

Burning Out:

Symptoms, Levels, and Interventions for Music Educators

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Objectives

1. Understanding

What is burnout?

2. Acting

How can we respond?

3. Reflecting

What does society tell us?

4. Connecting

How can our development continue?

What is burnout?

- Reaction to prolonged stress
- Characterized by three main dimensions
 - Exhaustion
 - Uncharacteristic sleepiness or tired after good sleep
 - Uncontrollable staring or “zoning out”
 - Forgetfulness, especially of typically memorable schedules / events
 - Cynicism
 - Feeling as if effort doesn't matter
 - Disbelieving compliments
 - Reduced or loss of self-efficacy
 - Loss of faith in ability to succeed
 - Reduction or loss of motivation



Understanding: The Variables

Brainstorm!

What are the **physical, mental,** and **emotional** variables affecting exhaustion, cynicism, and self-efficacy (burnout)?


Physical:

- Hours in rehearsal
- Stretching
- Warm-up routine
- Performance related injury
- Illness
- Exercise routine
- Sleep schedule
- Diet and nutrition

Mental:

- Professional due dates
- Mental health diagnoses
- Time management
- Goals
- Past achievements

Emotional:

- Environmental triggers
 - Counseling resources/therapy
 - Time with friends and family
 - Socially trained reactions
 - Caretaking responsibilities
 - Fulfilling/relaxing activities
- 



Acting: The Four Steps

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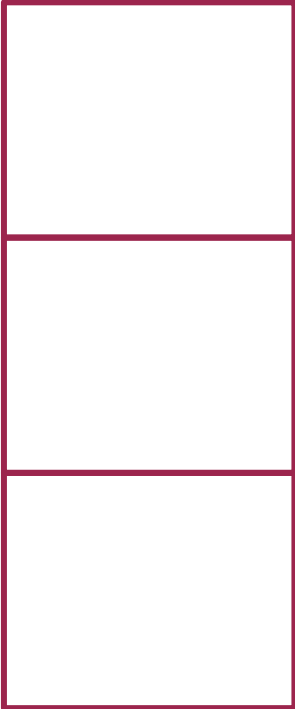
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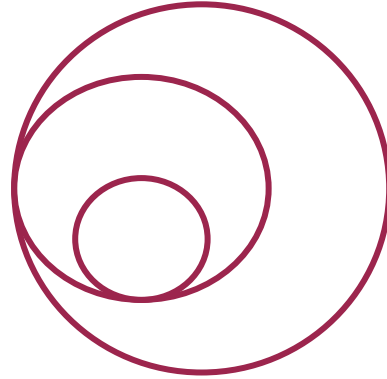
Step One:



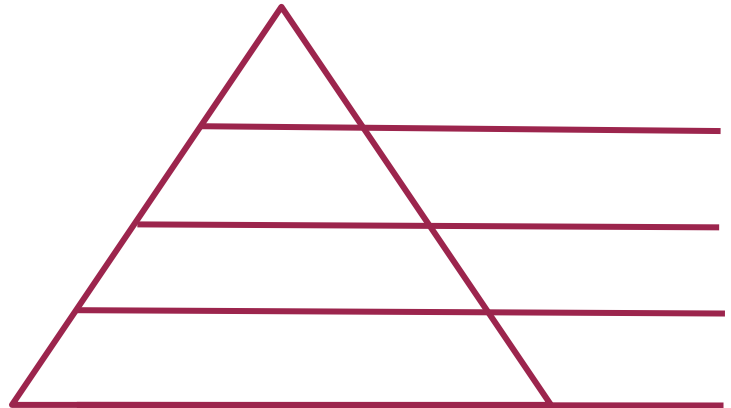
Step Two:



Step Three:



Step Four:



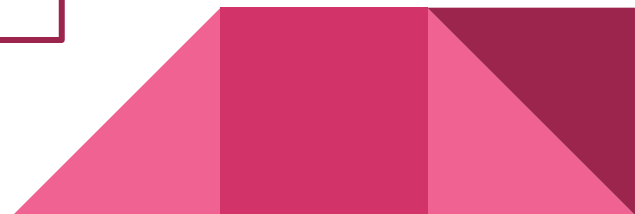
Type	Controllable?	Uncontrollable?
<i>PHYSICAL</i>	<i>Stretching/warm-up routine, sleep schedule, diet and nutrition, exercise routine</i>	<i>Hours in rehearsal, performance related injury, illness</i>
<i>MENTAL</i>	<i>Meditation/journal time, self-talk, time management, goals</i>	<i>Test/project dates, mental health diagnoses, past achievements</i>
<i>EMOTIONAL</i>	<i>Counseling resources/therapy, time with friends and family, relaxing/fulfilling activities</i>	<i>Environmental triggers, socially trained reactions, caretaking responsibilities</i>

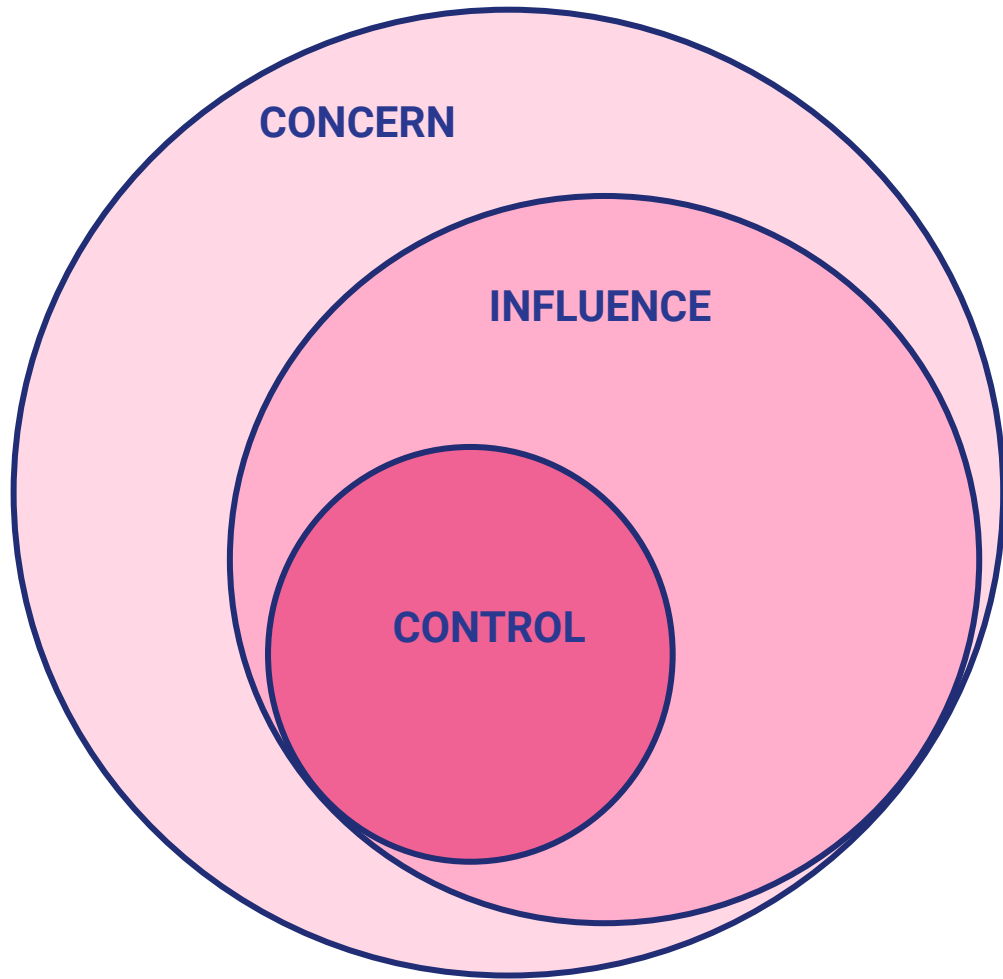
Step Two:

Categorize your variables.



A vertical rectangular box with a dark red border, divided into three equal-sized empty rectangular sections by two horizontal lines. This box is intended for the user to categorize their variables based on the table provided.



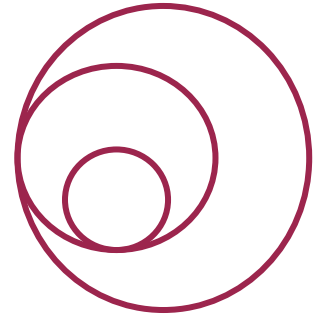


Step Three:

Identify your level of autonomy.

Are your primary stressors...

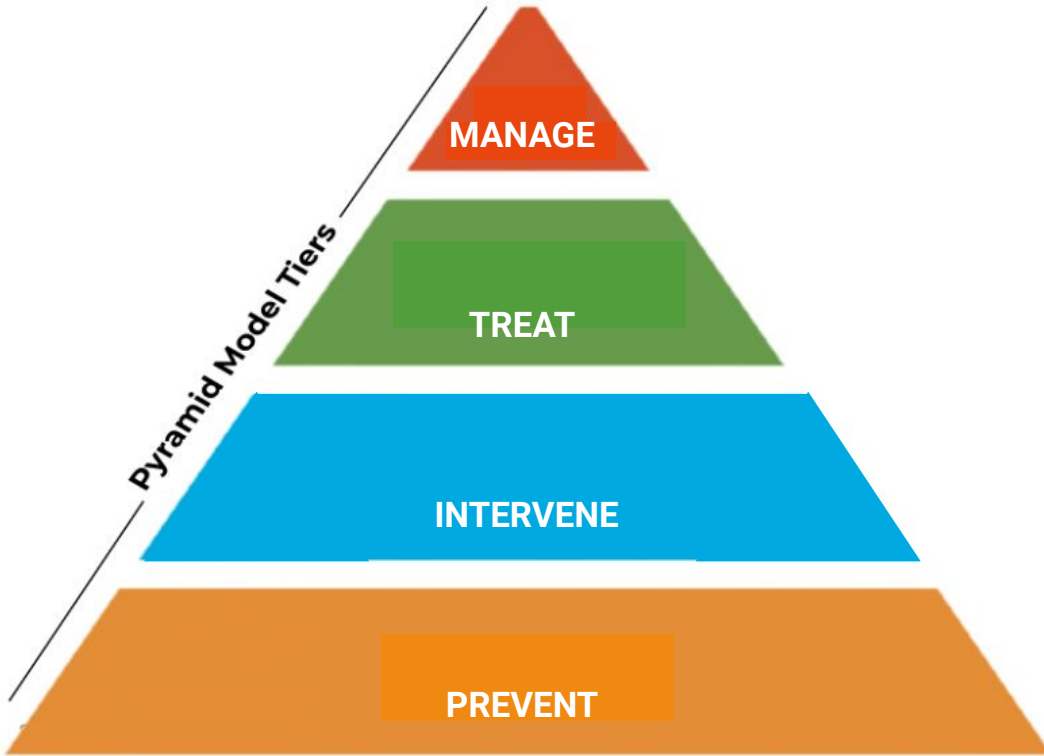
- within your control?
- outside your control?
- somewhere in between?



Brainstorm!

How can we prevent, intervene,
treat, or manage burnout?





**infographic from the Oklahoma Department of Education*

Step Four:

Pick your appropriate leveled resource.

Do you need...

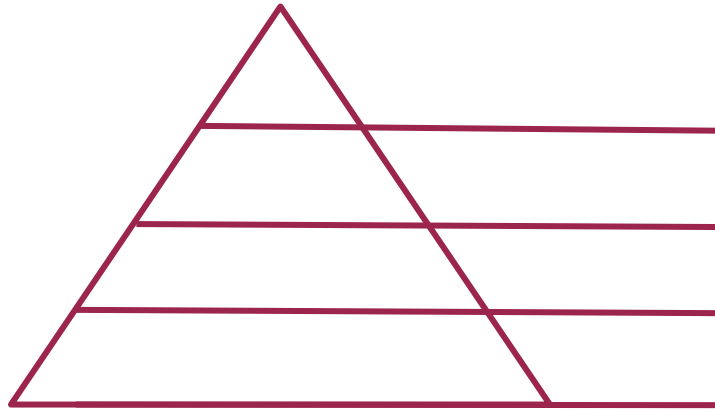
- management of critical symptoms,
- treatment of distress,
- intervention for current trajectories, or
- prevention for the future?

1 Prevention:

- Established support network
- ADA accommodations
- Affinity groups and spaces
- Podcast: Mental Health Musings
- Nutrition, hydration, and exercise / fitness planning
- Socialization
- Active schedule / time management
- Meditation
- Journaling
- Individual therapy

2 Intervention:

- ADA accommodations
- Socialization
- Meditation
- Journaling
- Individual therapy
- Support/process groups

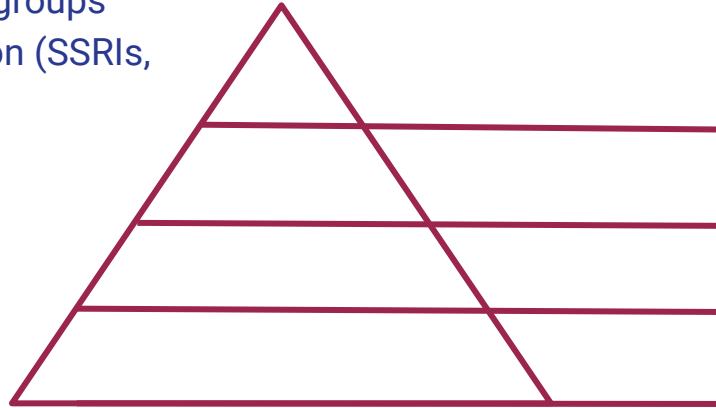


3 Treatment:

- Mindfulness program (Calm, Headspace, etc.)
- Vent buddy
- Pet therapy
- Breathwork
- Journaling
- Individual therapy
- Support/process groups
- Chronic medication (SSRIs, anxiolytics, etc.)

4 Management:

- Breathwork
- Acute medication (beta blockers, etc.)
- “ICE” support contact
- Hope4NC Helpline
 - **(855) 587-3463**
- National Suicide hotline:
 - **(800) 273-8255**



The background is a solid pink color. In the top right corner, there is a decorative graphic consisting of several overlapping triangles and squares in various shades of pink and magenta, creating a geometric pattern.

Reflecting: The Symptoms

Brainstorm!

What are perceivable signs of stress in others?

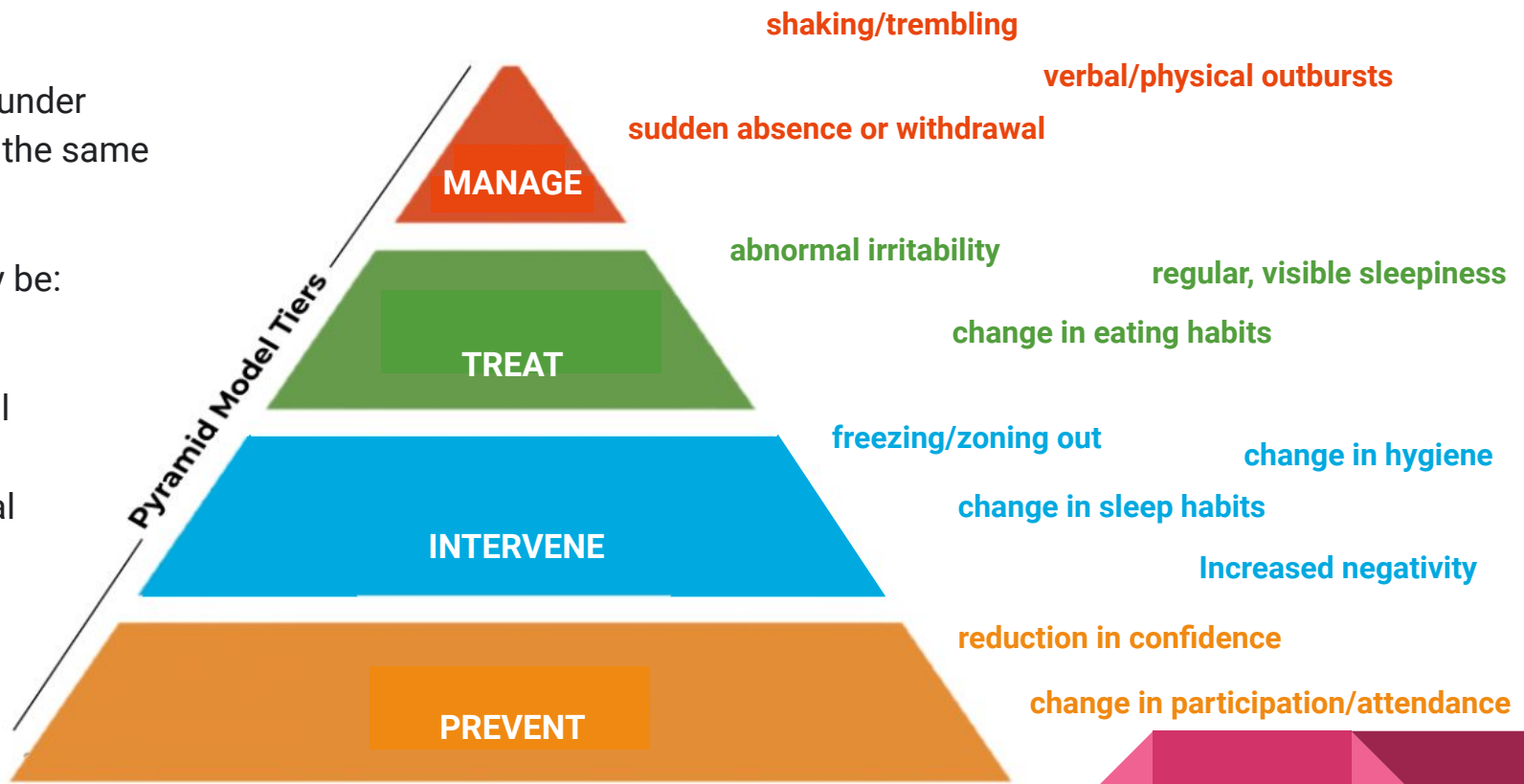


Reminder:

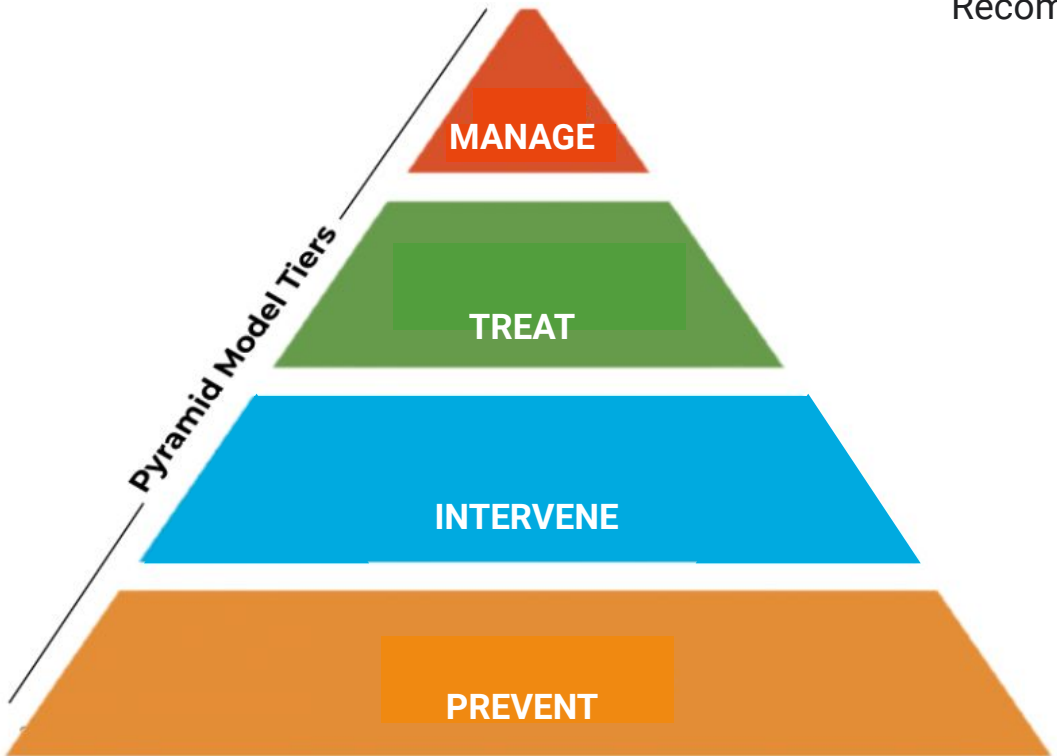
No two people under stress respond the same way.

Symptoms may be:

- Cognitive
- Emotional
- Physical
- Behavioral



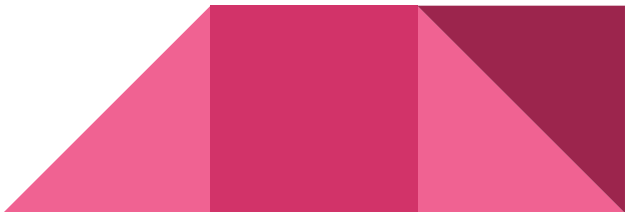
**infographic from the Oklahoma Department of Education*



Then:

Recommend an appropriate leveled resource.

**infographic from the Oklahoma Department of Education*



The background is a solid pink color. In the top right corner, there is a decorative graphic consisting of several overlapping geometric shapes, including triangles and squares, in various shades of pink and magenta.

Reflecting: The Myths

Commonly, we believe...

1. **Prevention** is not possible, so
2. we ignore **intervention** and
3. resist **treatment**, so
4. we become stuck only **managing** our most extreme circumstances.



Just because we say it doesn't mean it's true.

“ _____ is good for you.”

or

“ _____ is bad for you.”

(Read: All coping is healthy.)

- Substances or activities used well at lower autonomy levels (exercise, nutrition management, social alcohol) may be healthy releases or controls in small doses but harmful when “needed” to cope.
- Those used at higher levels (“as needed” pharmaceuticals) may be useful if occasional but addictive or detrimental if engages chronically.



“If you love what you do, you’ll never work a day in your life.”

(Read: Passion will save you.)

- No one outgrows burnout.
- High emotional investment is more likely to lead to burnout, not less.
- Burning out is not permanent and does not mean you are in the wrong pursuit.



“You can’t fill from an empty cup.”

(Read: It’s all about self-care.)

- Self-care only works if you are at prevention or intervention stages.
- Crises require resources. Ask for help and offer “other care.”

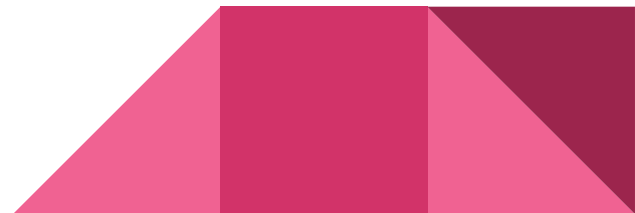




Connecting: The Resources

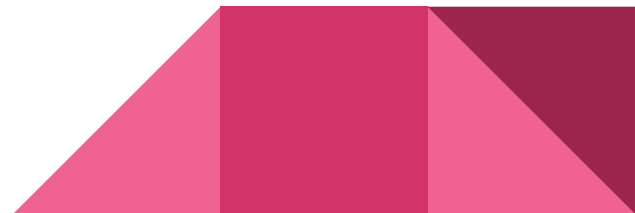
Books and Podcasts

- Amelia and Emily Nagoski
 - *Burnout: The Secret to Unlocking the Stress Cycle*
 - *Feminist Survival Project 2020*
- Leah Weiss
 - *Ten Percent Happier*, “The Antidote to Burnout”
 - *Ten Percent Happier*, “Why You’re Burning Out - and How to Fix it”
- Judson Brewer
 - *Unwinding Anxiety*



Free Apps for Teachers

- **Calm**
 - Guided and sleep meditations
 - Calming music
 - Guide on introducing mindfulness in schools
- **Headspace**
 - Guided and sleep meditations
 - Inspiring videos and quick workouts
 - Exclusive Facebook group “Headspace for Educators”
- **Smiling Mind**
 - Mindfulness activities and meditations for students and teachers
 - Classroom resources for a social-emotional learning curriculum
- **Insight Timer**
 - Simple timer
 - Guided meditations
 - Yoga training



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