

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)