatisfaction, work inefficiency, sleep disturbances, fatigue, and the use of escapist activities. Stage 3, or the “Chronic Symptoms Stage” is marked by increased intensity of Stage 2 symptoms, as well as chronic exhaustion, physical illness, anger, and depression. Stage 4, also known as the “Crisis Stage,” is when the symptoms become critical. In this stage, physical symptoms intensify and increase in number, the professional begins to obsess about work frustrations, pessimism and self-doubt dominate thinking, and the professional begins to develop an escapist mentality. The final stage is known as the “Enmeshment Stage.” In this stage, the symptoms of burnout are so embedded in the professional’s life that they are likely to be labeled as having a significant physical or emotional problem (Veninga and Spradley, 1981).

People in all careers experience stress at one time or another. Some individuals bear so much stress that it eventually leads to burnout. Unfortunately, teaching is a profession in which the risk of burnout is much higher (winona.edu, March 20, 2008).

Many different integral aspects of the teaching profession are exactly what cause stress and may eventually lead to burnout. One such aspect of teaching is the fact that many people who go into teaching are people who have high ideals of service to others. High expectations combined with service-oriented professions in which the focus is not on oneself lead to a higher rate of burnout. Another aspect of teaching that may contribute to burnout is the fact that teachers do not punch a clock. They often take physical work and emotions home with them. Because there is not a definite line on where a teacher's job ends, it may be difficult to separate their personal from their professional life. A third aspect of teaching which causes stress and burnout is high demands and expectations from the public, with low monetary compensation. Red tape, regulations, and mandates work as additional hurdles that are encountered on an everyday basis. A final aspect of the teaching profession that may lead to burnout is the fact that a classroom is an ever-changing environment. No matter how much education a teacher has, or how much planning they do, they will never be entirely prepared for every situation they will encounter. All of the items listed are integral parts of the teaching profession which cannot be avoided. Therefore, it is necessary that the teacher learn to accept these facts and learn to cope with the stress that results in whatever way works for them (winona.edu, March 20, 2008).

Teachers who work in the field of deaf education are affected by stress from the factors previously listed, but also face additional stressors. The working conditions of teachers of the deaf are constantly changing due to changes in the Individuals with Disabilities Act (IDEA) and increasing societal pressures (Luckner and Hanks, 2003). IDEA is a piece of legislation that governs how state and public agencies provide early

intervention, special education, and related services to children with disabilities, ranging in age from birth to twenty-one years. IDEA was adopted in 1975, but has been continuously amended to include new rules and regulations ever since (idea.ed.gov, March 14, 2008). Teachers in special education must be educated on the requirements and keep themselves updated on IDEA in order to provide appropriate education and services to their students with disabilities.

Continuously improving technology is another way in which teaching children who are deaf or hard of hearing is changing. The face of education has changed due to the advent of digital hearing aids and cochlear implants. These devices are providing more children who are deaf or hard of hearing with a better auditory signal than ever. Capitalizing on these advances in technology are teachers using the oral method of deaf education. The oral method requires the use of amplification devices, intensive early intervention, ongoing speech and language therapy, and the development of listening skills. Teachers using this method must be familiar with the different types of amplification devices used by their students, know how to troubleshoot them, teach children how to monitor their own devices, and also be able to explain how the devices work and how to troubleshoot them to the students' parents. This is a difficult task when realizing that the technology is constantly changing (West, 2008).

Along with the changing standards of IDEA and the advancements of amplification devices come increased expectations of success. Parents of children who are deaf and hard of hearing in oral education programs expect that their children will learn to listen, talk, and function in the hearing world. Success in the oral method depends on an intensive educational program that requires specialized education and

training, time-consuming planning, and dedication of the teacher. These demands, along with societal pressure, have the ability to create enough stress on the teacher that the potential for burnout arises.

In 2003, John Luckner and Julie Hanks assessed the job satisfaction of teachers of students who are deaf or hard of hearing with the use of a questionnaire. Luckner and Hanks defined job satisfaction as, “an affective response to one’s job as a whole or to particular facets of it. (Luckner and Hanks, 2003). They hypothesized that a favorable attitude towards one’s job would lead to motivation to remain in and perform the job. Oppositely, job satisfaction and stress would lead to attrition. The population surveyed included itinerant, elementary, secondary, and resource room teachers. Fifty-nine items were presented as possible factors for stress, and respondents were required to rate them on a scale from one (very unsatisfied) to four (very satisfied). The results show that the teachers surveyed were overall satisfied with their jobs, with fifty-one of the fifty-nine items being ranked as positive. Ranked most positive on the list of items was the teachers’ relationships with colleagues. Amount of paperwork, state assessment testing, and lack of family involvement were rated as least satisfying. The different types of teachers were divided into groups, and the groups’ scores were compared. The results show that each groups’ scores correlated with the averages of the entire population surveyed.

A variety of other studies focusing on special education in general have proven that burnout is a problem that affects many teachers in the field. A study by Erling Boe et al. sampled more than 46,000 public school teachers, and found a chronic annual shortage of certified special education teachers. This level was almost twice that among general

education teachers. They also found that the turnover rate for special educators was twenty percent, while for general educators, it was only thirteen percent (Boe, Cook, Bobbitt, and Terhanian, 1998). Another study, conducted by David Miller, Mary Brownell, and Stephen Smith surveyed public school teachers in special education to find what the most common factors that predict whether teachers stay in, leave, or transfer from special education classrooms. Their research shows that the most common factors were insufficient certification, perceptions of high stress, and perceptions of poor school climate. When subjects who left special education were interviewed, they reported feeling unsupported, unprepared, and overwhelmed by student needs and job responsibilities (Miller, Brownell, and Smith, 1999). Finally, Janice Schnorr completed a study in 1995 in which she interviewed special education teachers to determine the incentives and deterrents for individuals in their field. Schnorr found that one of the main incentives for staying in special education was support of the principal, which was cited by eighty-eight percent of the respondents. Common deterrents mentioned included paperwork, high caseloads, number of required meetings, and job stress (Schnorr, 1995). All of the previously discussed studies reveal that teachers in the field of special education in public schools are more likely to experience stress and burnout than their peers in general education.

This study attempts to pinpoint the factors which contribute to the reported high rate of burnout among teachers of the deaf. Because the majority of the research on this topic is focused on teachers in public school settings, I have focused this study on teachers in private oral deaf education schools. In order to obtain this information, I sent out surveys to these teachers that included questions about demographics, as well as a

scale to rate ten different items that may contribute to burnout. I also included a section in which teachers could add comments about their feelings on the issue. Using this information, I compared and contrasted the factors that contribute to burnout for both teachers of the deaf in the public school setting as well as in private oral schools for the deaf. I also developed a handout that included information about how to avoid burnout, and sent it to those teachers who requested a copy. Hopefully, the results from this study will be utilized to help both administrators and teachers alleviate stress and avoid burnout.

Method**Participants:**

It is unknown how many surveys were actually distributed. Surveys were sent via email to administrators in thirty-five schools. The administrators were then asked to forward it to all the teachers in the school. I received responses from forty-seven teachers of the deaf who are currently employed in private oral education schools. The schools represented are located in every geographic region of the United States, as well as in Australia. To ensure that each of the participants were teachers in private schools that utilized the oral method of deaf education, I used the website for the Alexander Graham Bell Association for the Deaf and Hard of Hearing. A possible disadvantage to this method of recruiting subjects is that the return rate of the surveys is unknown. However, email was utilized to help recruit a larger number of subjects. The demographic data of the participants is located in Appendix C.

Procedure:

In order to find participants for this study, I e-mailed the principals of thirty-five oral school listed on the website for the Alexander Graham Bell Association for the Deaf and Hard of Hearing on February 12, 2008. I attached a cover letter (found in Appendix A) and the survey (found in Appendix B) to the e-mail, and asked that the principal forward it to every teacher in their school. Because of this method, I was not able to determine how many surveys were actually sent out. In the cover letter, I asked that the teachers fill out the survey, and simply return it directly to me by e-mail. In order to obtain more completed surveys, I hand-delivered paper copies of the cover letter and

survey to all teachers at the Central Institute for the Deaf. I asked the teachers to return the surveys to a folder located in an office in the building. I assured the teachers that the results from the surveys would be kept completely anonymous.

The survey consisted of two pages. The first asked questions to obtain demographic data, and also asked whether the participants would like a copy of the handout about reducing stress developed as part of the project. The second page included ten items which I hypothesized may be factors contributing to burnout for teachers of the deaf in private oral schools. These hypotheses were based on data gathered from previous studies conducted in the area of burnout among teachers of the deaf. The participants were asked to rate each item on a scale of one to five with the numbers representing the following:

- 1= Very Unsatisfied
- 2= Somewhat Unsatisfied
- 3= Neutral
- 4= Somewhat Satisfied
- 5= Very Satisfied

A section for additional comments was left at the bottom of the second page of the survey.

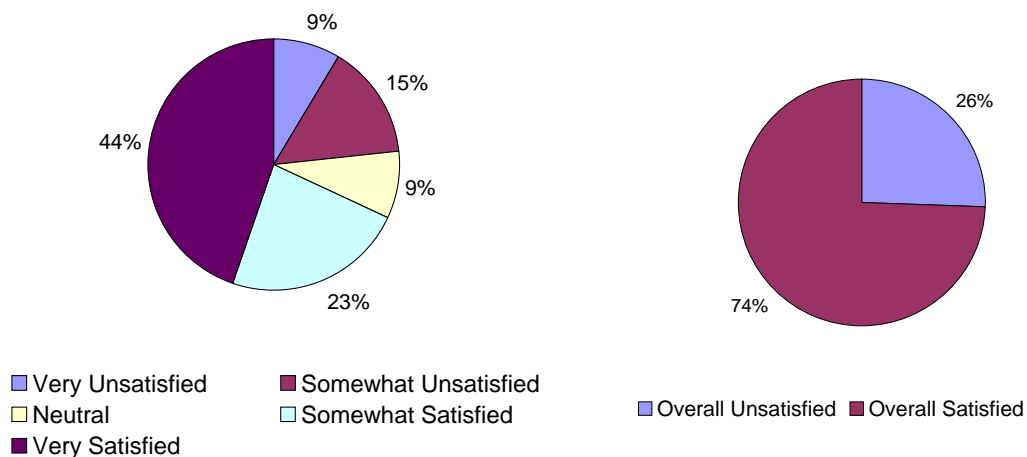
Using the results from the survey, as well as previous research, I developed a handout for teachers with information and tips to help reduce stress. The handout was sent via e-mail to all administrators and teachers who requested it.

Results

The results from each question on the survey were tallied and illustrated in pie-chart form using Microsoft Excel. The outcomes of all the questions can be seen in Appendix E. The outcomes as well as rationale including each question are shown on the following pages.

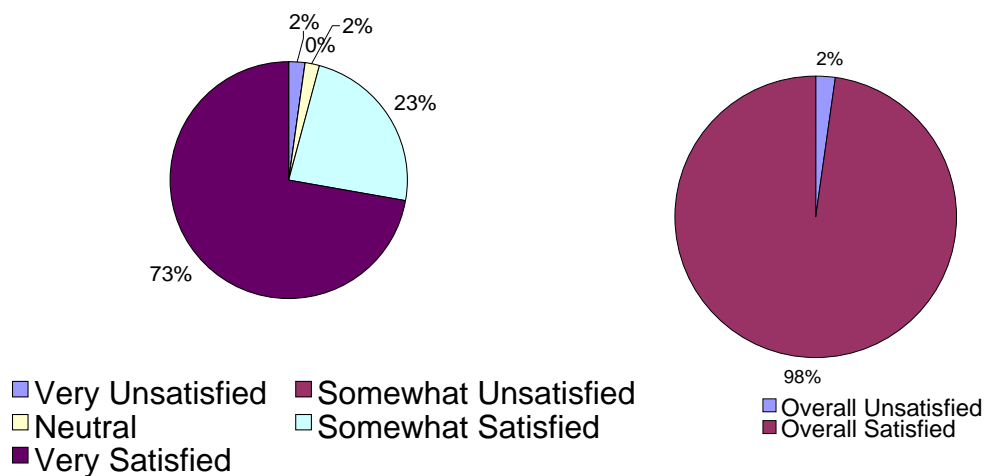
Item 1: Support from Administrators

This item was included because it was shown by eighty-eight percent of all respondents in Janice Schnorr’s study on the factors that contribute to teacher’s leaving the field of special education, as a reason to remain in the field (Schnorr 1995). The results from this study show that forty-four percent of all participants were very satisfied with the support they received from their administrators. Twenty-three percent of participants were somewhat satisfied, and nine percent were neutral. Oppositely, fifteen percent of participants were somewhat unsatisfied and nine percent were very unsatisfied. For purposes of comparison, I grouped the categories of “Very Satisfied” and “Somewhat Satisfied” together to create a category titled “Overall Satisfied.” Likewise, I created a category titled, “Overall Unsatisfied” from the categories of “Very Unsatisfied” and “Somewhat Unsatisfied.” When comparing these two categories, sixty-seven percent of teachers responded that they were overall satisfied with the support they received from administrators, while twenty-four percent responded that they were overall unsatisfied. These results are shown in the chart below.



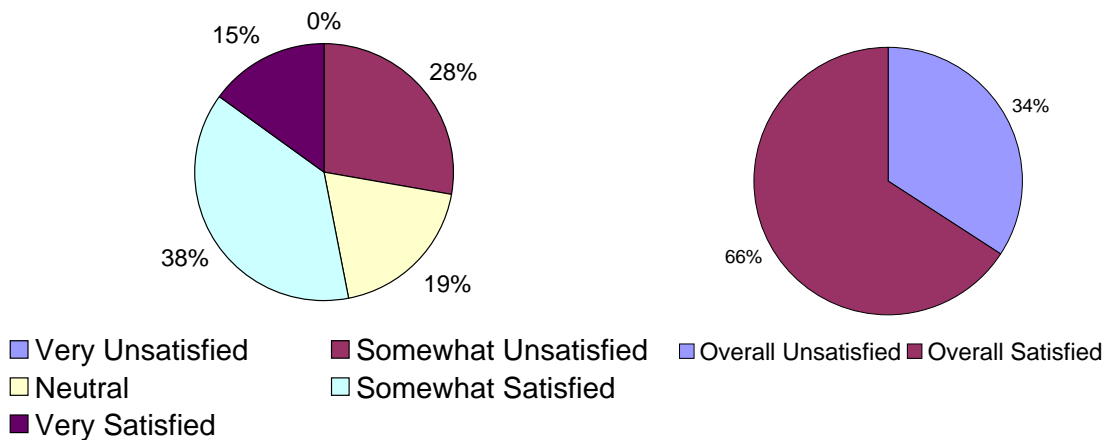
Item 2: Support from Other Teachers

This item was included because I believed that it was correlated with item one. In other studies, support from administration was shown to be very important to most of the respondents. Therefore, I believe that support from other teachers would be deemed as important as well. This study found that seventy-three percent of the participants were very satisfied with the support they received from other teachers, and twenty-three percent were somewhat satisfied. Two percent of the participants were neutral about the topic, while two percent were very unsatisfied, and no one was somewhat unsatisfied. When deleting the neutral category, the study shows that ninety-eight percent of teachers were overall satisfied with the support they received from other teachers, while only two percent were overall unsatisfied. The results of this question are shown below.



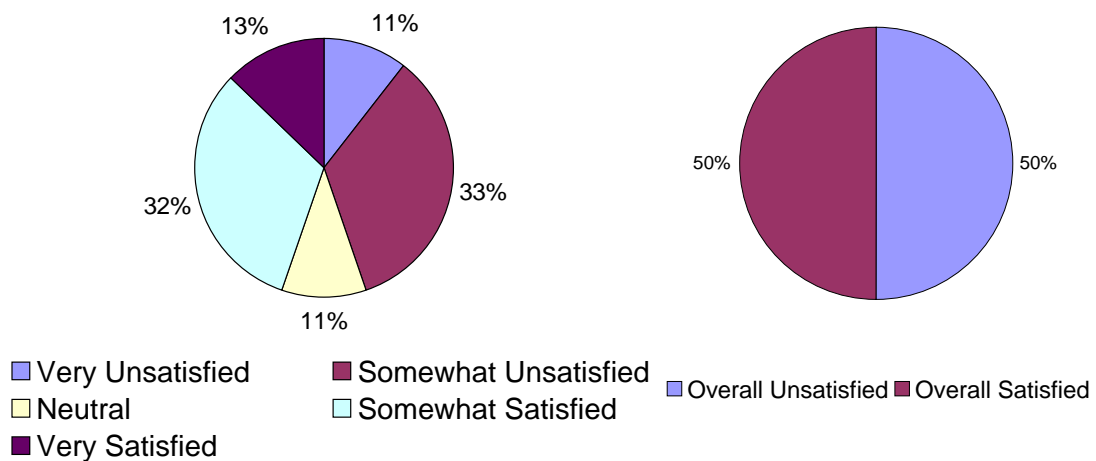
Item 3: Parent Involvement

I chose to include this item in my survey because of personal experience. In my student teaching rotations, I have worked with several teachers who have voiced concerns about the amount of parental involvement they have experienced. The results of this study show that fifteen percent of participants indicated that they were very satisfied with parental involvement, and thirty-eight percent were somewhat satisfied. Nineteen percent of participants were neutral on the topic, while twenty-eight percent were somewhat unsatisfied and no participants were very unsatisfied. When breaking the data into two groups, it is apparent that sixty-six percent of respondents were overall satisfied, while thirty-four percent were overall unsatisfied. The results are shown below.



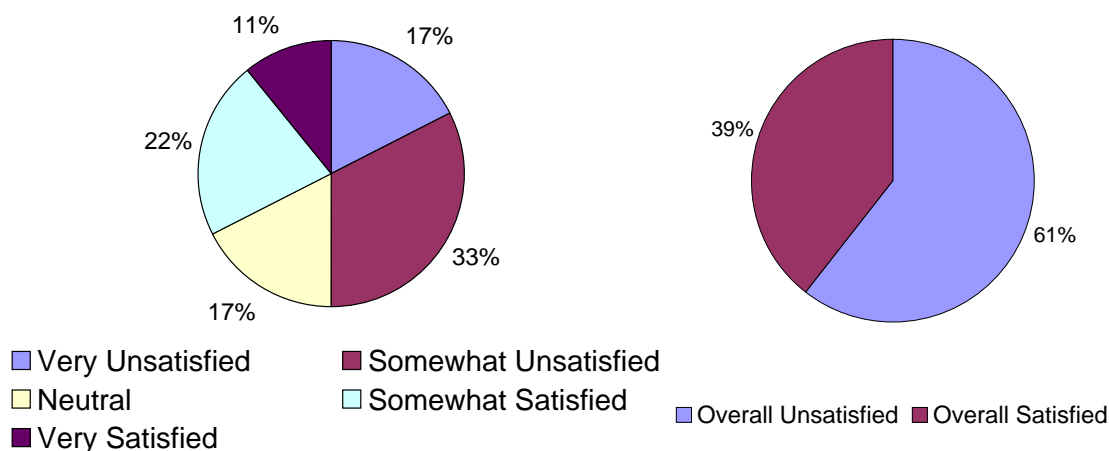
Item 4: Time Allotted for Planning

This item was included in the survey because it was cited in several previous studies as a major cause for stress among teachers in special education. This study shows that thirteen percent of participants were very satisfied with the time they were given for planning, and thirty-two percent were somewhat satisfied. Eleven percent indicated that they were neutral on the topic, while thirty-three percent were somewhat unsatisfied and eleven percent were very unsatisfied. This breaks down to half of participants being overall satisfied and half being overall unsatisfied.



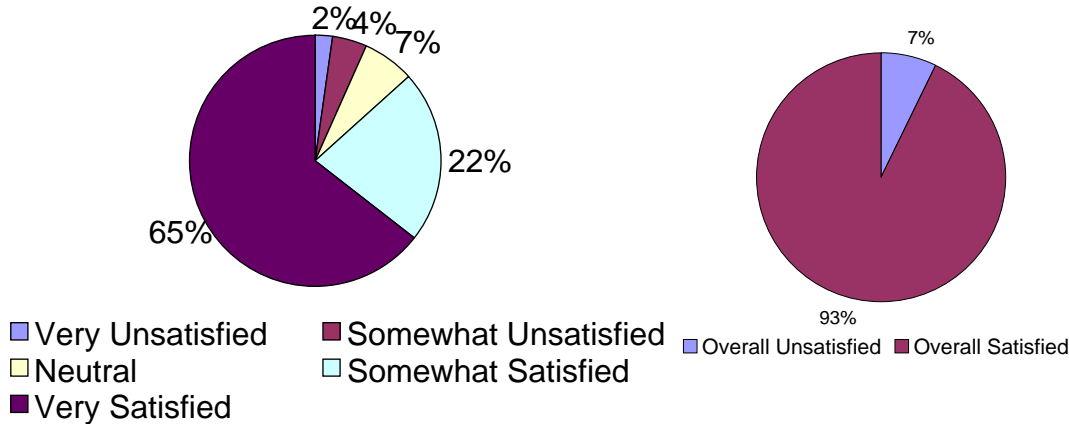
Item 5: Time Allotted for Non-Teaching Activities

Examples of non-teaching activities include staff meetings, IEP meetings, parent-teacher conferences, among others. I included this item on the survey because teachers are not paid hourly, and many of their responsibilities must be completed outside of normal school hours. Therefore, the amount of time spent on these activities may lead to stress and burnout. My study indicates that eleven percent of respondents were very satisfied with the time allotted for non-teaching activities, and twenty-two percent were somewhat satisfied. Seventeen percent were neutral on the topic, while thirty-three percent were somewhat unsatisfied and seventeen percent were very unsatisfied. This shows that only thirty-nine percent were overall satisfied, while sixty-one percent were overall unsatisfied.



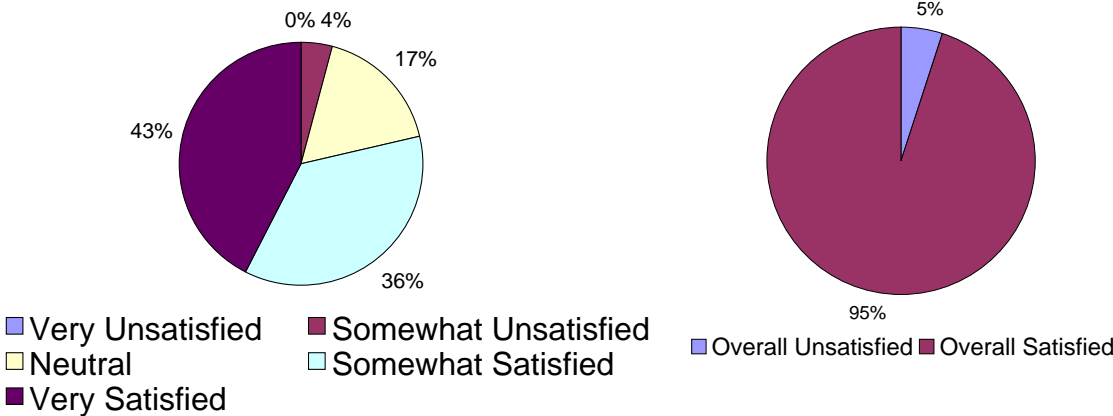
Item 6: Number of Students on Caseload

This item was included on the survey because it was cited in many previous studies as a major reason for stress. This study shows that sixty-five percent of participants were very satisfied with the number of students on their caseload, and twenty-two percent were somewhat satisfied. Seven percent of participants were neutral on the topic, while four percent were somewhat unsatisfied and two percent were very unsatisfied. This data shows that only seven percent of all participants were overall unsatisfied, while ninety-three percent were overall satisfied.



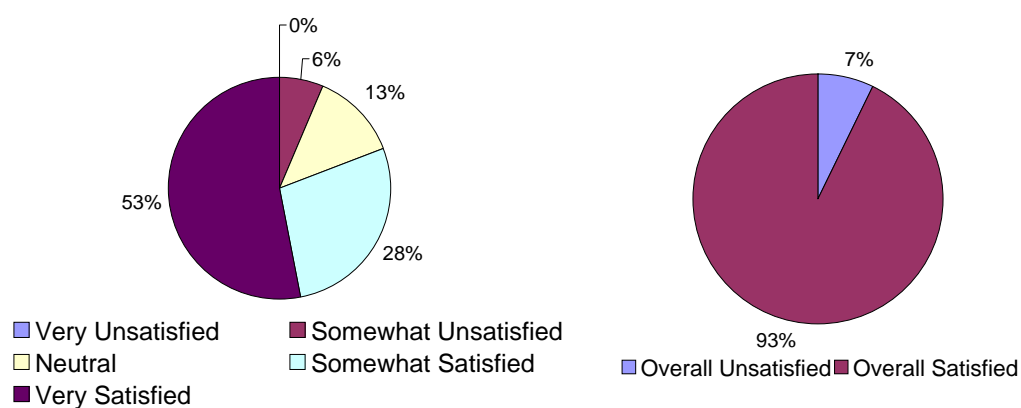
Item 7: Student Behavior

This item was included because it was cited in previous studies as a cause of stress. This study found that forty-three percent of participants were very satisfied with student behavior, and thirty-six percent were somewhat satisfied. Seventeen percent of participants were neutral on the topic, while thirty-six percent were somewhat unsatisfied and no participants were very unsatisfied. This data can be broken down to show that only five percent of participants were overall unsatisfied, while ninety-five percent were overall satisfied.



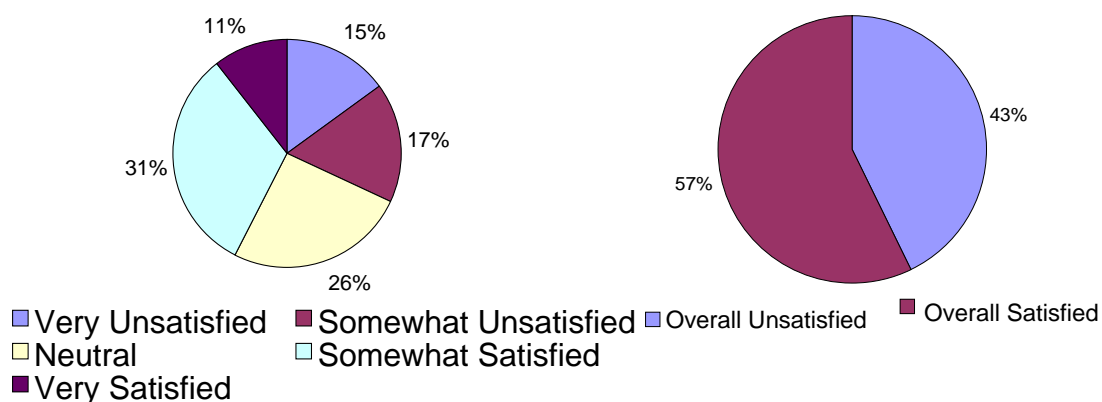
Item 8: Physical Work Environment

This item was included in the survey because it was cited in many previous studies as a cause of stress. I believed that my survey would find different results because the work environments of teachers of the deaf in public schools are usually very different from the environments of private oral schools for the deaf. My results show that fifty-three percent of participants were very satisfied with their physical work environments, and twenty-eight percent were somewhat satisfied. Thirteen percent of participants were neutral on the topic, while six percent were somewhat unsatisfied and zero participants were very unsatisfied. This shows that only seven percent of participants were overall unsatisfied while ninety-three percent were overall satisfied.



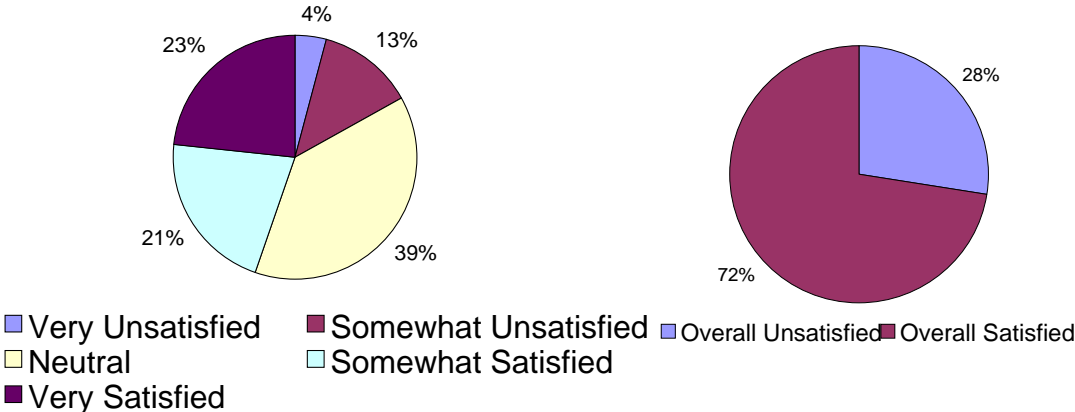
Item 9: Salary

Salary was included as an item on the survey because many previous studies have shown that teachers in special education are unsatisfied with their salaries. My study shows that eleven percent of the participants were very satisfied with their salaries, and thirty-one percent were somewhat satisfied. Twenty-six percent of respondents were neutral on the topic, while seventeen percent were somewhat unsatisfied and fifteen percent were very unsatisfied. This data reveals that forty-three percent of participants were overall unsatisfied while fifty-seven percent were overall satisfied.



Item 10: Opportunity for Advancement

This item was included in the survey because it was listed on several surveys in previous studies. The results from this survey show that twenty-three percent of the participants were very satisfied with their opportunity for advancement, and twenty-one percent were somewhat satisfied. Thirty-nine percent were neutral on the topic, while twenty-one percent were somewhat unsatisfied and four percent were very unsatisfied. This shows that twenty-eight percent were overall unsatisfied with their opportunity for advancement, while seventy-two percent were overall satisfied.



Conclusion

When comparing the results of my study to the results of John Luckner and Julie Hanks, it is apparent that there are some differences between the factors of stress and burnout in teachers in the public school setting and teachers in private oral schools. The items on the survey from that study and the items on the survey from this study are not identical because not all items are applicable to teachers in both settings. Where appropriate, I have compared my results to the results of this previous study.

When asked about their feelings on parental involvement, sixty-six percent of the participants in my study responded that they were somewhat or very satisfied. When compared to the sixty percent of participants in Luckner and Hanks' study who responded that they were somewhat or very unsatisfied, it can be concluded that teachers in the private oral setting are more satisfied with the amount of parental involvement they experience. This may be due to a variety of factors that were not investigated as part of this study.

Out of the forty-seven respondents in my study, sixty-one percent were overall unsatisfied with the amount of time they had for non-teaching activities. In Luckner and Hanks' study, fifty-eight percent of participants responded that they were either somewhat or very unsatisfied when asked about the same topic. These percentages are so similar that it can be concluded teachers in both public schools and private oral schools experience stress due to lack of time for non-teaching activities. Similar results were found in both studies when participants were asked if they were satisfied with amount of time they had for planning. In both studies, fifty percent responded that they were overall satisfied and fifty percent were overall unsatisfied.

When asked about their feelings about support from other teachers, participants from both studies were overall satisfied. My study shows that ninety-eight percent of participants were overall satisfied with the support they received from other teachers, while ninety-four percent of participants from Luckner and Hanks' study were overall satisfied (Luckner and Hanks, 2003).

Janice Schnorr's study revealed that support from administration is a major incentive for remaining in the field of special education (Schnorr, 1995). Seventy-four percent of the participants in my study responded that they were overall satisfied with the support they receive from administrators. This shows that the majority of participants in this study have an incentive to stay in the field of deaf education, in the setting where they are currently employed.

From the results of this survey, it can be concluded that teachers in private oral schools for the deaf and hard of hearing are overall satisfied with their jobs. This is encouraging when compared to the data that shows a high rate of burnout among special educators. Hopefully, the results from this survey and my handout about ways to avoid stress and burnout can be used to help reduce the stress experienced by teachers in the setting so that job satisfaction levels can be raised even higher.

References

- Boe, E., Cook, L., Bobbitt, S., and Terhanian, G. (1998). THE Shortage of Fully Certified Teachers in Special and General Education. *Teacher Education and Special Education*, Volume 21, 1-21.
- Freudenberger, H. (1974). STAFF Burnout. *Journal of Social Issues*, Volume 30, 159-164.
- Luckner, J. and Hanks, J. (2003). JOB Satisfaction: Perceptions of a National Sample of Teachers of Students who are Deaf or Hard of Hearing. *American Annals of the Deaf*, Volume 148, 5-17.
- Miller, D., Brownell, M., and Smith S. (1999). FACTORS that Predict Teachers Staying In, Leaving, or Transferring from the Special Education Classroom. *Exceptional Children*, Volume 65.
- Schnorr, J. (1995). TEACHER Retention: A CSPD Analysis and Planning Model. *Teacher Education and Special Education*, Volume 18, 22-38.
- U.S. Department of Education. (n.d.). *Building the Legacy: IDEA 2004*. Retrieved March 22, 2008, from <http://idea.ed.gov/>.
- Veninga, R., and Spradley, J. *THE Work Stress Connection: How to Cope with Job Burnout*. (New York, Ballantine Books, 1981).
- West, J. Personal Communication. Foundations of Deafness class, Spring, 2008.
- Winona State University. (n.d.). *Stress Management Website*. Retrieved March 20, 2008, from <http://www.winona.edu/stress/Default.HTML>.

APPENDIX A

Cover Letter

To Whom It May Concern:

My name is Caroline Holstein and I am a second year Deaf Education student at Washington University School of Medicine in the Program in Audiology and Communication Sciences. I am currently working on my independent study, examining the reasons behind the high rate of burnout among teachers of the deaf. I am trying to get as many responses as possible to my survey to ensure accurate results, so if you could forward this email to your employees, I would really appreciate it. To complete it, simply open the attachment, answer the questions directly onto the survey, and email it back to me at holsteinc@msnotes.wustl.edu. If you have any questions or comments, do not hesitate to contact me. Thank you very much for your cooperation.

-Caroline Holstein

APPENDIX B

Teacher Burnout Survey

* General Information*

Name (optional):

Age (underline one): 21-25 26-30 31-35 36-40 41-45 46-50 50+

School/School District:

Position:

Years at this Setting: Years in Deaf/Special Education:

Age Group with which you primarily work:

Educational Philosophy Used at your School (underline one):

Auditory Verbal

Aural/Oral

Total Communication

Other

Number of Years You Plan to Stay in Deaf/Special Education:

5 or less 6-10 10-15 16 or more

Would you like a copy of the two-page resource guide being formulated as a result of this study?

Yes

No

If so, please provide address or email address:

Teacher Stressors: The second part of the survey attempts to pinpoint the specific factors that lead to teacher burnout. Please consider your past five years teaching when responding.

Please rate these items on the following scale:

1= Very Unsatisfied 2= Somewhat Unsatisfied 3=Neutral

4= Somewhat Satisfied 5=Very Satisfied

Support from Administrators _____

Support from other teachers

Parent Involvement _____

Adequate time for planning

Adequate time for non-teaching activities (i.e. IEPs) _____

Number of Students on Caseload/Class Size _____

Student Behavior _____

Physical Work Environment _____

Salary _____

Opportunity for Advancement _____

Comments:

APPENDIX C

Ages of Teachers Surveyed

School	Total Responses	21-35	26-30	31-35	36-40	41-45	46-50	50+
A	13	5	3	1	1	2	1	1
B	5	0	3	0	0	0	0	2
C	2	0	0	0	1	0	0	1
D	4	0	2	0	1	0	0	1
E	6	1	4	0	0	0	1	0
F	1	0	0	1	0	0	0	0
G	2	1	1	0	0	0	0	0
H	5	1	3	1	0	0	0	0
I	6	2	1	0	1	0	0	2
J	2	1	0	0	0	0	1	0
K	1	0	0	1	0	0	0	0

Years at Current Setting

School	Total Responses	1-4 years	5-10 years	11-15 years	16-20 years	20+ years
A	13	7	2	3	0	1
B	5	1	0	0	1	1
C	2	0	2	0	0	0
D	4	2	1	1	0	0
E	6	4	2	0	0	0
F	1	1	0	0	0	0
G	2	2	0	0	0	0
H	5	4	1	0	0	0
I	6	3	0	2	0	1
J	2	1	0	0	0	1
K	1	1	0	0	0	0

Years in Deaf Education

School	Total Responses	1-4 years	5-10 years	11-15 years	16-20 years	21+ years
A	13	6	2	2	0	2
B	5	1	1	0	0	2
C	2	0	2	0	0	0
D	4	2	0	1	0	1
E	6	4	1	0	0	1
F	1	1	0	0	0	0
G	2	2	0	0	0	0
H	5	3	2	0	0	0
I	6	3	0	1	1	1
J	2	1	0	0	0	1
K	1	0	0	1	0	0

Age Group with which Teachers Work

School	Total Responses	Birth-Three	Preschool	6-10	11+
A	13	3	6	4	0
B	5	1	2	2	0
C	2	1	0	0	1
D	4	0	1	3	0
E	6	1	3	2	0
F	1	0	0	0	1
G	2	0	1	1	0
H	5	0	3	2	0
I	6	0	2	3	1
J	2	1	0	1	0
K	1	0	0	1	0

Number of Years Teachers are Planning to Stay in Deaf Education

School	Total Responses	5 or less	6-10	10-15	16 or more
A	13	2	2	1	8
B	5	1	0	3	1
C	2	2	0	0	1
D	4	0	1	0	3
E	6	3	2	1	0
F	1	0	0	0	1
G	2	0	0	1	1
H	5	0	1	0	4
I	6	1	0	1	6
J	2	0	1	0	1
K	1	0	0	0	1

Support from Administration

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	12	1	0	0	0
B	5	2	2	0	1	0
C	2	0	0	0	1	1
D	4	2	0	1	1	0
E	6	1	1	1	1	2
F	1	1	0	0	0	0
G	2	0	2	0	0	0
H	5	1	0	2	1	1
I	6	1	5	0	0	0
J	2	1	0	0	1	0
K	1	0	0	0	1	0

Support from Other Teachers

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	13	0	0	0	0
B	5	5	0	0	0	0
C	2	0	2	0	0	0
D	4	3	1	0	0	0
E	6	2	2	1	0	2
F	1	1	0	0	0	0
G	2	2	0	0	0	0
H	5	2	3	0	0	0
I	6	4	2	0	0	0
J	2	1	1	0	0	0
K	1	1	0	0	0	0

Parent Involvement

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	10	3	2	8	0
B	5	0	5	0	0	0
C	2	1	0	1	0	0
D	4	2	2	0	0	0
E	6	2	2	1	1	0
F	1	0	1	0	0	0
G	2	1	1	0	0	0
H	5	0	2	2	1	0
I	6	1	1	2	2	0
J	2	0	1	0	1	0
K	1	0	0	1	0	0

Time Allotted for Planning

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	3	5	2	3	0
B	5	0	4	0	1	0
C	2	0	0	0	0	2
D	4	2	1	1	0	0
E	6	0	1	1	2	2
F	1	0	0	1	0	0
G	2	0	2	0	0	0
H	5	0	0	0	4	1
I	6	0	2	0	4	0
J	2	1	0	0	1	0
K	1	0	0	0	1	0

Time Allotted for Non-Teaching Activities

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	2	2	5	2	1
B	5	0	3	1	1	0
C	2	0	0	0	1	1
D	4	0	2	1	1	0
E	6	0	1	0	1	4
F	1	0	0	0	1	0
G	2	0	1	0	1	0
H	5	0	0	0	3	2
I	6	0	2	1	3	0
J	2	1	0	0	1	0
K	1	1	0	0	0	0

Number of Students on Caseload

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	7	3	1	0	0
B	5	4	1	0	0	0
C	2	1	0	0	1	0
D	4	2	2	0	0	0
E	6	3	2	0	0	1
F	1	0	1	0	0	0
G	2	2	0	0	0	0
H	5	5	0	0	0	0
I	6	4	0	2	0	0
J	2	0	1	0	1	0
K	1	1	0	0	0	0

Student Behavior

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	5	5	3	0	0
B	5	2	2	1	0	0
C	2	1	1	0	0	0
D	4	2	2	0	0	0
E	6	4	2	0	0	0
F	1	1	0	0	0	0
G	2	1	1	0	0	0
H	5	3	0	2	0	0
I	6	1	3	2	0	0
J	2	0	1	0	1	0
K	1	1	0	0	0	0

Physical Work Environment

School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	10	2	1	0	0
B	5	4	1	0	0	0
C	2	0	1	1	0	0
D	4	3	1	0	0	0
E	6	2	2	0	2	0
F	1	0	0	0	1	0
G	2	0	2	0	0	0
H	5	4	0	0	1	0
I	6	2	3	1	0	0
J	2	0	0	1	1	0
K	1	0	1	0	0	0

Salary

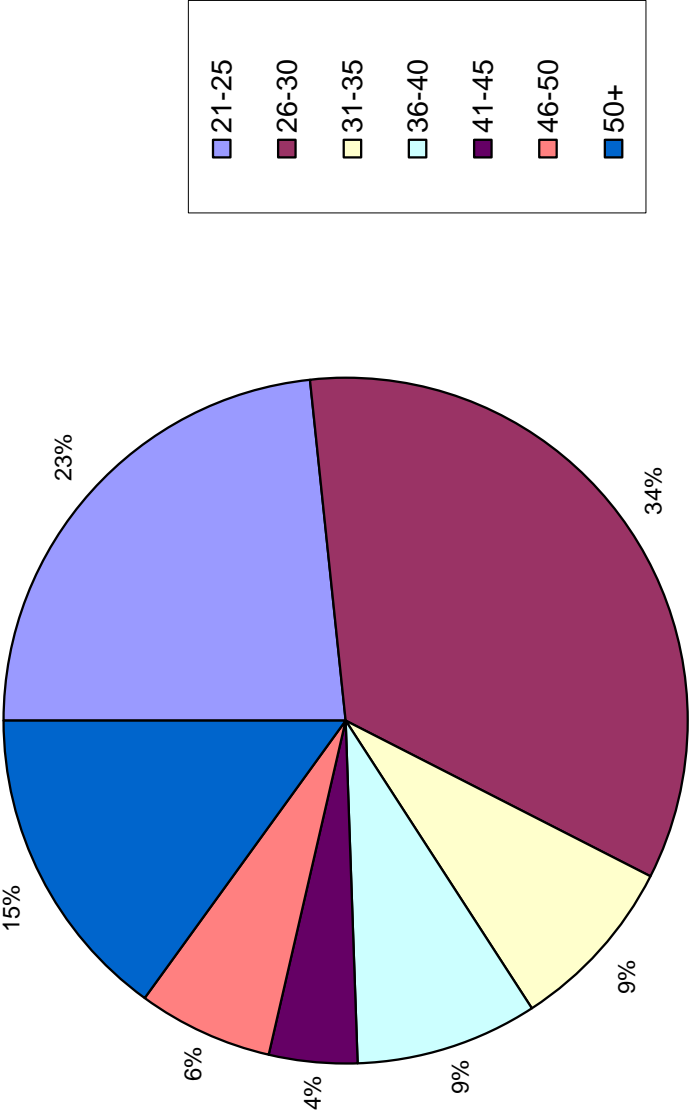
School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	0	8	2	2	1
B	5	1	3	1	0	0
C	2	0	0	0	0	2
D	4	0	3	0	1	0
E	6	1	1	1	1	2
F	1	0	0	0	1	0
G	2	0	0	2	0	0
H	5	0	0	2	2	1
I	6	0	1	4	1	0
J	2	0	1	0	0	1
K	1	0	1	0	0	0

Opportunity for Advancement

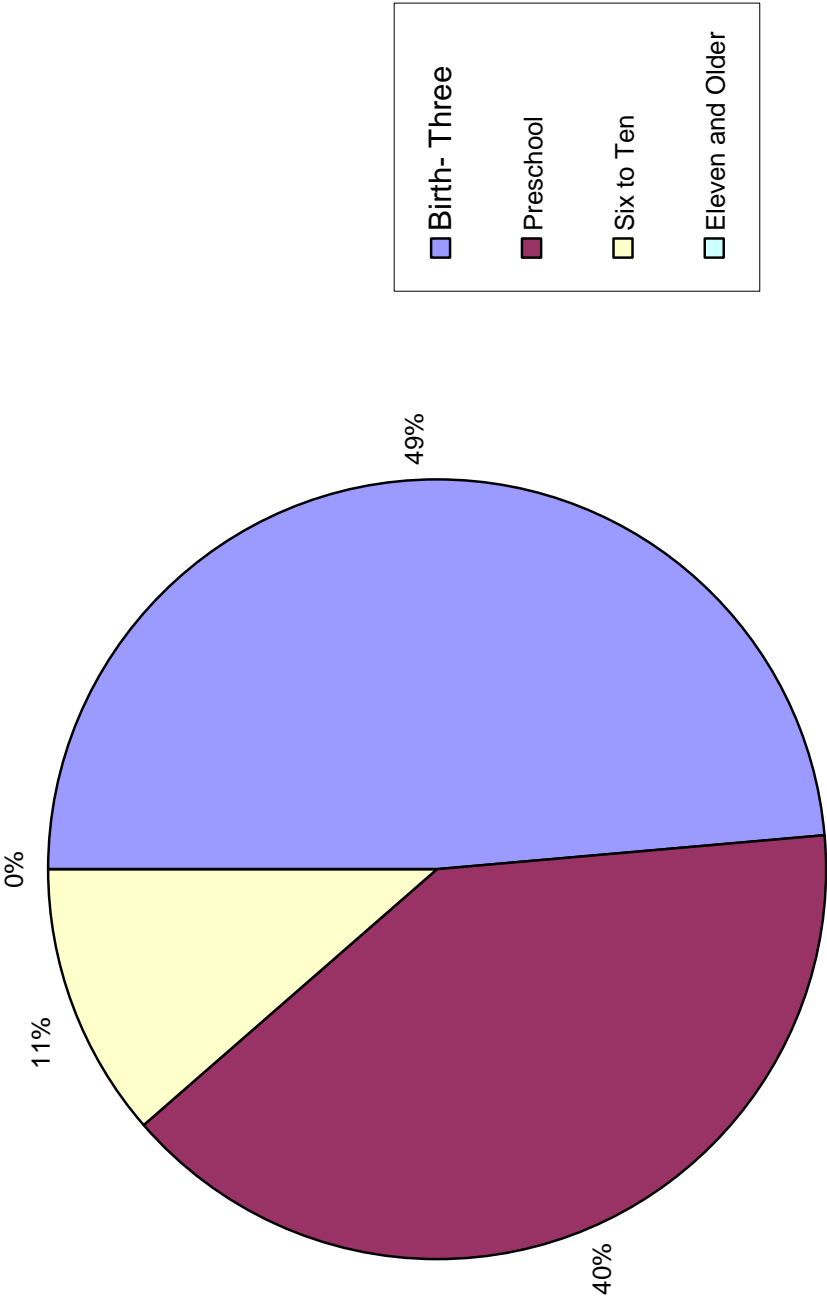
School	Total Responses	very satisfied	somewhat satisfied	neutral	somewhat unsatisfied	very unsatisfied
A	13	7	3	2	1	0
B	5	2	1	2	0	0
C	2	0	0	1	1	0
D	4	0	2	2	0	0
E	6	1	1	0	2	2
F	1	0	0	1	0	0
G	2	0	1	1	0	0
H	5	0	1	3	1	0
I	6	0	1	4	1	0
J	2	0	0	2	0	0
K	1	1	0	0	0	0

APPENDIX D

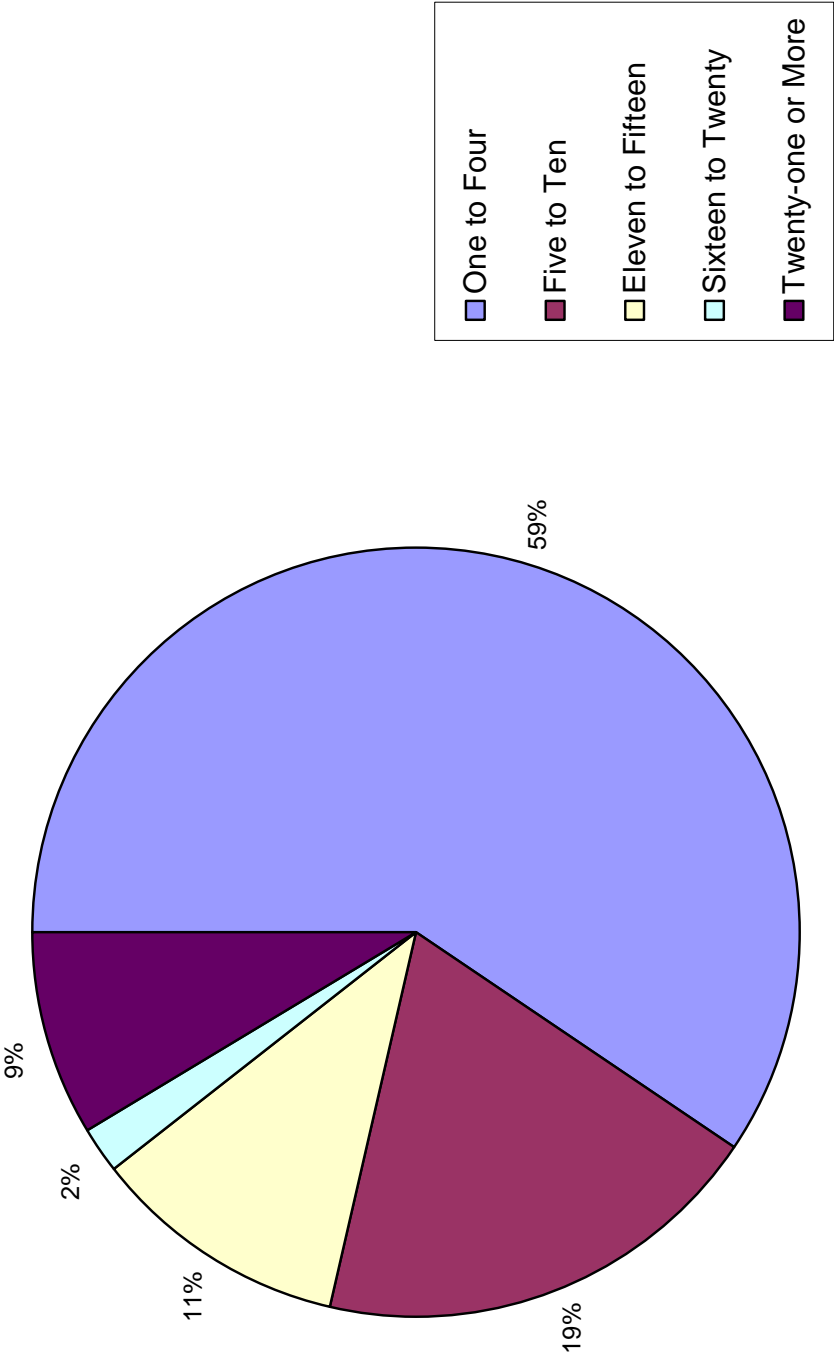
Ages of Participants



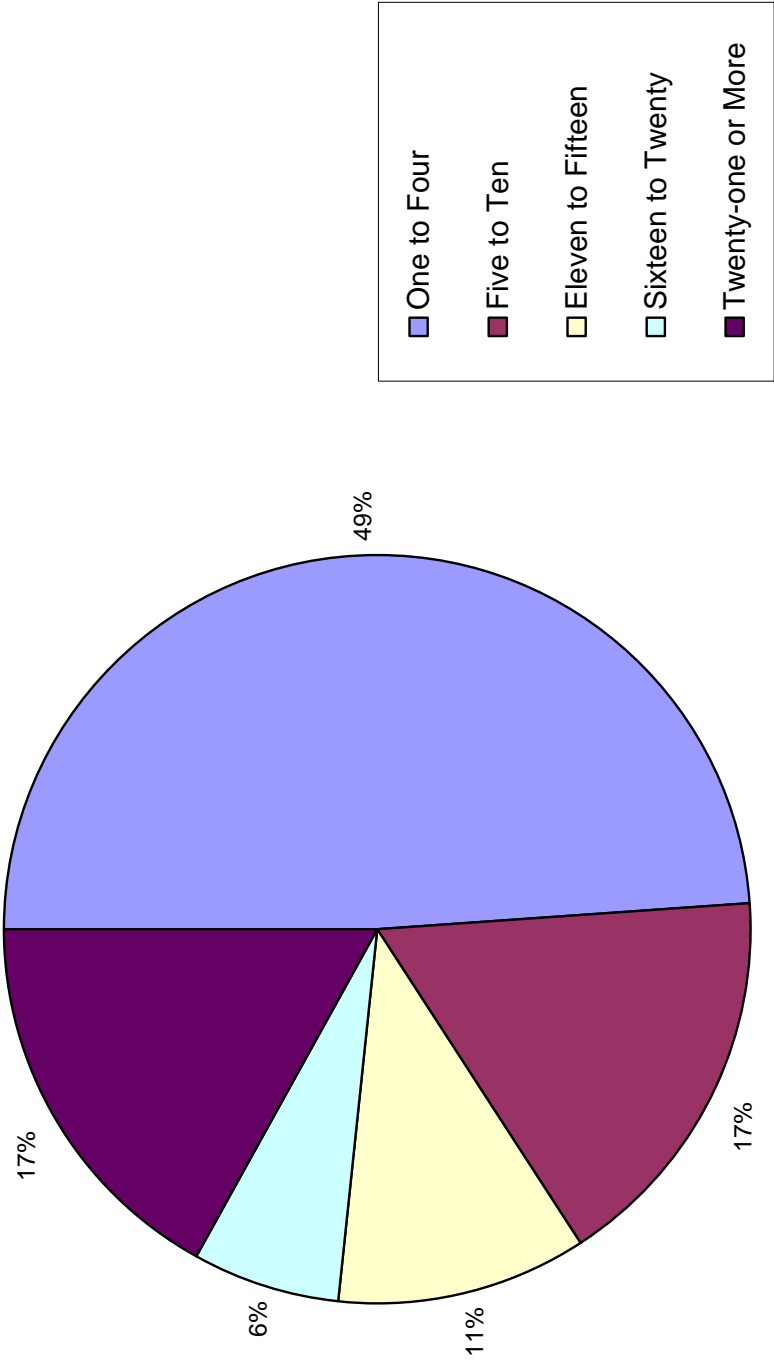
Age Groups with which Teachers Primarily Work



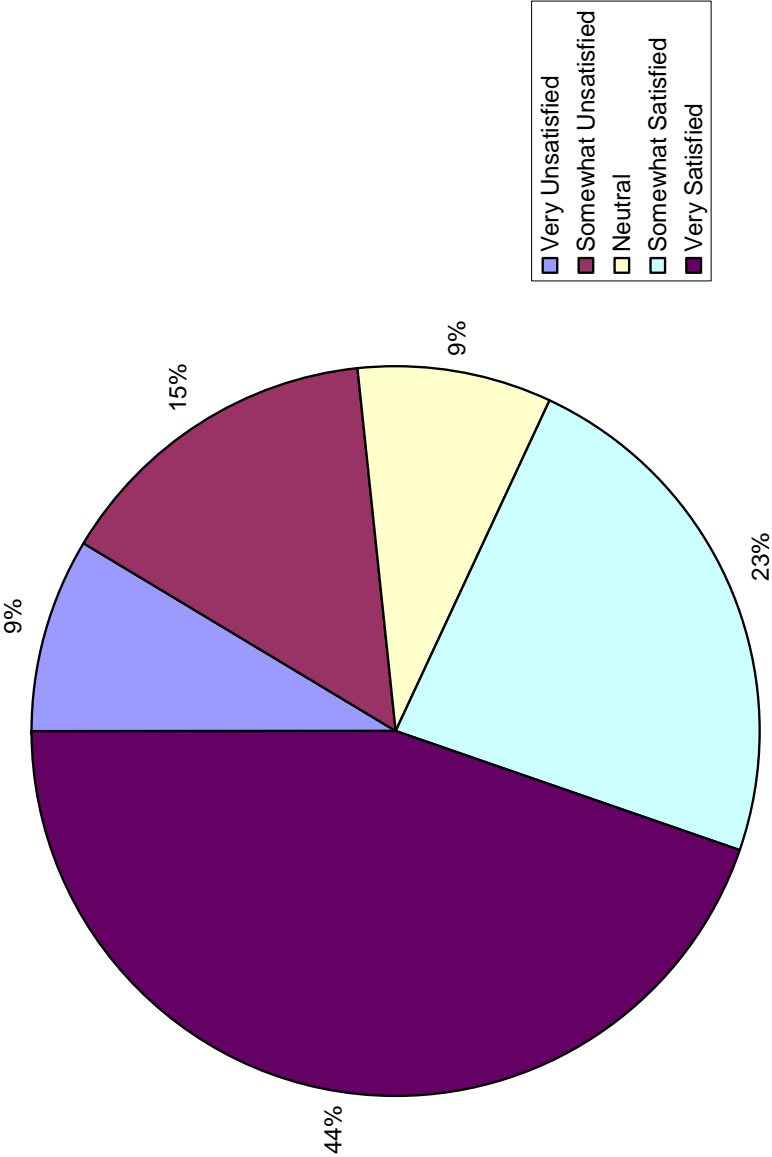
Number of Years at Current Setting



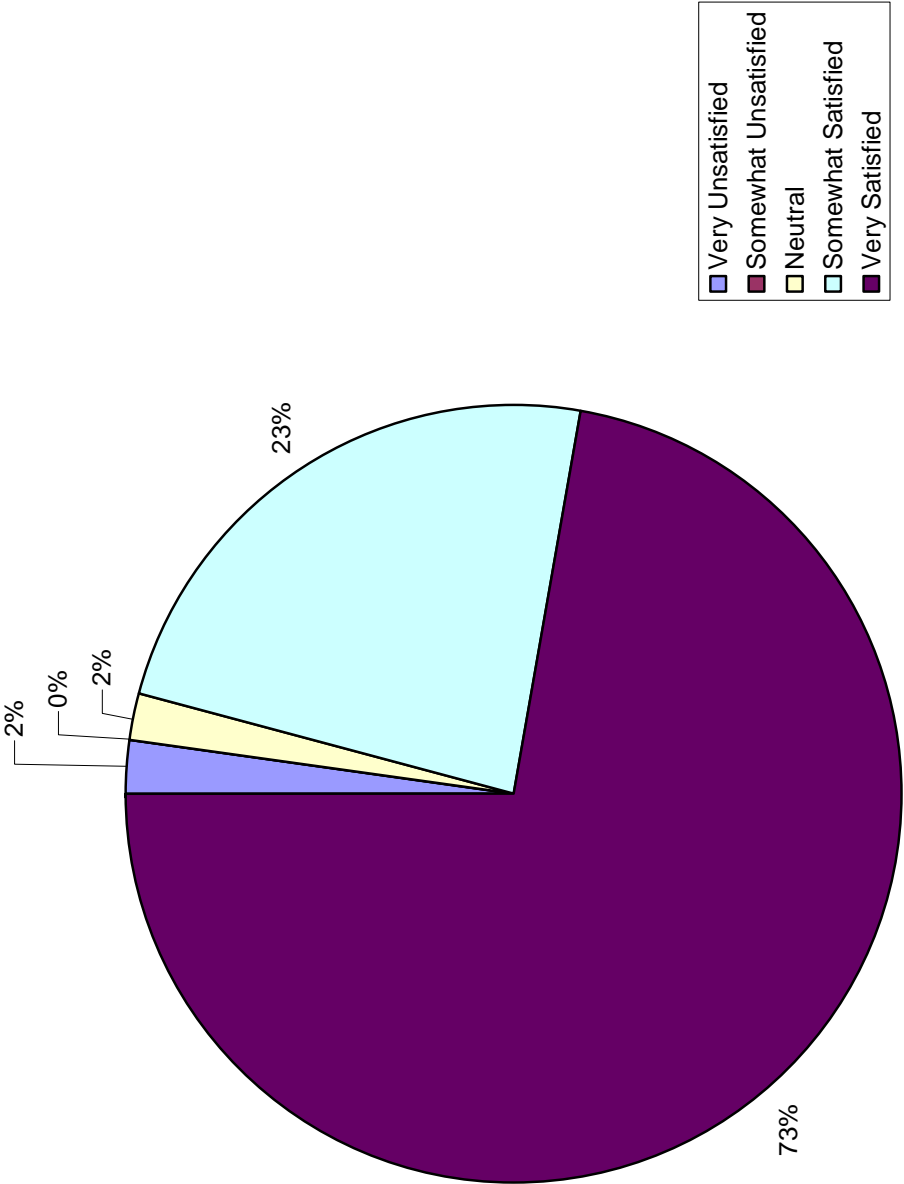
Number of Years in Deaf Education



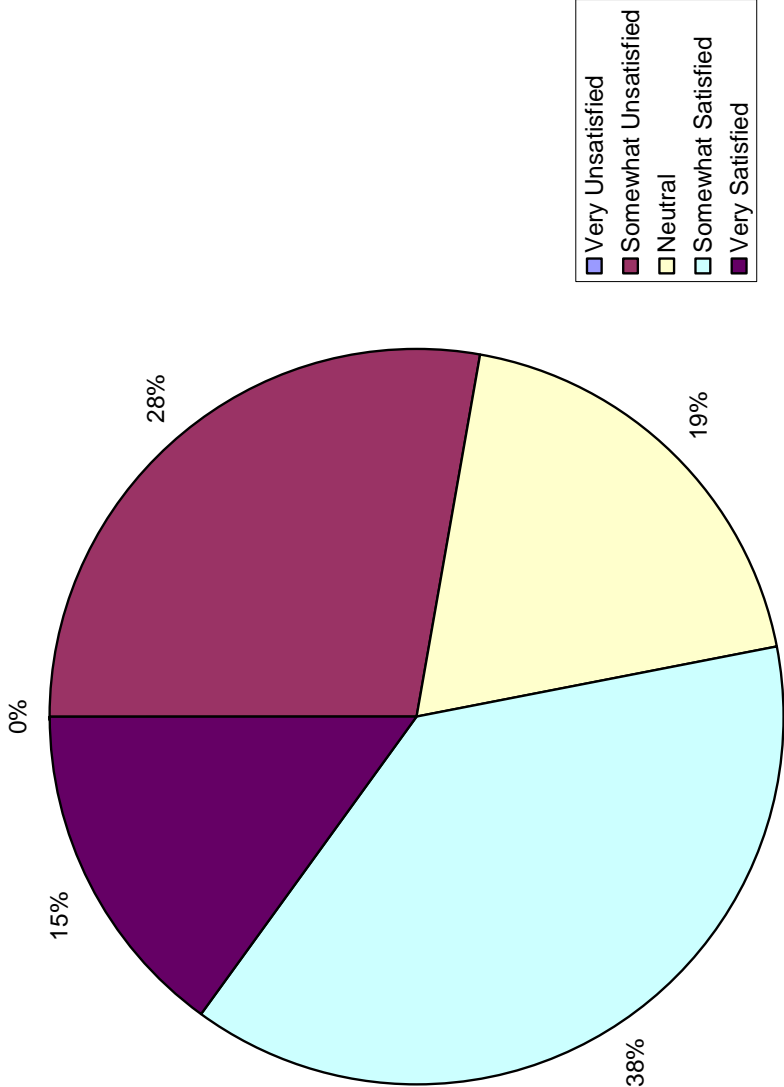
Feelings about Support from Administrators



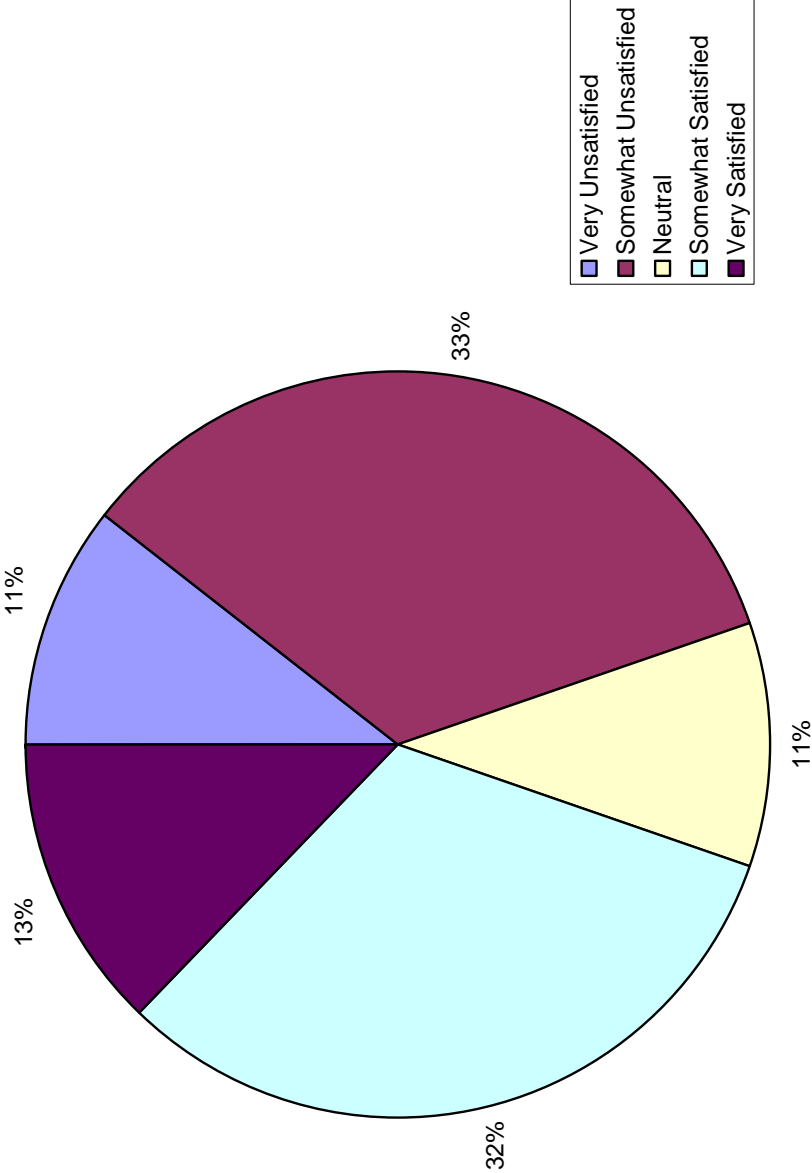
Feelings about Support from Other Teachers



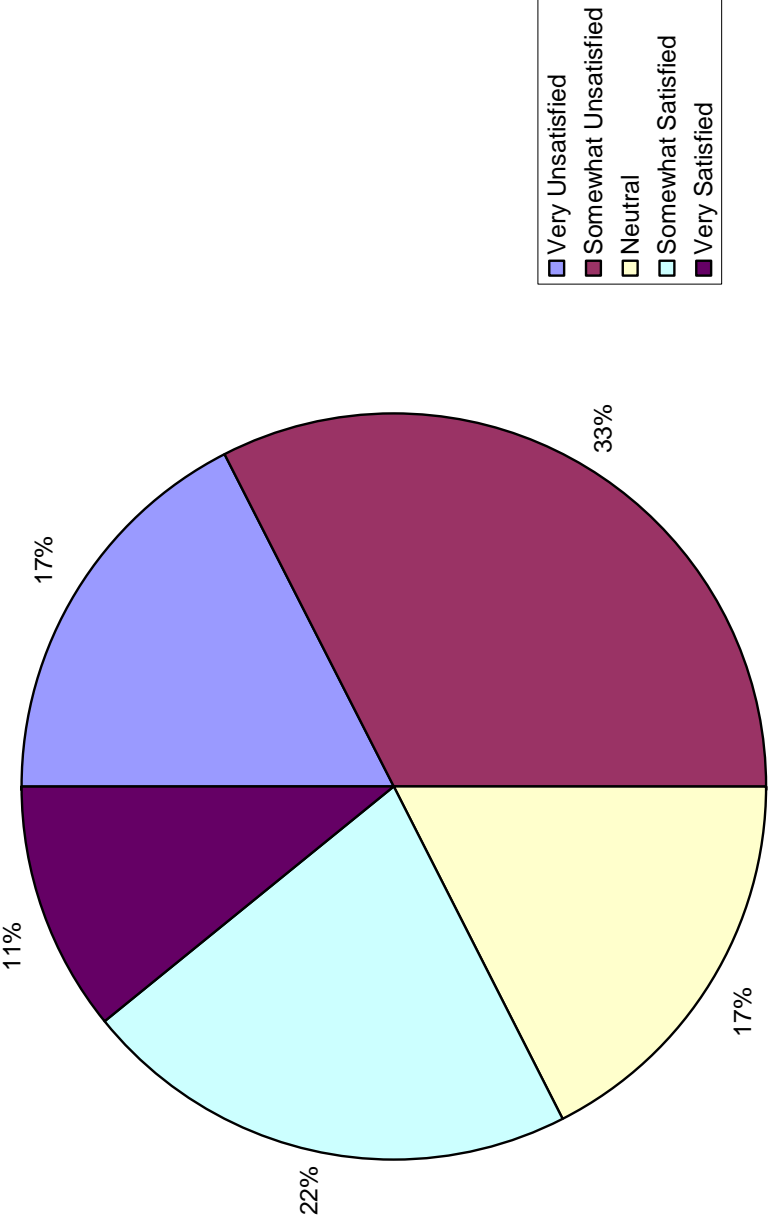
Feelings about Parent Involvement



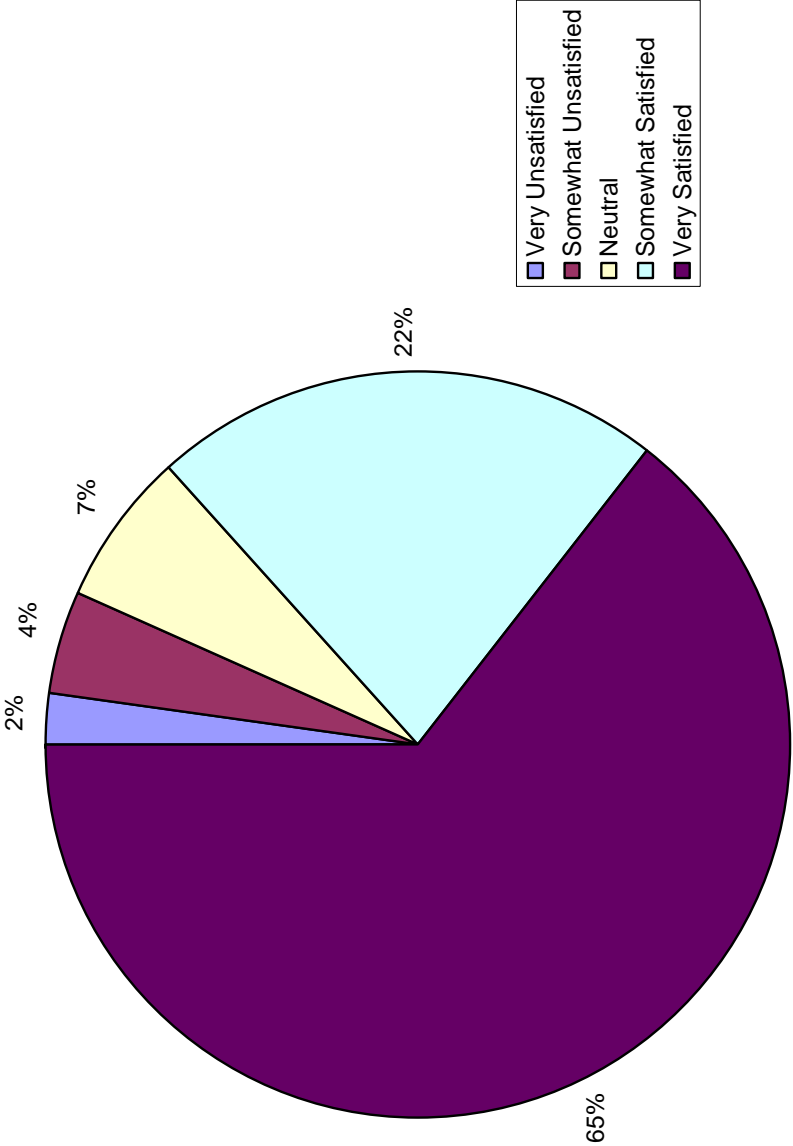
Feelings about Time Alloted for Planning



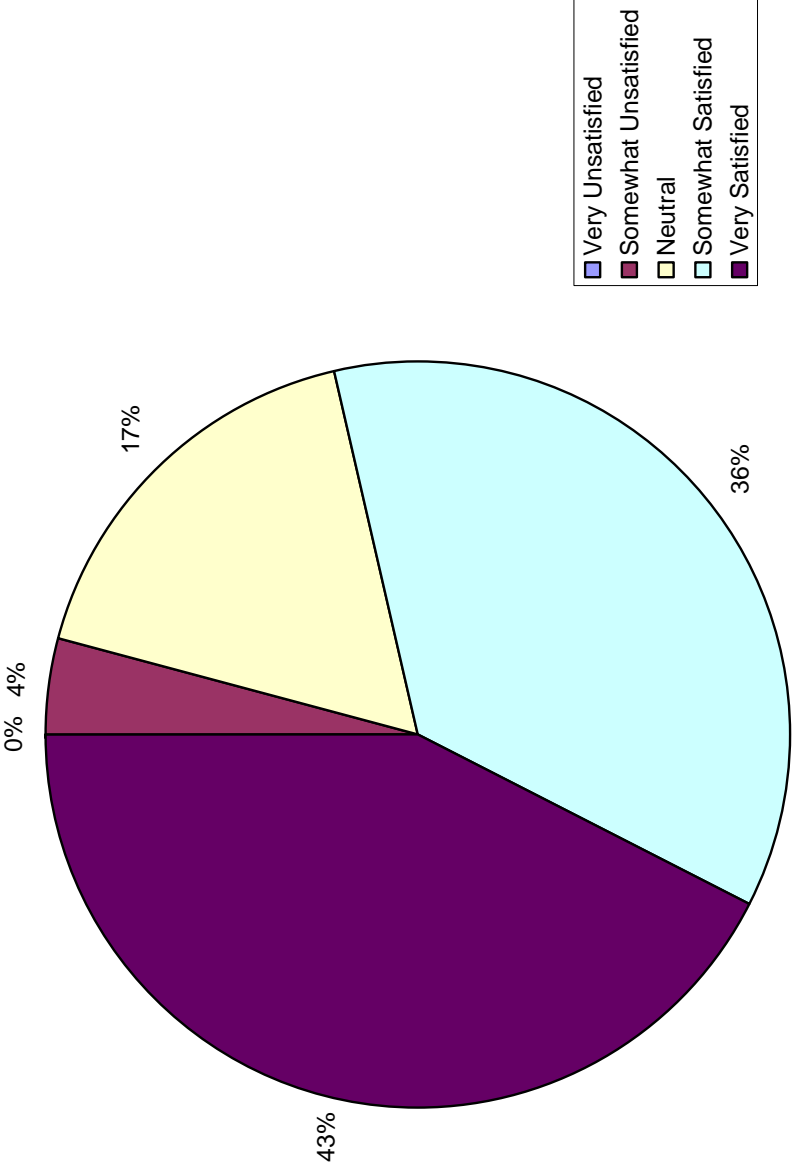
Feelings about Time Allotted for Non-Teaching Activities



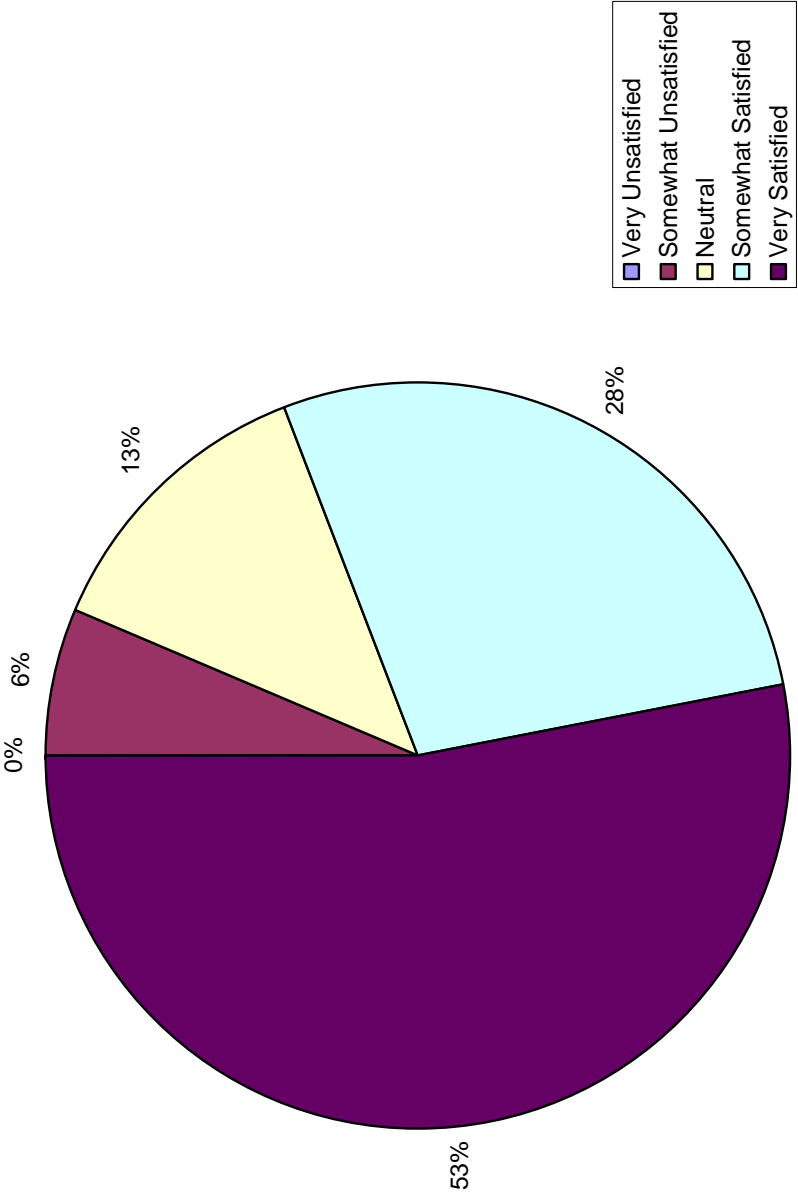
Feelings about Number of Students on Caseload



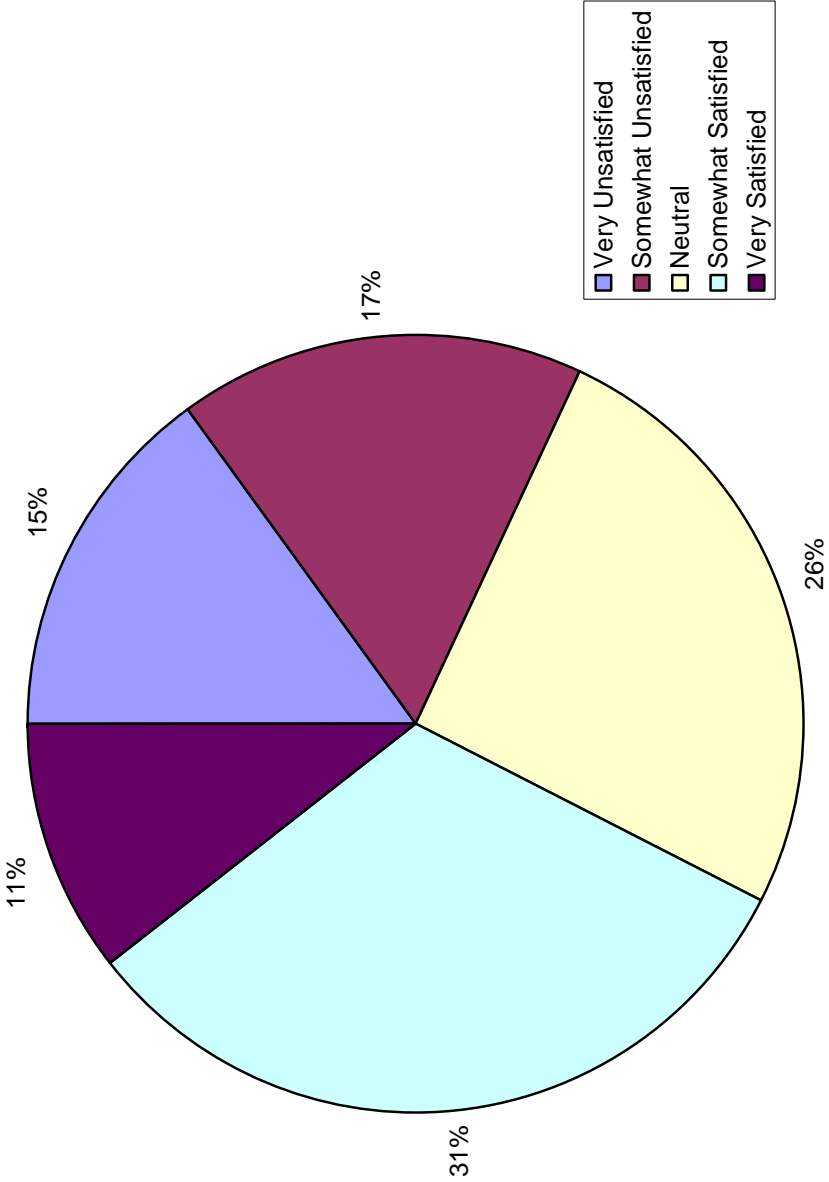
Feelings about Student Behavior



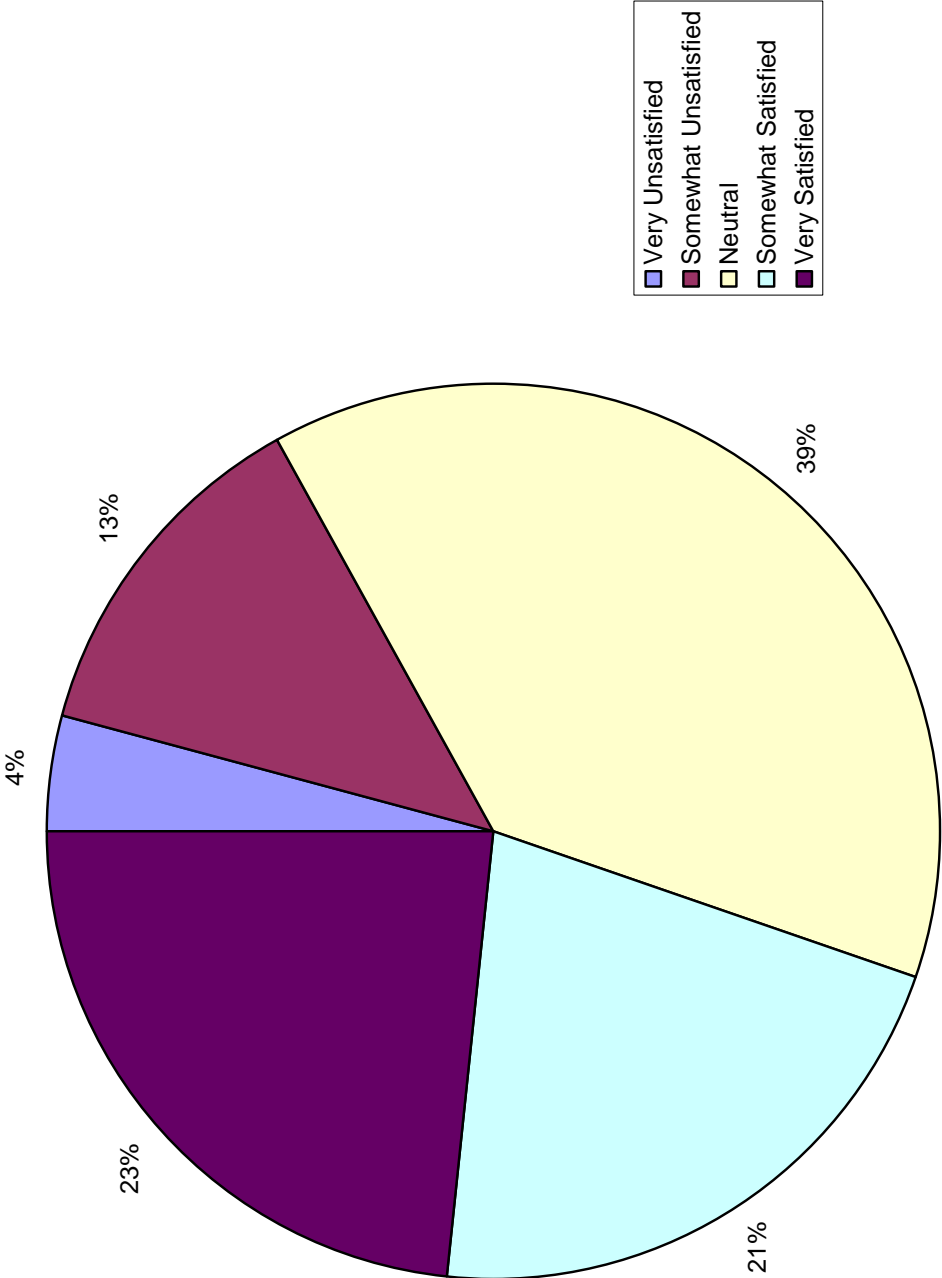
Feelings about Physical Work Environment



Feelings about Salary



Feelings about the Opportunity for Advancement



APPENDIX E

The BIG Question: How Do I Avoid Stress and Burnout?

The more you are aware of your triggers for stress, the more you can use your awareness to take preventative measures before your stress leads to burn out.

Some things to think about...

- What are your specific issues that make you feel stressed at work?
 - Are there specific situations which make you feel stressed?
 - Are there specific people who make you feel stressed?
 - Are there any patterns that you follow when considering your stress?
- How does stress affect you personally?
 - Do you exhibit any physical symptoms in relation to stress?
 - How is it obvious to others that you are stressed?

So how can you prevent stress in the first place?

- Take a break
 - If you begin to feel overwhelmed, take a step back and clear your mind
- Relax
 - Set aside time for yourself everyday
 - Try to leave your home at home and your work at work
- Let go
 - Take responsibility for what you do, but realize that there are things that are out of your control
- Manage your time wisely
 - Update your to-do list every day
 - Delegate what you can, and break large projects up into manageable chunks

Where can you turn to help manage your stress?

- The Mayo Clinic
 - <http://www.mayoclinic.com/health/stress-management/SR00038>
- Center for Disease Control
 - <http://www.cdc.gov/nasd/docs/d000001-d000100/d000011/d000011.html>