

EDU 5649/6649-030 and -040**Tier II Intervention for Beginning Readers: Early StepsSM School-Year Practicum (Small Group)**

Professor: Dr. Kelly C. Patrick, Director
University of Utah Reading Clinic (UURC)
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Instructors: Contact information will be disseminated at
or prior to first class.

Logistics:

- on location in schools
- register fall semester/tutor all year/grade posts summer semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Early StepsSM - approx. 50 hours
- 3 credit hours CR/NC = \$450 or Letter Grade = \$550
- obtain advisor permission for this course to count toward degree

Course Description and Expectations

This continuing education course is designed to help educators develop in-depth theoretical and practicum knowledge of effective, research-based assessment and intervention for beginning readers at risk for reading failure. For normally-achieving readers, these phases occur during kindergarten and 1st grade; however, many readers experiencing reading difficulties in older grades maintain similar behaviors as a result of environmental and/or neurobiological problems.

The course follows a “practicum model,” in which educators build a conceptual framework for reading development and effective intervention through a year-long, mentored tutoring experience. The instructional framework for this course, Early Steps, is a compilation of effective, research-based assessment and intervention components, designed specifically for at-risk beginning readers.

The course is open to all educators, including, but not limited to: classroom teachers, literacy coaches, paraprofessionals, special educators, reading specialists, administrators, and Multi-Language Learner (MLL) personnel.

Through tutoring, observations, reading, and attendance at clinical sessions and seminars, educators will be expected to extend their knowledge of the following topics: reading development, phonological awareness, concept of word, word identification, explicit, systematic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension strategies, and motivation.

Most importantly, educators will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for a small group of 4 beginning readers.

Working with Minors: Your Background Check & Youth Protection Training

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons working with **students from the UURC** are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

- a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: <https://www.uen.org/cactus/logon.do>. If the CACTUS system states that you that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.
- b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at <https://uite.utah.edu/students/background-check/>.
- c. If you are neither a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: <https://bci.utah.gov/criminal-records/criminal-records-forms/>

All persons working with **students from the UURC** are also required to complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact youthprotection@utah.edu and you will be directed as to how to proceed.

Persons who have not completed these requirements by the first day of clinic will not be allowed to register for this course and will not receive credit for the course.

Textbooks & Materials

1. On the first day of training, you must have access to the Early StepsSM Resources (see link below). At the first training, and thereafter, we will specify which required binder materials you will need to download and print for you and your student.
 - <https://uurc.utah.edu/Educators/Resources.php>
2. On the first day of training, you must also bring an Early StepsSM Word Study Kit. You have two options for meeting this requirement:
 - Make your own Early StepsSM Word Study Kit. If you choose to this option, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is

time-intensive, so we suggest you begin ASAP. Go to: <http://www.uurc.utah.edu/Educators/Resources.php> and download the Early StepsSM Word Study Kit. Before you do anything, carefully read the instructions and then follow them in sequence. The cost of making your own kit will vary from \$30-\$150, depending on where you laminate your materials, so we encourage you to shop around for the best price.

- Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock from University Print and Mail Services ([2302165 UPMS Reading Clinic Flyer.pdf - Google Drive](#)).
Pre-made kits save time, but you will need to sort, organize, and place the cards in envelopes BEFORE you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.

The cost of a pre-made kit is approximately \$75; final cost is determined by University Printing Services.

3. On the first day of training, you must have:
 - a timer that counts both up & down (many cell phones have this feature)
 - one black permanent marker (e.g., Sharpie, Accent)
 - one (1) different color permanent marker
 - 1 package of 3x5 white unlined index cards
 - 1 pair of scissors

All required materials must be ready to use on the first day of training & every day thereafter.

****Recommended References****

Tyner, B. (2009). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Newark, DE: IRA. Available on-line.

Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). *Phonological awareness materials in Utah kindergartens: A case study in the science of reading*. *Reading Research Quarterly*, 56, 249-272. DOI: 10.1002/rrq.386.

Brown K.J. (2003). *What do I say when they get stuck on a word? Aligning prompts with students' development during guided reading*. *The Reading Teacher*, 56, 720-733.

Brown, K.J. (1999/2000). *What kind of text for whom, and when? Textual scaffolding for beginning readers*. *The Reading Teacher*, 53, 292-307.

Morris, D., Bloodgood, J. W., Lomax, R. G., & Perney, J. (2003). *Developmental steps in learning to read: A longitudinal study in kindergarten and first grade*. *Reading Research Quarterly*, 38, 302-328. doi: 10.1598/RRQ.38.3.1

Morris, D., Tyner, B., & Perney, J. (2000). *Early Steps: Replicating the effects of a first-grade reading intervention program*. *Journal of Educational Psychology*, 92, 681-693.

Course Schedule

Clinical Sessions & Seminar: Topics and Readings

Session 1/Baseline Assessment, Choosing Students & Forming Quads

Overview of Early StepsSM Small Group: empirical research base, theoretical framework, issues in beginning reading, issues in professional development, overview of intervention model, review of assessments for identifying and placing beginning readers

Assessment: overview, modeling, and guided practice administering an informal reading assessment, interpretation of scores in light of child, home, and school factors

[Seminar 1: Prereading Foundations and the Role of Instruction](#)

Optional Reading:

Tyner, B. (2009). Chapter 2/Assessing Student Progress.

Session 2/Intervention: Assisted Reading & Sentence Writing in Small Groups

Assessment: interpreting ERI scores to determine candidacy for Early StepsSM intervention & group formation

Lesson Format: overview of Early StepsSM Lesson Plan

Print Awareness: concept of word & directionality, voice-to-print match, and expectations for precise pointing

Assisted Familiar & New Reading: model preview to frontload background knowledge and orthographically/semantically challenging words prior to reading, prompts for choral echo/solo reading, helping students use initial phoneme identity as a rudimentary reading strategy, guidelines for moving up a text level, support for difficulties

Comprehension Work: narrative & expository text structures, using text structure to drive comprehension

Sentence Writing: model phonemic awareness, concept of word, high frequency word & spelling instruction via a partially dictated, partially student-developed sentence

Optional Reading:

Tyner, B. (2009). Chapter 1/Beginning Reading Instruction & the Small-Group Differentiated Reading Model.

Session 3/Word Study in Small Groups

Print Awareness: concept of word & directionality, voice to print match and expectations for precise pointing

Word Identification & Phonemic Awareness: model picture sort routines using LP, importance of initial phonemes in reading and spelling, harvesting high frequency words for word bank, development of writing for sounds (beginning, ending, and medial phonemes in single syllables), choral partner work

Assisted Familiar & New Reading: re-model instructional routines and pacing guidelines

Clinical Rounds: each participant has the opportunity to provide intervention to a small group as coach and peers observe. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, and clarification

[Seminar 2: Reading Development: How Word Study and Text Change Along the Way \(Ehri, Juel, Chall, etc.\)](#)

Optional Reading:

Tyner, B. (2009). Chapter 4/Emergent Reader Tyner, B. (2009). Chapter 5/Beginning Reader

Session 4/High Frequency Words & Explicit, Systematic Blending

Word Identification & Phonemic Awareness: model partner work in onset-vowel routines using LP, model harvesting high frequency words & word bank, importance of sight vocabulary, tapping as support for explicit, systematic blending and segmentation, closed syllable structure, blends and digraphs, model pushing for ending and medial phonemes to decode and spell

Assisted Familiar & New Reading: word study to book level correspondence, pacing, moving up a text level, model support for difficulties in pointing, using sounds

Clinical Rounds: minimizing “teacher talk” during lesson, each participant has the opportunity to provide intervention to a small group as coach and peers observe. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, and clarification

[Seminar 3: Reading Development: How Word Study and Text Change Along the Way \(Ehri, Juel, Chall, etc.\)](#)

Optional Reading:

Brown, K.J. (1999/2000). *What kind of text for whom, and when? Textual scaffolding for beginning*

readers. *The Reading Teacher*, 53, 292-307.

Session 5/ Putting It All Together & Working with a Focus Student in Small Groups

Assisted Familiar & New Reading: model focus student & partner reading routines, model collecting accuracy data as a guide to moving up or moving laterally in text

Word Identification & Phonemic Awareness: model focus student & partner word study routines, model using “Make-N-Break” and “Make-A-Word” when difficulty persists with high frequency and closed syllables, dropping the sentence strip and reassembly

Fluency Development & Difficulties: rereading books from previous level, echo reading w/prosody, the use of developmental prompts when students struggle with unfamiliar words

Clinical Rounds: each participant has the opportunity to provide intervention to a small group as coach and peers observe. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, and clarification.

Optional Reading:

Brown K.J. (2003). *What do I say when they get stuck on a word? Aligning prompts with students'*

development during guided reading. The Reading Teacher, 56, 720-733.

Session 6/Fluency & Word ID Prompts

Word Identification & Phonemic Awareness: re-model the use of tapping to blend, model mixed short vowel routines with minimal teacher talk using LP, review closed syllable structure

Assisted Familiar & New Reading: using narrative and expository text structure to enhance comprehension, using accuracy data to move up a level, use of tapping vs. first sound for unfamiliar words, dropping a reread at text level 7

Fluency: partner reading, rereading books from previous level, echo reading w/expression, prompts and help during guided reading

Exit Students Performing at Grade Level: Who is ready to graduate mid-year? Introduce the transition lesson as a litmus test.

Clinical Rounds: each participant has the opportunity to provide intervention to a small group as coach and peers observe. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, and clarification.

[Seminar 4: Profiles of Struggling Readers: Who Are They and What Do They Need?](#)

Session 7/Transition Lesson

Transition Lesson Familiar and New Reading: model choral/solo assisted reading, fluency reading using LP, collecting accuracy data, coping with longer books

Word Identification & Phonemic Awareness: review mixed short vowel routines, model accuracy checks as a means to pace word study, introduce "vowel-consonant-e" syllable structure & routines, introduce Bingo

Fluency: removing roadblocks to fluency, rereading books from current/previous level as needed, prosody echo, working on fluency with a focus student

Clinical Rounds: each participant has the opportunity to provide intervention to a small group as coach and peers observe. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for

questions, remodeling, and clarification.

[Seminar 5: Early StepsSM and Next StepsSM: Empirical Evidence](#)

Optional Reading: Tyner, B. (2009). Chapter 6/Fledgling Reader

Session 8/Shifting Quad Composition When Indicated

Assisted Familiar & New Reading: re-model choral/solo reading, model collecting accuracy and rate data as a guide to moving up or moving laterally in text level, discuss when and how to shift small group membership

Comprehension: model questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, and extending oral language through questioning and modeling

Clinical Rounds: each participant has the opportunity to provide intervention to a small group as coach and peers observe. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, and clarification.

Optional Reading:

Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). *Phonological awareness materials in Utah*

kindergartens: A case study in the science of reading. Reading Research Quarterly, 56, 249-272.

DOI: 10.1002/rrq.386.

Tyner, B. (200). Chapter 7/Transitional Reader

Session 9/End-of-Year Assessment

Assessment: overview, model, and practice administering informal end-of-year assessment (oral reading accuracy, oral reading rate, comprehension). Discussion of criteria for identifying instructional/intervention reading levels

University Credit Requirements & Criteria

Impact on the Future

Use your tutoring experience to understand how reading develops and how instruction leads to that development—even when students struggle. What you learn will help you be a better reading teacher in the future. And remember--even 20 or so tutoring sessions can make a significant difference in a student's reading ability. YOU can be the person who makes that difference for the child YOU tutor!

Professionalism

All participants are asked to conduct themselves in a professional manner. Professionalism for this course/practicum includes, but is not limited to:

- punctuality

- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities
- refraining from abusive conduct toward a student or any conduct of a sexual nature,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session that may be scheduled at the discretion of the school supervisor
- maintaining [Fitness to Teach criteria](#)

Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and 'no credit/failing grade' for the course.

Course Credit Criteria (EDU 5649/6649-030)

Tutoring Execution:

Tutoring during the practicum will earn Satisfactory-strong, Moderate-less as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

Satisfactory-Strong, 100% = Satisfactory to strong tutoring execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory to strong preparation and management of tutoring materials. Satisfactory to strong ability to integrate trainer feedback into tutoring performance. Satisfactory to strong contribution to training and debriefing sessions.

Moderate-less, 70% = Moderate-less than satisfactory tutoring execution for most of practicum. Moderate-less than satisfactory ability to analyze and respond to student performance. Moderate-less than satisfactory preparation and management of tutoring materials. Moderate-less than satisfactory ability to integrate trainer feedback into tutoring performance. Moderate-less than satisfactory contribution to training and debriefing sessions. It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

To receive credit (i.e. no letter grade) for the course, participants must satisfactorily meet each criterion outlined below:

- completion of all clinical trainings, conducted by a licensed Early StepsSM Small Group Trainer
- completion of all formal coaching sessions conducted by a licensed Early StepsSM Small Group Trainer
- earn satisfactory ratings for those coaching sessions
- completion of peer observations
- view 4 hour-long seminar videos on reading research/theory
- completion of at least 85 intervention sessions with an Early StepsSM Small Group

Letter Grade Course Criteria (EDU 5649/6649-040)

To earn letter-grade credit for the course, participants must satisfactorily meet each criterion outlined below:

To earn letter-grade credit, participants must satisfactorily meet each criterion outlined below:

- attendance requirements
- provide current, cleared background check and youth protection training documentation
- satisfactorily tutor student(s) or observe as directed, including implementation of feedback
- **earn a grade of .7 or better on tutoring execution and written case study**
- conduct assessments as directed
- participate in debrief/discussion of student progress
- maintain professionalism as described above throughout practicum

Participants who fail to meet one or more criteria will not receive course credit.

Written Case Study: Your Early StepsSM small group will be the subject for a written case study. The case study should include:

1. Summary and analysis of each student’s foundation for reading success at baseline. This is more than simply “reporting the data.”

- a. Describe student’s baseline performance in foundational reading skills (letter name/sound knowledge, developmental spelling including phonemic awareness, oral reading rate/accuracy/comprehension (if applicable)),
- b. Discuss their performance in relation to chronological grade level expectations.
 - Are they at risk for reading difficulties? Why?

2. Summary and analysis of the intervention. Describe the components of the intervention you provided, including:

- a. Description of tasks in the component
- b. Explain purpose of component
- c. Student response to the instruction including:
 - Did any component seem to offer more difficulty or ease than others? Why?
 - What, if any, adjustments did you make in the intervention?

3. Summary and analysis of each student’s reading performance at posttest. After administering the posttest and analyzing the data,

- a. Describe each student’s reading performance at the close of the intervention.
- b. Discuss each student’s posttest scores in letter name/sound knowledge, oral reading, word recognition and spelling in relation to chronological grade level expectations
- c. If indicated, make specific recommendations for future instruction/intervention.

4. Summary and analysis of teaching practices.

- a. What have you learned about reading development and instruction/intervention from your practicum experience?
- b. How has this learning informed your practice? Provide specific examples.

Please keep a copy of your case study on file or hard drive until you receive your final grade.

Course grade = 25% (/31 points) case study grade and 75% (/93 points) practicum grade.

The criteria for grading are as follows:

93-100% = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results. Exceptional analysis of practicum's impact on own teaching. Superior academic writing style. No mechanical errors.

73-92% = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum's impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

60-72% = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum's impact on own teaching. Flawed academic writing style. Numerous mechanical errors. It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn "Not Passing."

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APP (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

Case Study Rubric

| | Below expectations (0) | Approaching expectations (1) | Meets expectations (2) | Exceeds expectations (3) | Notes/Resources | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------|------------------------|--------------------------|--------------------------------|--|
| 1. Summary and analysis of the student's foundation for reading success at baseline. | | | | | | |
| Description of student's baseline abilities in foundational reading skills (letter name/sound knowledge, phonemic awareness/developmental spelling, oral reading rate/accuracy/comprehension (if applicable), you must discuss his/her abilities in relation to chronological grade level | | | | | APA Guidelines | |
| Where is this child in relation to where s/he should be | | | | | | |
| 2. Summary and analysis of the intervention. | | | | | | |
| Brief description of each component (text, word bank, word study) | | | | | | |
| Explain the purpose of each component | | | | | | |
| Did any component seem to offer more difficulty or ease than others? Why? | | | | | | |
| What, if any, adjustments did you make in the intervention? | | | | | | |
| 3. Summary and analysis of students' reading abilities at posttest. | | | | | | |
| Discusses student's instructional level in passage reading and word recognition in relation to chronological grade level. | | | | | | |
| If indicated, specific recommendations for future instruction/intervention are made. | | | | | | |
| 4. Summary and analysis of your own teaching practices. | | | | | | |
| New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided. | | | | | | |
| 5. Mechanics | | | | | | |
| APA standards (style, grammar, spelling, etc.) | | | | | | |
| 4-5 pgs | | | | | | |
| Case Study | | | | | | |
| Case Study total points (/31) | | | | | | |
| Case Study percentage | | | | | | |
| Case Study grade | | | | | | |
| Course | | | | | | |
| Tutoring total points (/93) | | | | | | |
| Tutoring percentage | | | | | | |
| Case Study percentage | | | | | | |
| Course percentage | | | | | | |
| Course grade | | | | | | |

Evaluation Procedures:

75% Tutoring 93 points

25% Case Study 31 points

124 points

Grading Scale:

A = 94-100%

A- = 90-93%

B = 84-86%

B+ = 87-89%

B- = 80-83%

C = 74-76%

C+ = 77-79%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = 59% and below

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
 - a. Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal

Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. **Student Code:** <http://regulations.utah.edu/academics/6-400.php>
7. **Accommodation Policy:** <http://regulations.utah.edu/academics/6-100.php>
8. **Supports for Students:** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.
9. **Basic Needs Student Support Statement.** Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.