

Laying Tracks

B. Please complete this form and bring it with you to the USP Advising Office in Young Hall, 8th floor when you meet with your academic advisor prior to the second week of classes. Mark an “X” for any of the following that you think may have contributed to your low grades, and circle the “X” for issues that bothered you the most. If there are other issues not listed, please write in and discuss them with your academic advisor during your meeting.

Study Skills

- Lack of Study Skills
- Hard classes
- Poor high school preparation
- Difficulty managing time
- Unhappy with teaching skills of instructor
- Unable to understand course materials
- Too heavy of a course load
- Test anxiety
- Poor test preparation

Family/Social Adjustment

- Adjustment to America
- Adjustment to Purdue
- Separation from home, family & friends
- Housing, roommate issues
- Home or family problems
- Difficulty making friends

Career/Major Issues

- Unsure of major
- Unable to decide from several majors I like
- No clear career goals or plans
- Unsure of interests, skills, and abilities
- Did not know Purdue had a Career Resource Center (in the Center for Career Opportunities)
- Found I wasn't enjoying the classes I need in the major I was pursuing

Personal Issues

- Difficulty saying “no” to others
- Financial difficulties
- Physical illness, health problems, injury
- Use of alcohol or other substance abuse
- Pressure, stress, tension, anxiety
- Loneliness; lack of emotional control
- Can't find meaning for anything; lack of motivation
- Conflicts with social obligations/activities
- Possible learning disability
- Numerous class absences
- Poor nutrition
- Sleep difficulties
- Addiction to or overinvestment in the Internet, computer games, TV, etc.
- Involvement with student organizations, Fraternities/Sororities, coops, etc.
- Employment

Other Issues (please specify)

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Language of Responsibility

We all have inner voices that influence our attitudes and behaviors. Some of these inner voices are very positive and encouraging; others are very negative and demeaning. By choosing which inner voice we use, we can influence our attitude.

Victim Voices

INNER CRITIC: (“I’m not good, I’m terrible!”)

The Inner Critic judges us, blames us, complains about us, and demeans us. Its positive intention seems to be protecting us from attack from the outside; through constant self-criticism, the Inner Critic hopes to perfect our actions, thoughts, and feelings to meet the approval of others and thus avoid their displeasure and possible punishment.

INNER DEFENDER: (“Your fault, not mine!”)

The Inner Defender judges others. It blames others, complains about them, and demeans them. Its positive intention seems to be fending off criticism and punishment from powerful others.

Creator Voice

INNER GUIDE: (“I did this, now I need to correct it!”)

The Inner Guide offers an objective and wise perspective about ourselves and others. It neither demeans nor attacks. Our Inner Guide tells us the absolute truth (as best we can know it at the moment), allowing us to be more fully conscious of the world, other people, and especially ourselves.

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Victims and **Creators** see the world very differently. As a result, they use different vocabularies to represent their reality. In other words, you can tell a Victim and a Creator by their choice of words.

In the left hand column, write the top 3 issues you feel contributed to your poor academic performance last semester. In the right hand column, rewrite the statements using Creator talk.

Remember, YOU ARE IN CHARGE!!

Issues contributing to academic probation	Creator Talk
1.	
2.	
3.	

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Our words determine our attitude!

We often set ourselves up for failure or make tasks more difficult by the language we use to describe their importance. Many times, we say that we “have to” do something when that is not the case. We don’t **HAVE** to do anything! For every stimulus, there are choices – some choices are more attractive than others, based on the result of that choice.

In the left hand column, write several things that you “have to” do. Then, keeping in mind that there are no tasks you **HAVE** to do (but there are many you choose to do), in the right hand column, reword your “have to” phrases into phrases beginning with “I choose to...because...”

Example:

“Have to”	“Choose to”
I have to go to college	I choose to go to college because I want to be better prepared for the occupation of my choice.

“Have to”	“Choose to”