

LEARNING OBJECTIVE: *By the end of this session, students will be able to...* identify burnout in themselves and others of various neurotypes, explain the similarities and differences, and approach struggling peers with empathy and understanding.

EQUIPMENT/MATERIALS:

- Lesson plan
- Mouse (in case of clicker failure)
- Slides (fullscreened on slide 1)
- “It’s Alive and It Hates You”

ADVANCE PREPARATION & CLASSROOM SETUP:

- Dim the lights
- Chairs in a circle around the room
 - Encourage fresh seat neighbors

“BRIDGE-IN”

- Open circle about the end of the semester

“PRE-TEST”

- Everyone pull out a calculator
- Add points for BAT short screening criteria

- listen to conversation as people filter in and keep mental notes of good tie-ins

INTRODUCTION

- start with what burnout is
- also important to note what it isn't

(1:00)

- what have you noticed as the semester comes to a close
 - pull out a calculator

(6:00)

- add points based on frequency
 - EXHAUSTION
 - “At school, I feel mentally exhausted.”
 - “After a day at school, I find it difficult to recover my energy.”
 - “At school, I feel physically exhausted.”
 - MENTAL DISTANCE
 - “I struggle to find any enthusiasm for my schoolwork.”
 - “I feel a strong aversion to my schoolwork.”
 - “I’m cynical about the importance of my schoolwork.”
 - COGNITIVE IMPAIRMENT
 - “At school, I have trouble focusing.”
 - “When working on schoolwork, I have trouble concentrating.”
 - “I make mistakes in my schoolwork because I have my mind on other things.”
 - EMOTIONAL IMPAIRMENT
 - “At school, I struggle to control my emotions.”

- “I don’t recognize myself in the way I react emotionally at school,”
- “At school, I may overreact unintentionally.”
- compare to stoplight
 - green: assess for yourself and with a professional
 - yellow: slow down! eastern wellness, breaks, boundaries
 - red: stop! you need time to recover or you won’t be able to power through

(9:30)

- remember the caveat
 - two misunderstandings

BODY

ADHD

- starting with an adhd phenomenon
 - mislabeled as laziness
 - people notice when we stop doing anything
- but we get there by being so desperate for stimulation and dopamine we don't notice

(10:30)

- winter 23 bg3
 - week straight
 - wake up, play, repeat
 - (first day character customizer)
 - no food, no water, bathroom maybe once a day
 - AFTER
 - malnourished, dehydrated, delirious
 - slept for 2 days straight
- that was relatively short for a recovery period, and people can need weeks!
- the only way to break the cycle is to spend years learning to be mindful of it

(13:00)

ASD

- on a similar note, a phenomenon in autistic people
- start with some of the most well-known autistic traits, and some of my most noticeable
 - low tolerance of stimuli/sensory issues (especially sounds/textures)
 - executive dysfunction (hygiene, distraction, pda)

- different intuitive norms (small talk, honesty, subtle hints)
- sasson study, allistic people subconsciously dislike us
 - not even aware of the rules
 - crazy person asking about the "right" way to order their adjectives
 - the "royal order"

(15:00)

- focus on the headers
 - read examples out of order to see how wrong they sound
 - esl speakers tend to know this bc they had to study it

(16:00)

- neurodivergent people are second language learners of allistic norms
 - called masking
 - "you don't seem autistic"
 - meant as a compliment, but undermines my need bc of what i was forced into

(18:00)

- forcing myself to endure overstimulation
 - having to *learn from bullying*
 - being cut out just for wanting to learn
 - "pushing through" executive dysfunction
- eventually this takes its toll, and leads to autistic burnout
 - some people liken this to a light bulb shining too bright and burning out
- i prefer to think of it as a stove
 - i live in a society of rock people, and they all touch the stove

- they expect me to touch it too bc they know its no issue for them
- they say i have hands and physically can touch it
- i force myself to do it bc the physical pain is better than the emotional pain
 - my hand pretty quickly starts sizzling
 - i want to stop but cant deal with peoples perception of stopping
 - eventually, i just don't have a hand anymore, and can't force myself as much as i want to
 - rock society labels me lazy for not touching the stove anymore

(20:00)

- id like to say theres an easy way to get out of this
 - just have to learn to recognize it and slow down
 - if you can't slow down (like me this semester), youre sol
 - recovery takes years and you have a burned off hand the whole time
- can't tolerate overstimulation at all
 - can barely hold normal conversations (and selective mutism)
 - can't push through executive dysfunction

(21:00)

BURNOUT MISSAPPLIED

- My question: “why might I not like the term burnout when it’s applied equally to these two conditions?”

CONCLUSION

- Your questions:
- Summarize everything that came up and encourage more questions off the clock

(25:00)

- End with reading of “It’s Alive and It Hates You” (Lumos 2024)
 - ~3.5 min

(30:00)