

**Attendance Matters: A Qualitative Descriptive Design on Teachers' Instructional Strategies
for Accommodating Chronically Absent Students**

Dissertation Manuscript

Submitted to National University

Sanford College of Education

In Partial fulfillment of the
Requirements for the Degree of
DOCTOR OF EDUCATION

by

JOYCE HARRISON COLEMAN

San Diego, California

December 2025

Abstract

The problem addressed was that teachers who work in urban elementary schools lack the instructional strategies to accommodate chronically absent students. The purpose of this qualitative descriptive design was to obtain the experiences and perspectives of urban elementary teachers on accommodating instructional strategies for chronically absent students. The theoretical framework that structured this study is based on Bandura's social learning theory. This theory emphasizes that observation serves as the foundation for learning to take place in an environment in which individuals learn by modeling and imitating the behaviors of others. Bandura's process of observation and imitation helped to facilitate insight into how learning occurs in a social context. Twelve participants who met the eligibility criteria embodied the sample population. Each was purposefully chosen based on availability. Data was gathered from an open-ended questionnaire and descriptive responses. An inductive analysis was applied by coding and categorizing to identify themes based on the responses of the participants. Six themes originated from the findings. The participants acknowledged the benefits of tailored instruction, differentiated instruction, and multiple instructional models and strategies to accommodate the instructional needs of chronically absent students. The participants also stated that the lack of instructional time, the disengagement of students, and the lack of administrative support were significant factors that contributed to the struggles teachers confront when accommodating the instructional needs of chronically absent students. The teachers also voiced a compelling need for more collaboration and a desire for more support outside the classroom, like professional learning opportunities. Future research should include longitudinal studies on why students who regularly attend school come to school.

Acknowledgments

It is with great pleasure and joy that I express my sincere appreciation for two of the most important people in my life, the loves of my life: my husband, Neil Coleman, Jr., and my daughter, Asa Berchet Coleman. Their encouragement, patience, and constant support as my sounding board and source of inspiration throughout this journey meant the world to me. I would also like to thank my best friend, Antonia “Tina” Hayes, for keeping me strong, listening to my frustrations without judgment or condescension, and consistently offering wisdom and moments of prayer to help alleviate stress before it became overwhelming.

I wish my loved ones who have transitioned could witness the achievements I accomplished. Parents, Terry, and Savilla Harrison, were my most earnest lifetime cheerleaders, instilling in me their best qualities. Their unconditional love, guidance, honesty, wisdom, spiritual awareness, and unwavering support played a vital role in shaping my character and fortitude. To my cousin, Dr. Phyliss Bevins Hudson, you were my inspiration and my go-to when I needed coaching to stay focused. Your remarkable commitment and sense of urgency in responding to my numerous requests were truly invaluable. Thank you!

I am extremely grateful that Northcentral University, now National University, was my choice for obtaining my doctoral degree. Throughout this journey, I have had the privilege of meeting many kind, committed, and knowledgeable professionals. Unfortunately, I have not had the opportunity to meet them face-to-face, but their interactions with me have been exceptional. The rapport we developed made them feel like family. They made me feel worthy, as if they were strategically placed on my path to assist me in accomplishing my goal. In short, I felt they

believed in me, which strengthened my belief in myself. Kudos to Dr. Ramon Daines, for introducing me to the valuable resources and the various facets of ASC, even remotely joining me to assist when needed; Dr. Pallavi Mittra, who made the daunting task of coding obtainable by weekly step-by-step sessions, feedback, and weekly templates to guide next steps; Advisor Rosalind Donson, who heard me, and contributed compassionately to my well-being when needed, she was a “jewel”; Dr. Brianna Parson who made it possible!; and Dr. Edward Kim who kept me focused on the process and the progress as he was a no nonsense consistent leader. While there were many, these five stepped up beyond the norm and extended a true sense of empowering hope.

Someone had the audacity to ask, “Why waste the time and money to get a doctoral degree with one foot in the grave?” Thank goodness He gave me two! Little did they know that this question became my inspiration and motivation to ignore the obstacles I faced. While I certainly encountered my share of challenges, age was the least of my concerns. I had a goal to accomplish, and the words of Proverbs 3:5-6 kept me on track. Thankfully, I am now blessed to see the light at the end of the tunnel. This degree will allow me to leave a legacy for my two grandchildren, Terry Ajax and Talia Auri (T&T), the most precious people in my life. I want them to know that they can succeed at any dream or desire if they have the will to strive and remain persistent.

Table of Contents

Section 1: Foundation	1
Statement of the Problem.....	3
Purpose of the Study	4
Research Questions.....	4
Introduction to Theoretical Framework	5
Definition of Key Terms	6
Review of Literature	8
Ethical Assurances	24
Summary	25
Section 2: Methodology and Design.....	27
Design and Method	27
Population and Sample	31
Instrumentation	32
Data Collection and Analysis.....	33
Assumptions.....	35
Limitations	36
Delimitations.....	36
Summary	37
Section 3: Findings, Implications, and Recommendations.....	38
Findings.....	39
Evaluation of the Outcomes.....	65
Implications and Recommendations for Practice	71
Recommendations for Future Research	78
Conclusion	81
References.....	84
Appendix A IRB Approval Letter	108
Appendix B Approval Letter From Selected School District	109
Appendix C Introduction/Invitation Letter to Principal.....	110
Appendix D Chronic Absenteeism Questionnaire Directions	111
Appendix E Chronic Absenteeism Questions on the Questionnaire.....	112
Appendix F Informed Consent Form.....	113
Appendix G Recruitment Flyer.....	116

List of Tables

Table 1 Participants' Demographics	43
Table 2 Overview of Codes, Categories, and Themes for Research Question	45
Table 3 Overview of Codes, Categories, and Themes for Research Question 2	46
Table 4 Themes for Research Question 1	47
Table 5 Themes for Research Question 2	53

List of Figures

Figure 1 Root Causes for Chronic Absenteeism in Schools 13

Section 1: Foundation

Gottfried (2019) defined chronic absenteeism for students as any instructional time lost, whether excused or unexcused. The U.S. Department of Education (2023) stated that chronic absenteeism is missing so much school for any reason – excused, unexcused, or suspensions – that a student is academically at risk. They solidify this by stating that missing 10% or more of the academic year, which equates to 18 days per year or 2 to 3 days per month based on a 180-day school year, is problematic (www.ed.gov). Hess (2024) echoed this and concluded that there were many adverse consequences for teachers and students. Austin (2022) recommended that teachers model the desired behaviors, such as practicing the attendance they want from their students, to minimize chronic absenteeism. Blad (2018) described teaching chronically absent students as "untangling a rope" (p. 2), knot by knot, attacking habits, issues, and barriers that cause students to miss school. Smereillo et al. (2018) cited sixth-eighth grade chronic absenteeism as the strongest predictor of high school dropout. Chronic absenteeism is of great concern, as the U.S. Department of Education (2018) reported an increase of approximately 1 million students yearly. Attendance Works (2021) concluded that in the 2020–2021 school year, chronic absenteeism rose by 10.1 million. In one in 10 schools, more than 30% of students experience chronic absenteeism (Bauer et al., 2018).

A significant impact of chronic absenteeism is students' lack of academic achievement (Center for Research in Education Social Policy [CRESP], 2018). Low achievement correlates with high absenteeism, causing an achievement gap for children of color, children with disabilities, and English language learners starting as early as kindergarten (WH.gov, 2023). When students display a pattern of chronic absences, they miss out on daily instruction, resulting in immediate or long-term poor performance, which predicts future negative educational

consequences (Bauer & Portman, 2018). Blad (2018) and CRESPP (2018) emphasized the challenges for teachers when students are absent, acknowledging that one in seven students in public schools is chronically absent. There is a clear link between chronically absent elementary students and their teachers and instruction (Chang et al., 2019; Gottfried & Ansari, 2021). Blad (2018) added that teachers are among the first stakeholders needed to implement the necessary changes to address this issue.

An increased focus on students' chronic absenteeism emerged with an increased demand for teacher accountability (Marsh, 2020). Teachers directly impact students' quality of education by delivering strategic instruction that leads to their success (Lopez-Martin et al., 2023). Teacher instruction can be challenging in relation to absentee students when modifications, accommodations, or adjustments to the curriculum are needed. According to Sawchuk (2021), a well-developed action plan with instructional strategies is required to assist teachers in instructing chronically absent students. When these students return to class, they are often disengaged and display a lack of motivation and unwillingness to participate, which can stifle teacher instruction delivery (National Education Association [NEA], 2018).

Teachers are on the front line for implementing strategies to reduce chronically absent students (WH.gov, 2023). According to research from Ibarra (2022), students feel connected when teachers create supportive and engaging strategies in culturally responsive, safe, and inviting classrooms. This example serves as evidence that more strategies are needed for teachers to accommodate the challenges of teaching chronically absent students. One way to approach this problem is to equip teachers with additional strategies to promote instructional engagement for chronically absent students (Chang et al., 2019).

Statement of the Problem

The problem to be addressed was that teachers lack instructional strategies for accommodating chronically absent students (Sawchuk, 2021). Teachers in urban elementary schools consistently confront instructional challenges resulting from the adverse effects of chronically absent students (Hansen & Quintero, 2020). Gottfried (2019) echoed this by acknowledging that teachers need more instructional time and resources for academic and social remediation for chronically absent students, which is disruptive to effective teaching.

While maintaining instruction for students in attendance, teachers must remediate the chronically absent students, understanding that the chronically absent do not miss school simultaneously or for the same duration (CRESP, 2018). Gottfried (2019) added that teachers often slow instruction to afford chronically absent students' academic recovery. In addition, the author confirmed that teachers spend more time and resources on the academically lagged and frequent disciplinary disruptions that result in further absenteeism when they return to the classroom (Gottfried, 2019).

The impact of chronically absent students can have a ripple effect on the social dynamics of the classroom for both teachers and students (Gottfried, 2019). Chronically absent students display disciplinary issues, disengagement, and a lack of self-efficacy, affecting their academic progress (Want & Gulliford, 2024). For teachers, disruption in classroom flow can make consistent delivery challenging, leaving teachers to modify lessons and offer additional support and time to remediate and reteach assignments (WH.gov, 2023). Furthermore, if this problem is not addressed, according to Gabenski (2025), students with irregular attendance will continue to miss out on building relationships, participating in group activities, and social learning—poor attendance results in disconnection and isolation.

Purpose of the Study

The purpose of this qualitative descriptive design was to capture elementary teachers' experiences applying accommodation strategies when students are chronically absent. A qualitative methodology and a qualitative descriptive design were applied. Gaps can be more accurately identified by presenting urban elementary teachers' answers to the research questions through qualitative data.

According to Hall and Liebenberg (2024), a qualitative descriptive design allowed me to delve deep into exploring, understanding, and addressing real-life situations. The setting was with elementary teachers in Northern Virginia. Purposeful sampling was applied. In a non-probability purposeful sampling method, I determined the need and selected participants accordingly (Adeoye, 2023). Teachers with chronically absent students were included in the study, and the sample size was 12. Confidentiality was maintained. The data collection involved an open-ended questionnaire, which did not allow the participants to respond with a yes or no (Hansen & Swiderska, 2023). After collecting the data, an inductive analysis was implemented; I followed this process by coding and categorizing data into insightful stories (Bingham, 2023; Linneberg & Korsgaard, 2019).

Research Questions

RQ1

How do teachers working in urban elementary schools provide instructional accommodations for chronically absent students?

RQ2

What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently?

Introduction to Theoretical Framework

The theoretical framework for this study was social learning theory (SLT), which provided a lens for interpreting data on chronically absent elementary students and teachers' instruction. According to Sutton (2021), Albert Bandura was recognized as the father of SLT, and SLT emerged with a social aspect on the foundation of the behaviorist theory that learning occurs based on reinforcement and environment. Mcleod (2025) added that Bandura was convinced that individuals learn by observing, imitating, modeling, and mimicking the behavior of others, proposing that this way of learning is social learning. Bandura also identified two significant areas of learning: reinforced and vicarious (Buritica et al., 2024). Sutton (2021) described reinforced learning as rewarding positive behavior and punishing negative behavior. Mcleod (2025) defined vicarious learning as observational learning. Bandura (1985) formulated five principles that underpin SLT: observation, attentiveness, retention, reproduction, and motivation. The principles are: (a) observation, where individuals learn by imitating and modeling others (Nickerson, 2025); (b) attentiveness, or the observer's focus when information is perceived as beneficial (McLeod, 2025); (c) retention, where the observer stores information for later use to recall when needed (Firmansyah & Suepuluh, 2022); (d) motivation, where the observer distinguishes between rewards and punishments (Lopez-Garrido, 2023); and (e) reproduction, where the observer models and holds onto behavior, leading to learned behavior (Horsburgh & Ippolito, 2018).

Bandura's principles successfully foster interactions, collaborations, reinforcement, and vicarious learning (McLeod, 2025). Additionally, implementing these principles could add strategies and curtail the adverse effects teachers have when instructing chronically absent students. In a social learning environment, such as a classroom, the teacher is critical in

facilitating an interactive learning environment (Bouchrika, 2023). Students act as observers in the classroom, and the teacher serves as the model.

However, when students are absent from school, they cannot observe, model, or mimic the experiences of their teachers and peers. Consequently, upon their return, they may lack a clear understanding of what is being modeled and perhaps what was modeled, which, according to Bandura's SLT, is essential for learning. To address this challenge, teachers must adapt instructional materials to meet chronically absent students' external, internal, and social-emotional needs (Sutton & Barto, 2018). The responsibility of teaching these students lies in recreating the principles of Bandura's SLT with instructional strategies.

Applying Bandura's principles, particularly with chronically absent students, requires teachers to invest additional time and attention in adjusting instructions to help students with academic recovery from missed assignments (Gottfried et al., 2024). Hall (2023) documented that observational learning can occur in various formats within and beyond the classroom and further explained a triangular connection within SLT involving personal, environmental, and behavioral factors. Applying Bandura's SLT promotes creating a supportive and engaging classroom environment where students can interact with their peers and actively participate in their learning by experiencing an array of instructional strategies (Pace, 2025).

Definition of Key Terms

Chronic Absenteeism

Chronic absenteeism is when a student misses 15 days or more than 10% of a school year for any reason, including excused absences, unexcused absences, suspensions, and expulsions (Marsh, 2020). Chronic absenteeism is associated with poor academic performance, achievement gaps, lower graduation rates, disengagement, and limited future opportunities (Kirksey, 2019).

Cooperative Learning

This learning strategy is a socially structured group activity where each team member has a role and is responsible for their learning and every team member (Ryzin et al., 2021).

Flipped Classroom

This instructional strategy takes a blended learning approach to increase engagement. Instruction occurs in different locations and applies different formats (Campillo-Ferrer & Miralles-Martinez, 2021).

Instructional Disruptions

Aggressive behaviors such as fighting, arguing, yelling, speaking out of terms, and being disrespectful can cause a break in continuity and delivery, significantly impacting teaching and learning (Wilkins et al., 2022).

Intervention Strategies

Teachers design plans, strategies, or procedures to approach teaching and learning differently, such as flipped classrooms, personalized lessons, and cooperative learning, to aid students in taking ownership of their learning and making progress (Endo, 2022).

Modeling

Modeling is a strategy to show behaviors and skills for students to observe and mimic (Austin, 2022; Responsive Classrooms, 2023).

Observational Learning

Observing the behaviors of others is observational learning. Observational learning is the foremost principle of Albert Bandura's SLT (McLeod, 2025).

Peer Learning

Peer learning is a strategy in which students work collaboratively to solve problems, share ideas, and provide feedback to each other (Donnelly et al., 2018).

Reinforcement Learning

Positive reinforcement and feedback to motivate and encourage students are components of reinforced learning. Reinforcement learning occurs when teachers use rewards, praise, and recognition to encourage positive desired behaviors and discourage undesired behaviors (Sutton & Barton, 2018).

Self-Efficacy Goal Setting

This approach is a process where students set realistic goals for themselves, and teachers support students' progress on the self-identified goals, affirming their belief in their abilities (Taylor et al., 2024).

Verbal Instruction

Verbal instruction is an instructional strategy that helps with retention and improves learning. Instruction is explained clearly and concisely at a level the student understands/comprehends. Directions and tasks are chunked into manageable steps, and expectations are clear with shared examples (Meier et al., 2020).

Vicarious Learning

Vicarious learning occurs when the behaviors of teachers or students are observed and then imitated or mimicked (Cornell, 2023).

Review of Literature

The problem addressed is that teachers lack instructional strategies for accommodating chronically absent students (Sawchuk, 2021). The purpose of this qualitative descriptive design

was to capture the elementary teachers' experiences regarding their accommodation strategies to support their chronically absent students. The overview of conducting this literature review is to explore, investigate, gather, and evaluate existing literature and scholarly articles related to how teachers are challenged by efficiently accommodating chronically absent students. This literature review will investigate the following topics: Chronic Absenteeism, Challenges for Schools, Challenges for Teachers of Chronically Absent Students, and Research Patterns.

Search engines used in this literature review were Google, Google Scholar, and Roadrunner/Navigator Search/A-Z databases. The databases included EBSCO, ProQuest, Jstor, PubMed, and ERIC. The search parameter was limited to 5 years, 2018-2023. The rationale was to use current articles for the study. Key phrases include *chronic absenteeism, what is chronic absenteeism, chronic absenteeism demographics, grades, standardized test, diminished health, criminal justice, chronic absenteeism causes, seminal research on chronic absenteeism, classroom disruptions due to chronic absenteeism, loss of instructional time due to chronic absenteeism, student engagement, seminal study on student engagement, causes for student disengagement, teacher-to-student relationships, benefits of teacher-to-student relationships, challenges of teaching chronically absent students, adverse effects on teachers' Instruction because of chronically absent students, cultural relevance, chronic absenteeism, root causes of chronic absenteeism, social learning theory research-based strategies, flipped classroom, Bobo Doll experiments, gamification, teacher stressors, seminal studies on teacher stressors, teacher burnout, teacher retention, seminal studies on teacher retention, chronic absenteeism of students, adverse effects of teaching, history of chronic absenteeism, and truancy, average daily attendance*. The following parameters applied Boolean operations to narrow the search phrases by using conjunctions and quotation marks to highlight specific words in a title.

Chronic Absenteeism

Chronic absenteeism was the foundation of this research. The topics explored in this section include Chronic Absenteeism, Root Causes of Chronic Absenteeism, and Groups Experiencing the Most Chronic Absenteeism.

Gottfried et al. (2019) highlighted chronic absenteeism as a hidden educational crisis that demands attention. Garcia and Weiss (2018) described chronic absenteeism as a complex puzzle, with each piece playing a significant role in a student's academic and social performance. This issue affects many American children, prompting educators, researchers, and policymakers to take notice (Marsh, 2020). Chronic absenteeism recognizes all absences, excused or unexcused, due to illness, bereavement, family vacations, or other reasons like suspension or expulsion (Corliella & Boundy, 2018). Chronic absences go beyond truancy, which only accounts for days missed without permission.

Chronic absenteeism encompasses excused and unexcused missed school days, focusing on academic and social development. The American Academy of Pediatrics (2025) defined truancy as missing school without permission. Average daily attendance (ADA) means calculating the number of days a student is in attendance divided by the total number of days of membership. Marsh (2020) described ADA as the average number of students at school on a typical day. It is worth noting that chronic absenteeism has more profound consequences regarding loss of instructional time and adverse academic and social outcomes than truancy. Gottfried and Ansari (2021) noted that chronic absenteeism among kindergarteners is rising, resulting in a long-term decrease in executive functioning skills. These results spark a need to become more knowledgeable about its detrimental effect on our youngest children, with possible lingering adverse outcomes unless addressed at once (Robinson et al., 2018). Chronic

absenteeism has captured the attention of educators, researchers, and policymakers because it is challenging and continues to gain momentum, especially in low-income schools (Roger & Feller, 2018). Lenhoff and Pogodzinsk (2018) conducted an exploratory study to determine if schools organized for effectiveness are structured and designed to reach all students' academic and social goals and outcomes and could impact or influence chronic absenteeism.

Across different states, absenteeism is measured in various ways. At the same time, some states consider a student to have attended school if they are present for any part of the day. However, there is a need for greater transparency and consistency in the federal guidelines for measuring and establishing clear criteria and standardized methodology (Eklund et al., 2020). Chronic absenteeism has been found to affect various aspects of a student's academic journey. Balfanz and Byrnes (2018) indicated that chronic absenteeism is associated with poor academic performance in reading and mathematics, grade level retention, behavior issues, and an increased risk of dropping out—the significance of addressing chronic absenteeism to support students' educational success.

A collaborative effort between Attendance Works and the Child Family Center in Des Moines, Iowa, investigated three urban school districts. They found that 95% average attendance is not good, as it masks an even more significant problem through the lens of chronic absenteeism. Some states still do not require chronic absenteeism to be calculated as part of attendance. A significant problem still exists in promoting chronic absenteeism calculation nationally (Attendance Works, 2024).

Gottfried et al. (2019) collected various studies from researchers on relative topics such as who misses school, why students are not in attendance, how schools can combat the pitfalls of absenteeism, and how schools can better assess attendance to promote school accountability and

help educators understand the causes and impact of chronic absenteeism. Gottfried et al. (2019) acknowledged barriers such as lack of transportation, poor health, housing insecurities, discipline issues, and immigrant student policies as reasons for chronic absenteeism. They included school initiatives and interventions seeking ways to improve students' attendance. Gottfried et al. (2019) presented a critical systematic view of an informative model to assist in getting children into school and learning daily, with an intense focus on chronic absenteeism.

Root Causes of Chronic Absenteeism. Understanding the root causes of chronic absenteeism can benefit the educational community for several reasons. It helps teachers identify potential issues or challenges students may face, such as bullying, family problems, or academic struggles. This knowledge provides insight for teachers to provide the necessary support, strategies, and interventions to help students overcome obstacles and stay engaged. Marsh (2020) highlighted that bullying, health issues, lack of engagement, transportation, poor academics, and family circumstances are also root causes of chronic absenteeism.

Figure 1*Root Causes for Chronic Absenteeism in Schools*

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none"> • Chronic and acute illness • Family responsibilities or home situation • Trauma • Poor transportation • Housing and food insecurity • Inequitable access to needed services • System involvement • Lack of predictable schedules for learning • Lack of access to tech • Community violence 	<ul style="list-style-type: none"> • Struggling academically and/or behaviorally • Unwelcoming school climate • Social and peer challenges • Anxiety • Biased disciplinary and suspension practices • Undiagnosed disability and/or disability accommodations • Parents had negative educational experiences 	<ul style="list-style-type: none"> • Lack of challenging, culturally responsive instruction • Bored • No meaningful relationships to adults in the school (especially given staff shortages) • Lack of enrichment opportunities • Lack of academic and behavioral support • Failure to earn credits • Drawn to low-wage job vs. being in high school 	<ul style="list-style-type: none"> • Absences are only a problem if they are unexcused • Missing 2 days per month doesn't affect learning • Lose track and underestimate TOTAL absences • Sporadic absences aren't a problem • Attendance only matters in the older grades • Suspensions don't count as absence

Note. In addition, Figure 1 above explains four root cause categories that contribute to chronic absenteeism. Absences from school occur due to at least one of these categories: barriers to attending, aversions to attending, disengagement from attending, and misconceptions (Sundius, 2024).

Groups Experiencing the Most Chronic Absenteeism. Chronic absenteeism appears to be more prevalent in specific demographics; race and income are predictors of absenteeism that teachers in urban schools' encounter. Black students are more frequently absent than White students, and Asian students experience the fewest absences. Lara et al. (2018) documented that chronic absenteeism is more prevalent among students with special needs of color, students enrolled in urban schools, and students in poverty.

The Hamilton Project (2018) documented disparities in attendance by race, ethnicity, income, and disability. Chang et al. (2025) claimed that in schools where 75% of the enrollment

lives in poverty, chronic absenteeism would be high; therefore, the economic status of a community can predict chronic absenteeism. Chronic absenteeism is noted more frequently with Hispanic or Latino and Black or African American students. Native American and Pacific Islander students are 65% more likely than White students, while Black students are 36% more likely, and Hispanic students are more likely to be chronically absent (U.S. Department of Education, 2018). Children who are impoverished and reside in segregated communities attend schools where 75% of students are children of color, and 41% will be chronically absent (Sellery, 2021). African Americans, Hispanics, and American Indians experience 20% more chronic absenteeism than others, while Asians experience less than 10% (The Hamilton Project, 2018). Anderson (2019) found that children with disabilities are likelier to be suspended or expelled from school, which means they are more likely to experience chronic absenteeism.

Scott (2021) researched how chronic absenteeism among Black, Indigenous, and People of Color (BIPOC) continues to grow, even with additional support and interventions. This case study consists of all public schools in Tennessee; the researcher suggests more research to address these young people's childhood adversities to close the culture gap. The culture gap could be interpreted as impacting the teacher and student relationship in the classroom and can expose misunderstandings, biases, and inequities affecting students' learning, engagement, and performance. The researcher reported that Tennessee's high schools' chronic absenteeism rate is lower than that of other schools in the state due to accountability since the Every Student Succeeds Act [ESSA], in 2015. Results showed that chronic absenteeism was higher in city districts compared to others. The interaction between grade level and locality was significant, but the statewide changes remained the same. The conclusion was that holding the school district

accountable for chronic absenteeism was unsuccessful and that Tennessee sought an alternative non-cognitive measure to evaluate school performance.

Kostyo et al. (2018) documented that chronic absenteeism gained national attention with ESSA of 2015 to close the achievement gap with accountability, one of the steps included in reducing chronic absenteeism. The Department of Education's Office of Civil Rights (OCR, 2016) reported that the 2013-2014 school year attendance data showed that approximately 7 million students missed 15 days or more.

The Annie Casey Foundation (2023) reported that chronic absenteeism increased by 24% to 36% during the COVID-19 pandemic and peaked again in 2022. Before the pandemic, chronic absenteeism in the school year 2018–2019 was 15%, which doubled to more than 30% for the school year 2020–2021 (WH.gov, 2023). Due to the lingering effects of COVID-19, the Virginia Department of Education (VDOE) recommended that chronic absenteeism be removed as a factor for accreditation for the 2023–2024 school year.

Challenges for Teachers of Chronically Absent Students

Teachers of chronically absent students face several challenges in supporting these students. This section discusses the topics: Classroom Environment, Student Engagement, School Climate, Loss of Instructional Time, Teacher-Student Relationships, Absenteeism and Teacher Stress, and Teacher---the Most Significant Model.

Classroom Environment. After being absent and returning to school, students may not readily feel connected to classmates and can experience a sense of isolation. Schools reported 56% increased classroom disruptions and 46% more physical conflicts with fights and physical threats (The National Center for Education Statistics [NCES], 2022). Verbal abuse and disrespect toward teachers increased since COVID-19 in the spring of 2020, along with heightened

concerns about mental health (depression, anxiety) for teachers and students (St. George, 2022). In addition, Van Eck et al. (2017) characterized this as experiencing external and internal problems. St. George (2022) documented an elevation in acts of disrespect during the 2021-2022 school year.

In schools, teachers are overwhelmed by the disruptive behaviors that returning chronically absent students display (Belsha, 2021). Gottfried (2019) confirmed that the spillover affects the teacher and classmates. In addition, Gottfried (2019) also proclaimed that chronic absenteeism could undermine the teachers' efforts when classroom disruptions interfere with the continuity of instruction, making it difficult to make up missed assignments; this can make it challenging to grasp innovative ideas, skills, and concepts, resulting in a knowledge gap.

Van Eck et al. (2017) said that chronically absent students disrupt instructional delivery when an academic gap occurs. Classroom management is critical to lessen the struggle returning students experience when engaging with peers and performing daily expectations. Gottfried (2019) proposed that a break or interruption in attendance hinders social engagement and peer learning, damaging social-emotional well-being and diminishing a sense of belonging.

Student Engagement. Students are not engaged in school because they lack a sense of value for school, and school attendance is not a priority (Obrovskaja et al., 2024). For ELL students, students with disabilities, and homeless students, student engagement is even more challenging (Santibanez & Guarino, 2021). Dusseault and Makori (2021) recommended a three-tiered approach: apply strategies that make all students want to come to school, identify students at risk of chronic absenteeism early, and show genuine support and encouragement for students exhibiting barriers, aversions, or disengagements to attending school. After implementing the tiers, the next goal is to maintain student engagement (Li & Xue, 2023).

Ansari et al. (2020) studied the long-term outcomes of a lack of social engagement due to chronic absenteeism, which can create a gap in learning. The researchers considered the impact discipline, economics, and academic outcomes had on school attendance for kindergarten through eighth-grade students. The findings showed that students who attended school regularly did not engage in poor behavior choices. However, students not in regular attendance were less economically self-sufficient, show low academic success, and were more likely to have a child (Ansari et al., 2020).

Hiver et al. (2021) approached their research regarding student engagement differently, following Dornyei and Kormos' philosophy that student engagement is a critical concern for everyone teaching language learning to achieve success. Kang (2021) unfolded three pillars of engagement to engage students in school: (a) emotional engagement, in which students feel valued with a sense of belonging and connectedness; (b) behavioral engagement, in which the student is a motivated and active participant; and (c) cognitive engagement, in which the student takes ownership of learning.

Culturally relevant classrooms and culturally responsive teaching improve the climate and support student engagement (Ialuna et al., 2024). Miller (2019) complimented. Ialuna et al. (2024) recognized that culturally relevant classrooms and culturally responsive teaching could boost student engagement. Lessons and classrooms represent the clientele with real-world and real-life issues and establishing goals and expectations at the offset creates student buy-in (Miller, 2019).

School Climate. Van Eck et al. (2017) conducted a study in an urban school district with 25,776 middle and high school participants from 106 schools, where 89% were African American and 61% were eligible for free or reduced lunch. The results showed that the study

examined the perception of school climate at three levels: positive, moderate, and hostile. The results also showed that the poorer the perception of the school climate, the higher the chronic absenteeism. Daily et al. (2020) also found that school climate plays a vital role in chronic absenteeism; a positive school climate yields lower chronic absenteeism and better student performance. A positive school climate offers teachers a win/win by reducing chronic absenteeism and boosting academics (Hamil, 2021).

Loss of Instructional Time. Lost instructional time equates to missed face time and missed opportunities for teaching and learning at school. Research has consistently shown how the loss of instructional time due to chronic absenteeism impacts student achievement and teachers' instruction (Klein et al., 2022). Santibanez and Guarino (2021) recommended that teachers prepare make-up work packages to supplement in-class instruction and accommodate the loss of instructional time.

Gottfried and Kirksey (2017) reported that loss of instructional time results in teachers needing more time to prepare students, which equates to poor performance. Gottfried and Kirksey (2017) studied the 30-day attendance window before a high-stakes spring assessment; the findings indicated that absences the month before testing hurt performance. Keppens (2023) recognized that the timing of absences aligns with achievement, and the most harmful time for school absences is at the start and the conclusion of each school year. This author also acknowledged that teachers need more attendance awareness and resources to assist in reteaching to improve performance.

Teacher-Student Relationships. Based on the barriers chronically absent students experience, it is crucial that the teacher strategically approaches instruction as a positive, engaging process (Pennsylvania Training and Technical Assistance Network [PATTAN], 2021).

Students often spend more time with their teachers than with their parents; therefore, the relationship between teachers and students is critically beneficial for students' academic and social wellness (Lei et al., 2018). Budge and Parrett (2018) found the relationship between teacher and student to be the best way to increase motivation and students' academic and social efforts.

Lei et al. (2018) examined teacher-student relationships by linking teacher support and academic emotions, both positive academic emotions (PAE) and negative academic emotions (NAE). He found that the teachers' support was significantly aligned with academic emotions when culture, gender, and age moderated the links. Students with high PAE and lower NAE received more teacher support, felt a sense of connectedness, and had better school attendance.

Knowing their students enables teachers to tailor their instruction and create a more inclusive and supportive classroom environment that addresses students' needs effectively. Teachers can build stronger relationships and establish a positive educational experience for all. A teacher-student relationship is imperative before learning occurs (Chhikara, 2025). Teacher-student relationships show that the teacher shows a sense of caring and concern with the student reciprocating with the student, displaying respect and a desire to please (Lei et al., 2018).

Students may experience school refusal or anxiety if they feel disconnected from the school or classroom. Gottfried and Ansari (2022) highlighted that when children enjoy school, they attend regularly, but when they dislike school due to conflicts with teachers or other students, they miss days. Gewirtz (2021) designed a series of assessments to aid teachers in knowing their students. This enables tailored instruction and creates a more inclusive and supportive classroom environment that effectively addresses students' needs. Teachers can build stronger relationships and establish positive educational experience for all.

Absenteeism and Teacher Stress. When teachers are unprepared to handle attendance situations, stress becomes inevitable, especially with the accountability required to accommodate chronically absent students' needs. Teacher stressors include insurmountable workloads like tailoring instruction for chronically absent students, low salaries, poor working conditions, and inadequate teacher preparation programs for addressing chronic absenteeism (Walker, 2025).

Pupils' chronic absenteeism negatively affects academic and social development and increases teachers' stress. Chronic absenteeism also damages the student-teacher relationship and the relationships between teachers and parents. Teachers' stressors in managing the classroom to promote learning and social development for all students deviate from the purpose of their job (Akkus & Cinkir, 2022). Teacher stressors relating to teaching chronically absent students include overwhelming workloads, insufficient pay, and a lack of valued feelings (Bland et al., 2019). Teachers often leave the profession because of stressors. Junker et al. (2021) recognized that teacher stressors are low student engagement and poor motivation, characteristics of some chronically absent students.

Wu (2020) studied the relationship between work stress and mental health by examining factors that contributed to and affected work stress. Classroom management, workplace pressures, and student progress are a few factors that cause stress. These factors also align with contributors to students' chronic absenteeism. Wu (2020) noted a direct correlation between work stress and teacher burnout. Palermo et al. (2021) recognized that teacher turnover and burnout were high for science teachers, especially novice teachers. This could possibly be due to the lack of teacher preparation when addressing the needs of chronically absent students. Herman et al. (2020) conducted a study applying the 3C (coping, competence, and context) theory of teachers' stress and possible burnout to investigate the adverse impact and importance. The study showed

a correlation between the adverse effects of chronically absent students on teacher outcomes. It also opened pathways for future research in three areas: addressing intervention challenges, measurements, and concepts.

MacIntyre et al. (2019) examined the stress experienced by foreign or second language teachers. This study applied students' experiences to explain how chronic absenteeism affects teachers. The stressors for these educators are compounded by expectations to teach well and for students to perform well. Bianchi et al. (2022) conducted a study with 242 teenagers living in highly impoverished communities in Italy. This study is relevant to my research because it shows a negative relationship between school efficacy and student absenteeism. For immigrants only, it showed that academic self-efficacy is a negative predictor of absenteeism.

The Teacher-- the Most Significant Model. The core issue surrounding chronically absent students revolves around determining the strategies required to help with remediation recovery and reducing the number of missed school days. Jones and Ali (2021) recognized teachers as the most significant factor in school-based efforts for quality and equity. Conversely, the teaching profession could be better regarding job satisfaction, mental and physical wellness, and the demands for high-quality education (Jones & Ali, 2021). Teachers need respect and support to sustain longevity in teaching (Veliz & Mainbridge, 2024). Therefore, addressing the challenges teachers face in successfully instructing chronically absent students will require a collaborative effort. Students who are chronically absent today will likely be absent again during their educational journey (Gottfried, 2019).

Engaging students fully in the delivery of instruction is just as crucial for teachers because knowing the curriculum or subject content is not enough. Absenteeism can lead to missed materials that are difficult to make up, potentially leaving some students struggling to

catch up (Akkus & Cinkir, 2022). Davis et al. (2019) elaborated that teachers of chronically absent students experience missing opportunities for intervention, enrichment, and consistency due to chronic absenteeism.

NCES (2021) reported that the adverse effects on teachers' instructions were viewed differently by Gershenson (2020), who explained that schools in the United States have a disproportionate representation of White and female teachers. The student-teacher demographics are off-kilter, as teachers of color are underrepresented. This study showed that non-White males, when taught by a teacher of another race, were more likely to be chronically absent and experience the likelihood of suspensions. Teachers new to the profession, with less than five years of experience, are hired in schools with impoverished students or in urban settings with massive workloads and poverty and are impelled to improve performance on high-stakes testing (Jones & Ali, 2021). Due to burdensome workloads, poor school climate, and the lack of professional development, compounded with teaching chronically absent students, the adverse effects heighten, and teacher effectiveness weakens. Beyond classroom instruction, NCES (2021) reported that some principals require teachers to help students beyond the school day, with academic academics at 17% (public) and 28% (private), and with social-emotional learning at 7% (public) and 20% (private). Since teachers cannot help a child not in the class learn (Keenze, 2022), the teacher must provide support when chronically absent students return to class.

Research Patterns

Most of the research reviewed was a mixture of qualitative and quantitative research (Akkus & Cinkir, 2022; Ansari et al., 2020; Bauer, 2018; Chang et al., 2018; Corliella & Boundy, 2018; Gottfried, 2019; Gottfried, 2021; Keppen, 2023; Marsh, 2020; Roger & Feller, 2018; Santibanez & Guarino, 2021). The literature review that focused primarily on data reporting and

Acts was more qualitative (Attendance Works, 2018; ed.gov, 2018; Center for Research in Education & Social Policy, CRESP, 2018; NEA, 2018; American Academy of Pediatrics [AAP], 2025; White House Government [WH], 2023).

The research focused on experimental and seminal studies that addressed chronic absenteeism data, which were more quantitative (American University, 2021; Hansen & Quintero, 2020; Lenhoff & Pogodzinski, 2018). Those pieces that discussed significant data were more likely to be qualitative (Akkus & Cinkir, 2022; American University, 2023; Lenhoff & Pogodzinski, 2018). The literature showcased many different types of methodologies due to various research studies (Grooms, 2022; Keppens, 2019; Marsh, 2020).

The literature highlights that urgent challenges regarding chronically absent students cannot be ignored. John Hopkins (2023) reported that students attend schools where one in every five is chronically absent, missing 4 weeks of school annually. Poor attendance of chronically absent students results in the risk of academic failure (ed.gov). Klass et al.(2024) documented in an American Academy of Pediatrics brief that children not likely to read on grade level by third grade are chronically absent in kindergarten and first grade. A significant challenge for many chronically absent students is feeling a lack of connectedness and a sense of welcome from their teacher (Keenze, 2022). WH.gov (2023) recognized that regardless of chronic absenteeism being a cause or a symptom of academic failure, the recovery runs through the classroom. This means that the role of the teacher is crucial. Children entering classrooms where teachers are ill-prepared to instruct chronically absent students is a reality (Gottfried, 2021).

The gap in the literature from my literature review shows that the instruction and accommodating instructional strategies on how to instruct chronically absent students are limited. I investigated instructional strategies for accommodating chronically absent students.

This will be shown by documenting various instructional strategies teachers experience with chronically absent students.

Ethical Assurances

Ethical guidelines were authentic, making them error-free and contributing to gaining credibility and support from the public. Ethical guidelines allowed the researcher to conduct a responsible and moral study, mindful of how the research affected the participants. Privitera and Ahlgrim-Delzell (2019) explained the research process as what might occur, what is occurring, and what happened due to the study.

I followed the Belmont Report (1978) principles to ensure my study adhered to respect for people, by protecting participants from harm, benevolence, and justice by displaying fairness in an equitable manner. The first principle, "do no harm" or "primum non nocere," is from the Hippocratic Oath. The second principle, beneficence, is defined as showing kindness and generosity for the well-being of the participants. The third principle, justice, is caring for the participants with respect and dignity to promote better outcomes. I exhibited fairness with all participants.

Following guidelines of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research National University required that all individuals intending to conduct research under its auspices be familiar with and complete the web-based Collaborative Institutional Training Initiative (CITI) program as outlined by the NU Institutional Review Board (IRB) focused on the protection of human research subjects successfully. The completion certificate was valid for two years and was suitable for six months. The purpose was to ensure that all appropriate steps were taken to protect the rights and welfare of the human subjects/ participants during the study.

I sought approval to conduct research from the National University Institutional Review Board, ensuring the proposed study would be completed within the Board's regulations. Next, permission was sought from the school district and the participants through an informed consent letter. This notified participants of the study's goals, what to expect, and that they could opt out at any point in the research (National University, 2024).

The participants' confidentiality was maintained as stipulated in the informed consent. It assured the participants and school authorities that they could withdraw from participation at any research stage and that they would receive a copy of the study findings. The results would be published to benefit the education community and stored in electronic form for 3 years in the archives following National University Internal Review Board (IRB) requirements-

Summary

The research problem and research questions of this qualitative descriptive design was aimed at addressing teachers' lack of strategies for accommodating chronically absent elementary students. The study's foundation lay in concerns about educational equity and the alarming rise in chronic absenteeism, which collectively impacts teachers' instruction. By collecting data, the researcher sought to understand how chronic absenteeism is addressed in the classroom, the impact of chronic absenteeism from teacher to student, acknowledge possible solutions, and apply instructional strategies in instructing chronically absent students.

This qualitative descriptive design's research problem and questions addressed teachers' lack of strategies for accommodating chronically absent urban elementary students. The study's foundation focused on educational equity and the alarming rise in chronic absenteeism, which collectively impacts teachers' instruction. Through this exploration, the study aimed to identify the underlying benefits of instructional strategies in accommodating the needs of chronically

absent students with urban elementary teachers to determine their specific needs and establish the best steps to move forward.

There is a significant problem for urban elementary chronically absent students who return to classrooms with teachers who demonstrate a lack of strategies to deliver instruction that accommodates chronically absent students' needs. Teachers' insufficient knowledge to implement accommodating strategies reveals a problem with teachers' preparedness and readiness to apply instructional strategies to engage chronically absent students. In this qualitative descriptive design, we investigated the experiences of urban elementary teachers. This study explored the benefits and challenges of urban elementary teachers' perspectives when implementing SLT, instructional, and intervention strategies to accommodate chronically absent urban elementary students. In addition, the qualitative descriptive design identified strategies that teachers use to support and accommodate chronically absent students, implementing responses to interventions. The research findings helped teachers and others prepare to accommodate the needs of chronically absent students. Next, in Section 2: Methodology, the researcher clearly and concisely displayed how the study was conducted.

Section 2: Methodology and Design

The problem addressed by this qualitative descriptive design was that teachers lacked instructional strategies for accommodating chronically absent students (Sawchuk, 2021). Teachers in urban elementary schools consistently face instructional challenges for chronically absent students (Hansen & Quintero, 2020). The purpose of this qualitative descriptive design was to capture the elementary teachers' applying accommodation strategies when students were chronically absent. This study was conducted in an urban Northern Virginia community.

The second section provided an outline of the study's methodology and approach. In constructing this research study, several critical steps took place to help obtain the answers to the problem and research questions effectively. First, the design method for the problem and research questions was determined. I selected the purposeful sample of participants from the population source. In this section, I also shared the data-gathering procedures and the tools used for data analysis. Additionally, I specified the study's assumptions, limitations, and delimitations to explain the underlying premises and how the study was limited.

RQ1

How do teachers working in urban elementary schools provide instructional accommodation for chronically absent students?

RQ2

What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently?

Design and Method

For this study, a qualitative method was the best fit to accomplish the desired outcome. This qualitative research addressed the "why" or possibly the "why not" with insight into

people's experiences (Busetto et al., 2020, p. 1). Qualitative research is a text-dense study of phenomena telling the experiences and perceptions of individuals with profound knowledge of the topic (Busetto et al., 2020). Alhajri (2025) and Bloomberg (2019) defined qualitative research as a naturalistic process that reveals an in-depth discernment of the problem and generates new ideas. Qualitative research has a narrative format; the data collected is non-numerical (Ugwu & Eze, 2023).

Several factors contributed to the rigor, depth, and richness of qualitative research. The researcher served as the instrumental leader of the study, allowing me to explore and understand complex phenomena holistically. The sample for this qualitative descriptive design were purposively selected participants. The purposive participants were selected to gather an in-depth understanding of the participants' feelings, thoughts, and perspectives to analyze and validate the research (Ames et al., 2019). As a conduit, I am the decision-maker for each process step. My reflexivity allowed me to reflect on my biases, assumptions, and values that influenced the research process and findings. The research design and approach aligned with my core beliefs, understandings, worldviews, and speculations, as Hall and Liebenberg (2024) guided.

A quantitative research approach was not appropriate for this study for several reasons. First, quantitative research does not lead to capturing the experiences and feelings of participants. Instead, the focus is on what can be measured or counted, seeking how many or how much (Ghanad, 2023). Second, quantitative data is limited to numerical, statistical facts with close-ended questions (Kaabar, 2020). Finally, quantitative data does not provide the privilege of offering human feedback or engagement (Kuehn et al., 2022).

For this qualitative research, I conducted a qualitative descriptive design. Qualitative descriptive designs offer flexibility (Villamin et al., 2024). This research was a qualitative

descriptive design, meaning the research focused on an in-depth analysis. In this study a group of teachers made up the qualitative descriptive design and by examining this specific group with experience teaching chronically absent students, valuable rich data were gained. Attention to diligently acknowledge the experiences and perceptions by reviewing elements that contributed to establishing the phenomenon was the focus. The qualitative descriptive design allowed the researcher to thoroughly investigate a particular phenomenon or situation in a real-life context (Hall & Liebenberg, 2024).

Detailed and descriptive insight into instructional strategies to accommodate teaching chronically absent students in this qualitative research required active involvement and meaningful participation. How participants perceived their experiences were investigated to better understand the phenomenon or occurrence. To thoroughly unpack how and why an event or phenomenon occurred implied a phenomenon's natural order or progression (Mellor et al., 2022). Qualitative descriptive design was often incorporated in qualitative research when practical implications were needed, and each person's description shed light on practical applications, informing decision-making and problem-solving processes. A qualitative descriptive design allows for multiple factors, interactions, and influences to shape the studied experiences.

A qualitative descriptive design was appropriate for this proposed study because it allowed the researcher to gather information and evidence from teachers' experiences. A qualitative descriptive design helped the researcher gain insight into the practical application of the accommodation of instructional strategies for teaching chronically absent students and supporting their needs. The qualitative descriptive design was also valuable for in-depth exploration, and it allowed the researcher to thoroughly investigate a particular experience or

situation in a real-life context, provided rich and detailed insights that may not be possible with other research methods. The collected data came from the participants' direct quotations in this qualitative descriptive design. Data were analyzed for meaning and grouped with similar data to construct patterns for emerging themes.

The narrative study, a qualitative research method, is rich in evidence of people describing and interpreting their experiences (Overcash, 2003). Narrative research utilizes interview data to structure a story within the setting (Kaluza, 2023). In a narrative study, data are gathered from primary documents like newspapers or letters, artifacts that could include artwork or other tangible items, observations within the setting, and the opinions of the individuals centered around the phenomenon of interest (Van der Spuv & Jayakrishnan, 2021). The current choice of qualitative descriptive design relied heavily on various individuals' experiences with accommodating instructional strategies for teaching chronically absent students and supporting their needs. As intriguing as the storytelling aspect may be, the data gathered from this qualitative descriptive design would not be structured as a story. Ethnography is another qualitative research method. Ethnography studies an understanding of a group of people's culture, behaviors, and experiences (Sharma & Sarkar, 2019). In ethnographic research, the researcher studies and collects data by immersing themselves in the community, observing their activities, and gaining insight into their social and cultural practices. My analysis yielded a qualitative descriptive design. Hall (2024) noted that qualitative descriptive design emerged as a novice approach to qualitative research. A qualitative descriptive design was suited for this study, as it: (a) allowed the researcher to conduct comprehensive research to gain participants' voices, different aspects, and perspectives while offering flexibility; (b) promoted investigating a specific problem; and (c) exposed concepts, issues, and ideas, making it participant centered.

Therefore, qualitative descriptive design was an appropriate approach for this study, because the design focused on capturing the participants' perspectives and experiences.

Population and Sample

The population for the sample were elementary teachers who had taught chronically absent students. The teachers in the sample were employed in an urban school in Northern Virginia. The United States Census (2022) reported the county's estimated population as 1.2 million residents, and it was considered urban. The county has one school district with more than 140 elementary schools. The Virginia Department of Education [VDOE] (2023) reported that approximately 15% of the county's students were chronically absent for the 2021-2022 school year. With a population of roughly 178,000 students, about 26,700 were chronically absent. Virginia students in grades 3-12 must participate in the end-of-year/end-of-course Standards of Learning (SOL) standardized assessment. To meet federal requirements, annual reading, mathematics, and science SOL assessments are administered; the state also requires SOL assessments in writing and social studies (VDOE.edu. 2023). Student assessments and expectations for success are essential to teaching and learning (Fisher & Bandy, 2019). Assessments are a key to understanding a student's development and skill base. Fisher and Bandy (2019) endorsed the importance of assessments as evidence that teachers must accommodate instructional strategies for teaching chronically absent students and support their needs.

Purposeful sampling is recommended in qualitative research because non-probability participants are chosen intentionally as they embody the characteristics needed to achieve the research objectives (Suri, 2011). The sample for this qualitative descriptive design were purposefully inspired participants, referring to knowledgeable individuals intentionally

motivated by a specific purpose. Purposeful sampling was used to select the sample for this study. Ahmed (2025) recommended that 10-15 participants is sufficient to reach saturation for this study as it focused on examining the lived experiences of individuals. Therefore, 12 teachers who have one or more years of experience teaching one or more chronically absent students were questioned. The criteria for selecting participants were urban elementary teachers with one or more years of experience teaching one or more chronically absent students. The sample participants were questioned to inquire how they accommodate instructional strategies for teaching chronically absent students while supporting students' needs and what teachers need to accommodate chronically absent students efficiently.

Instrumentation

Pentage (2023) defined research instrumentation as data collection methods supporting the study. An open-ended questionnaire with descriptive responses was utilized to gather data in this research (Chatpibal et al., 2022). The research instrumentation for this study was selected because the tool aligned with the methodology and design. Pezalla et al. (2015) noted that the researcher has a critical role in qualitative research.

Open-Ended Questionnaire

Komildjanovna (2024) defined open-ended questionnaire as a tool/method that provides detailed responses, and rich conversation is encouraged. Fraser (2024) noted that open-ended questions cannot be answered with 'yes' or 'no.' Rosala (2024) described open-ended questions as questions for which participants are encouraged to refrain from one word, or short phrase responses and share a more detailed response. The questions were probing, starting like, "tell me..."; "what are..."; or "how did..."; these questions encouraged action.

Purandare and Patil (2023) identified four advantages of open-ended questionnaires: participants seldom give a wrong answer, participants are familiar with their response, the researcher gets detailed, rich data, and the researcher gets relevant answers on the topic. The core of open-ended questionnaires was that the rigorous questions focused on pre-determined topics that allowed participants to express their opinions, experiences, and phenomena.

These questions were rigorously focused on pre-determined topics that allowed participants to express their opinions, experiences, and phenomena. The primary data collection tool for this study relied on the responses from participants gained from understanding their experiences; the questions addressed and explored the research questions.

Bingham (2023) framed the steps of pattern coding for analyzing data collected in qualitative research. Roberts et al. (2019) and Bingham (2023) defined pattern coding as thoroughly familiarizing with the data by reading it repeatedly to identify patterns, categories, and themes without allowing data to fit into preconceived categories. Linneberg and Korsgaard (2019) recognized that coding could benefit novice researchers as it is (a) less detailed and shallow (b) presents situations to investigate (c) expand the researcher's knowledge base, (d) promote a visual format for recognizing changes and developments, (e) validate or confirm the data.

Data Collection and Analysis

Data Collection

Approval from the National University's Institutional Review Board (IRB) secured research protocols of informed consent, confidentiality, and protecting participants' rights. IRB approval required that each questionnaire take place in a calm, distraction-free environment. The purposefully chosen participants were recruited because they met specific characteristics for

inclusion in the study. To ensure accuracy, participants in the study received information and documentation as instructed by the guidelines of the National University IRB. Participants could withdraw from the study at any time. This statement was included on the recruitment poster and in the informed consent document (Grant, 2021).

Open-Ended Questionnaire. After obtaining informed consent from the participants, the questionnaire was sent. The opening question of the questionnaire reiterated that they had given their consent with a “yes or no” question.

For this research, inductive analysis was applied during the data analysis process. Inductive analysis encompassed various methods to draw conclusions and observe patterns; it was also used to generalize or predict patterns and trends based on observation in the data (Zapanta, 2025). Inductive analysis involved organizing, summarizing, and analyzing data to uncover patterns and trends (Zapanta, 2025). Analytical methods for handling qualitative data, such as qualitative descriptive design, included categorizing and coding data from questionnaires. Bingham (2023) endorsed steps for analyzing data from qualitative responses: 1. Familiarize yourself with the data, 2. Code into categories, 3. Find patterns and connections, 4. Interpret the data into themes.

To analyze the data collected, I employed inductive reasoning to identify patterns and trends. Inductive analysis in qualitative descriptive design occurred when codes, categories, and patterns emerged from a review of the descriptive responses. These patterns were then organized into similar groups, forming themes. The analysis focused on identifying connections or similarities among these patterns, which were assembled to support claims that address how the data answered the research questions.

In this study, my first step involved closely examining the descriptive responses for recurring words or phrases (Medelyan, 2019). As I scrutinized the responses, I analyzed them line by line to assign appropriate codes to the data. This coding process entailed identifying what was explicitly stated and paying attention to what was omitted or implied. Using a word-based coding method, I measured the frequency of specific words or phrases within the descriptive response. Additionally, I explored the descriptions and identified similarities across responses, complementing the word-based approach.

Patterns emerged through the meticulous analysis of the descriptive responses. The recursive coding procedure was iteratively applied until new information surfaced, indicating information saturation (Hennink & Kaiser, 2022). Identifying commonalities in the data helped themes emerge, enabling me to interpret and group them.

Once the coding process was complete and patterns analyzed, the next step involved extracting relevant quotes and phrases from the transcripts and organizing them on post its. This holistic approach provided a comprehensive view of the context. By analyzing the data in this format, I compared the information across the descriptive responses and categorized them into groups, further corroborating the original codes identified. Upon this corroboration, themes emerged from the study results (Ahmed, 2024). Conclusions about the findings strengthened when similar data results were found across different sources, enhancing the study's overall validity. Gathering data from multiple sources built the credibility of the data results (Roberts et al., 2019).

Assumptions

I made three primary assumptions or expectations for this study. The first assumption was that the respondents provided candid responses. Despite assurances that there were no

expectations for specific answers, yet there may have been hesitancy in showing controversial views. However, participants were expected to respond honestly and openly when sharing their beliefs and experiences. The second assumption was that all participants were truthful about their experience teaching chronically absent students. Given that all the participants were teachers, it was presumed that they were certified professionals in the field. The third assumption pertained to the layers of participation. It was assumed that once the informed consent was shared the participants engaged in the open-ended questionnaire. By acknowledging these assumptions, this study proceeded with the foundation for collecting data and insights.

Limitations

Sirisilla (2023) informed that limitations in research can be valuable in the structure and significance of the study. Dimitrios and Antigoni (2019) stressed that limitations are out of the researcher's control, and limitations often have imposed restrictions. Limitations are valuable but can exhibit weaknesses in a study (Ross & Zaidi, 2019). This study's limitations included determining specific instructional strategies to improve performance and attendance; since various factors beyond the teacher influenced attendance, identifying accommodating instructional strategies for chronically absent students is challenging. Second, the significance of the resources needed had to be investigated. Constraints in these areas could have limited the research. Third, the subjectivity and interpretation of qualitative research relied on the researcher. Interpreting the data introduced subjectivity and the potential for multiple interpretations.

Delimitations

Bhosale (2023) defined the delimitation of a study as how the investigation is bounded; it is a process of fixing limits or boundaries. The delimitations for this study were that teachers without experience teaching chronically absent students were excluded, grade levels beyond

elementary were excluded, and input from students, parents, and the community were excluded. This study's parameters were 10 Title 1 elementary schools in a Northern Virginia school district. Twelve teachers with one or more years of experience teaching one or more chronically absent students met the qualifications and were purposefully chosen to participate in the study. Open-ended questions were constructed to address the research questions to support teachers in accommodating instructional strategies for chronically absent students. Questions were categorized to initiate discussion of instructional strategies that accommodated the needs of chronically absent students and their teachers.

Summary

The foundation of a high-quality research study relied on robust supporting evidence. The problem statement, purpose statement, and research questions served as the backbone, providing structure to the research. The research questions addressed the issues and guided the investigation towards a potential solution. In qualitative research, the design was built upon the narratives and insights of knowledgeable participants, enriching the study with experiential depth.

This study was valuable for researchers-exploring instructional strategies to accommodate chronically absent students. While the educational setting may vary based on location and individual research requirements, the methods employed remain applicable. Conducting open-ended questions to gather rich, detailed accounts of participants' experiences with accommodating instructional strategies for teaching chronically absent students was beneficial across diverse settings. Although the focus here was on urban county elementary teachers, the findings could be extrapolated to any urban school involving teachers with similar challenges. This confirmed the transferability of the study.

Section 3: Findings, Implications, and Recommendations

The problem addressed by this qualitative descriptive design was teachers' lack of instructional strategies for accommodating chronically absent students (Sawchuk, 2021). Teachers in urban elementary schools consistently confront instructional challenges resulting from the adverse effects of chronically absent students (Hansen & Quintero, 2020). This study acknowledged that teachers need more instructional time and resources for academic and social remediation for chronically absent students, which is disruptive to effective teaching. The purpose of this qualitative descriptive design was to capture elementary teachers' experiences applying accommodation strategies when students are chronically absent. A qualitative methodology and a qualitative descriptive design were applied. This study considered that while maintaining instruction for students in attendance, the teachers must also remediate chronically absent students. This qualitative descriptive design may contribute to positive transformation in the classroom because it offers strategies and initiatives to promote learning for chronically absent students.

A non-probability purposeful sampling method is when there is a determined need to select participants accordingly (Stratton, 2024). Ten Title 1 schools were sent a recruitment letter, and only teachers with at least 1 year of experience teaching chronically absent students were invited to request and receive the open-ended questionnaire link. The sample size was a minimum of 10. Confidentiality was applied to the participants. The data collection involved 16 open-ended questions (Elhami & Khoshnevisan, 2022), each containing a section for a descriptive response. After collecting the data, an inductive thematic analysis was implemented; I followed this process by coding, categorizing data, and developing themes.

The limitations of the study were evident. Bloomberg and Volpe (2019) defined limitations as any factors that may hinder or weaken the study. It is crucial that the researcher acknowledged, understood, and worked beyond any limitations confronted. The limitations of this study pertained to weaknesses that were beyond the researchers' control, which may affect the transferability of the findings. There were two limitations in this study. First, the study included only 12 urban elementary school teachers from one school district. The size of this sample may limit the generalizability of the findings to other school districts or larger populations. Second, data were gathered through an open-ended questionnaire with descriptive responses instead of the planned semi-structured interviews.

The findings of this study addressed the following two research questions.

Research Question 1

How do teachers working in urban elementary schools provide instructional accommodation for chronically absent students?

Research Question 2

What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently?

Findings

The four pillars of trustworthiness- credibility, transferability, dependability, and confirmability are discussed in this section. Each pillar is defined in the thematic analysis of the research questions. Twelve participants were asked 10 open-ended questions, with space provided for a descriptive response, and six demographic questions. Each descriptive response was analyzed with inductive reasoning to identify categories that emerged into themes from the thematic analysis.

When the criteria of trustworthiness are met, researchers can trust the data (Bloomberg, 2019). The data in this study exhibits an interconnection of the four criteria. Ahmed (2024) acknowledged that the validity and trustworthiness of the research afford future researchers a body of work to rely on for further studies. Trustworthiness is established by ensuring credibility, transferability, dependability, and confirmability in rigorous qualitative research. Embedded in the pillar of each are structures for the research to adhere to, establish validity, and promote reliability.

Credibility

Credibility is the pillar that answers whether the information is believable (Ahmed, 2024). The findings shared represent the experiences of the participants from their perspectives (Zia Ul Haq, 2023). To build trust and encourage participation, recruitment letters were shared with the building principal. This built another layer of trust. Appreciation was expressed to each participant. A “thank you” email was sent once the completed open-ended questionnaire was submitted. The participant who submitted a completed questionnaire also received a Chick-fil-A e-gift card as an incentive for their contribution.

Dependability

The dependability pillar refers to whether the data is reliable and consistent (Ethami & Khoshnevisan, 2022). The results of this research process are rigorous, transparent, and well documented so that other researchers can understand how the findings were reached and assess trustworthiness. Ahmed (2024) endorsed that when research is evident of dependability, the findings are unwavering over time. The most critical question to confront in determining dependability is whether the research findings can be repeated if the study is replicated (Zia Ul Haq et al., 2023). In this research, perspectives and experiences of elementary teachers, the

methodology and design aligned for this qualitative descriptive design were used. The qualitative descriptive design included an open-ended questionnaire, 10 questions.

Transferability

In qualitative research, transferability refers to the ability to transfer data from one study to another setting. Ravitch and Carl (2019) defined transferability as the extent to which a study's results may be generalized to similar settings with a similar problem. After receiving approval from National University IRB (see Appendix A) my journey to build transferability started. I sought permission to gather data from the selected school district (see Appendix B) To establish a level of trust and collaboration, in the study, each principal was sent an introduction/invitation letter listing the purpose, method, district approval letter, and research tools that would be implemented in the study (see Appendix C). To present rich descriptions of the participants' perspectives, and experiences (Jarrahi & Newlands, 2024) an open-ended questionnaire was designed (see Appendix E). The directions and expectations for completing the questionnaire were clear and explicit (see Appendix D) Participants were introduced to the study and invited to participate by their principal (see appendices F and G) to give them the opportunity to express their experiences by responding to the open-ended questionnaire and elaborating with a descriptive response (see Appendix E) and (see Appendix F). The data's purposeful sampling presented sufficient details to support the study. The participants were recruited (see Appendix G), demographics were shared, and data were collected so that researchers can replicate the study.

Confirmability

Confirmability occurs when findings are determined by the participants' data gathered from perspectives and experiences, which confirms that the findings are grounded in data and not

personal biases. When the findings are not affected by the researcher's preferences or biases, confirmability is achieved (Ahmed, 2024). Several strategies were applied to support the confirmability of this study. To enhance the trustworthiness of this research, rich descriptions were gathered from the descriptive responses. I discussed my data with my Chair to offset personal biases. Reflexive memos were developed to help me capture my awareness, biases, and feelings regarding the research process to ensure there was no impact on the interpretation of the data.

This qualitative descriptive design was conducted to explore instructional strategies for accommodating chronically absent students. Teachers in urban elementary schools consistently confront instructional challenges resulting from the adverse effects of chronically absent students. For this study, teachers who had at least one year of teaching one or more chronically absent students were recruited to participate in an open-ended questionnaire. To recruit participants, I sent 10 Title I principals a recruitment package, including: a letter to the principal, a recruitment flyer, an informed consent letter, a school district's approval letter, and a link to the questionnaire, by email for their review. Principals were asked to distribute the Recruitment Flyer and the Informed Consent Form to their teachers. During a faculty meeting, or in their weekly newsletter, or during a weekly zoom meeting the building principal introduced the study and invited teachers to participate in an anonymous questionnaire. Recruitment flyers and consent forms were available from their principal, placed on the front counter in the office or posted in the faculty lounge. The recruitment flyer included all criteria for a participant to qualify. If they decided to participate, they requested a link to the questionnaire. Only participants who requested a questionnaire were invited to participate in the study and were sent a link to the open-ended questionnaire. Table 1 shows the participants' demographics.

Table 1*Participants' Demographics*

Participants	Age	Highest level of education	Race/ethnicity	Teaching experience	Experience teaching chronically absent students
CAS1	45-54	B	White	10+	10
CAS2	35-44	B	White	10+	10
CAS3	45-54	M	Black	7-10	4-6
CAS4	64+	D	Hispanic/Latino	10	10
CAS5	25-34	M	Hispanic/Latino	7-10	4-6
CAS6	35-44	M	Black	10+	10+
CAS7	35-44	M	Black	7-10	7-10
CAS8	45-54	M	Black	10	4-6
CAS9	35-44	D	White	10	10
CAS10	35-44	D	Black	10	10
CAS11	45-54	D	Black	10+	10
CAS12	45-54	M	Black	10+	10+

Six themes emerged as evidence from the open-ended questionnaire. The data were collected as the result of conducting an inductive thematic analysis. Maguire and Delahunt (2017) explained the thematic analysis process as a step-by-step guide for analyzing the data by familiarizing, generating the codes, searching for themes, reviewing the themes, and writing the outcomes. I began to thoroughly read the responses to each open-ended questionnaire and descriptive response by becoming immersed in the data. I started organizing data to document my thoughts by labeling to start coding. I utilized an inductive coding method (Bingham, 2023; Linneberg & Korsgaard, 2019) and the data was taken directly from the data in this manual coding process. First, I familiarized myself with the data to start my thematic analysis. Then, I looked for meaningful patterns and used a coding template to organize and visualize my keywords, and I placed the words from my color-coded notes on the template. Next, I selected choices and explained each choice by listing the relevance to each participant. The codes were matched with the content. Finally, the main codes, subcodes, and all the other data were used to

establish categories and themes. This information was condensed to compile a Code Book, in which the following content was included: number of codes; code name; subcode; number of references; descriptions, and exemplars. Before identifying themes, I listed codes, descriptions, and explained how the code represented the research questions and how it aligned with the framework. This prepared me to perform a category-based analysis by grouping my data. Kuckartz (2019) defined category-based analysis as involving examining how data crosses categories, or questions, in this study. I sought patterns that related to each response and how the participant's response aligned with the research question. Finally, themes emerged among the categories of codes by reviewing and re-reading each category, its corresponding codes, and supporting data.

The manual coding process allowed me to become more familiar with my data. A thematic analysis of the teachers' questionnaires and descriptive responses led to emerging themes. This was then used to align the findings with the literature review and theoretical framework.

Two themes emerged from research question 1, and four themes emerged from research question 2. Table 2 shows the codes, categories, and themes related to the research questions.

Table 2*Overview of Codes, Categories, and Themes for Research Question*

Research Question 1: How do teachers working in an urban elementary school provide instructional accommodation for chronically absent students?

Codes	Categories	Themes
<ul style="list-style-type: none"> • Personalized learning plans • Check-ins- mentoring • Flexible scheduling • Make-up classes • Use of technology • Parental involvement • Attendance • Ownership • Learning style • Small group instruction • One-on-one tutoring • Project-based learning • Use of multimedia resources • Peer tutoring • Reteach • Academic loss • Struggling students • Proclivities • Take ownership of learning • Need for attendance 	<ul style="list-style-type: none"> • Engaging • Motivating • Urgency to address instruction • Planned and customized lessons 	<p>Theme 1: Multiple strategies are needed to engage and motivate chronically absent students.</p> <p>Theme 2: Tailored instruction is needed to meet the needs of chronically absent students.</p>

Table 3*Overview of Codes, Categories, and Themes for Research Question 2*

Research Question 2: What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently?

Codes	Categories	Themes
<ul style="list-style-type: none"> • Peer coaching • Flexible learning plan • Tailored learning • Digital learning • Additional classroom assistant • Make-up • Communication • Modalities • Strategies/tools • Improved parent-teacher interaction • Relationship building • Alternative instructional strategies 	<ul style="list-style-type: none"> • Strategies • Intervention 	Theme 1: Effective instruction strategies and interventions support academic progress for chronically absent students.
<ul style="list-style-type: none"> • Lack of time • Student management • Disengagement • Insufficient administration support • Engage/ engaged • /Engaging • Catching-up/caught-up • Inadequate resources and materials 	<ul style="list-style-type: none"> • Challenges • Effects on teachers and on students 	Theme 2: Teachers confront challenges when accommodating instruction for chronically absent students
<ul style="list-style-type: none"> • Workshops focused on engaging students • Digital tools • Digital training • Professional development 	<ul style="list-style-type: none"> • Learning beyond the classroom • Collaboration • Additional support 	Theme 3: More resourceful support is needed to help teachers efficiently accommodate instruction for chronically absent students.

Research Question 2: What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently?

Codes	Categories	Themes
<ul style="list-style-type: none"> • Differentiated instruction. • Collaboration • Colleague • Working relationships • Parents– teachers’ relationships • Counselors 	<ul style="list-style-type: none"> • Beneficial strategies • Communication • Supportive venues 	Theme 4: Support via open dialogue is beneficial in helping teachers accommodate the instructional needs of chronically absent students.
<ul style="list-style-type: none"> • Tailored learning plans • Engaged parents • After-school tutoring • Digital tools • Technology support • Building relationships • Collaboration • Conversations 		

Table 4

Themes for Research Question 1

Research Question 1 Themes

Theme 1: Multiple strategies are needed to engage and motivate chronically absent students.

Theme 2: Tailored instruction is needed to meet the needs of chronically absent students.

Theme 1: Multiple Strategies are Needed to Engage and Motivate Chronically Absent Students. Engaging and motivating chronically absent students caused teachers to stress the need for more parental involvement. Regular check-ins, mentorship, flex scheduling, peer tutoring, one-on-one tutoring, and technology use, parental involvement, and personal learning plans were identified as codes. The primary action derived from these codes was the categories -

engaging and motivating. To support this theme: CAS6: “A combination of strategies must be used to ensure positive outcomes.” Engagements are demonstrated as a collaborative schoolwide effect to keep parents informed of attendance via telephone calls, emails, letters, and visits: CAS1: “guidance counselor,” CAS6: “mentors,” CAS7: attendance officer,” CAS11: “teachers,” CAS10: “teachers and staff members.”

Descriptive responses from four participants, CAS1, CAS4, CAS9, and CAS11, shared regular check-ins and mentorship as primary strategies to engage and motivate chronically absent students.

CAS1: The guidance counselor has made house visits, calls, picked up students for school, and given incentives.”

CAS6 “Students must check in with mentors if they anticipate an absence
4: or have been absent. When the absence(s) cannot be avoided, flexible scheduling is offered. Before there is a schedule change of any kind, parents are invited into the process.” “A combination of strategies must be used to ensure positive outcomes.”

CAS9: “Regular check-ins, correspondences (phone calls, emails, and letters) sent to parents/guardians. Parents are the key factor in their attendance at this stage.”

CAS11: “Attendance is tracked daily.”

In this portion of the theme, teachers address how they are accountable for documenting and supporting students’ attendance. They included processes and doable strategies. Next steps were even included to possibly reduce or eliminate absences. There is

evidence here that attendance is a schoolwide initiative. However, teachers made it clear that it is important for students to take personal responsibility for their learning.

Descriptive responses from three participants, CAS2, CAS12, and CAS4 acknowledged primary strategies that engage and motivate chronically absent students

CAS2: “The goal is consistently changing. Peer tutoring and helping one another.”

“Use of technology” is shared as a primary strategy to engage and motivate chronically absent students.

CAS12: “Giving special attention to each student’s learning style.”

“Personalized instruction empowers students to explore and take ownership of their learning.”

CAS4: “Flexible scheduling is offered. Before there is a schedule change

of any kind, parents or guardians are invited into the process.’

Instructional strategies like the use of technology can support, motivate, and engage students. The goals are constantly changing; therefore, it is important that our students have stability in our schools and classrooms to support concepts like flexible scheduling and designing personalized instruction for chronically absent students.

Descriptive responses from five participants CAS1; CAS9; CAS5; CAS10; and CAS7, shared involving parents/guardians as a primary strategy, for engaging and motivating chronically absent students.

CAS1: “The school has sent letters and contacted parents.

CAS9: “Parents are a key factor in the attendance at this stage.”

CAS5: “We call parents as often as we can.”

CAS10: “Teachers as well as other staff members, contact parents.”

CAS7: “Our attendance officer calls parents to alert them of their child’s absences.”

It is important for teachers and parents to work together to encourage students to attend school regularly. Teachers understand that parents are crucial to their children's attendance. They also take on the responsibility of keeping parents informed about attendance matters. The faculty and staff use a variety of strategies to involve parents in their children’s attendance. This presents a perfect opportunity to build relationships with families, which in turn supports engagement and motivation.

The 12 participants indicated the extreme importance of chronically absent students’ unique needs. The participants’ responses collectively support multiple strategies to engage and motivate chronically absent students, which should be the norm. Collectively, they realized this is a start, but much more needs to be done to resolve this massive issue. Some of the tailored instructional strategies applied by participants included personalized instruction, peer-tutoring, small group instruction, one-on-one instruction, project-based learning, and peer coaching.

Theme 2: Tailored Instruction Is Needed to Meet the Needs of Chronically Absent Students. Most participants agreed that there was an urgency to address the instruction of chronically absent students. Instruction for chronically absent students should be planned for and customized to accommodate their needs. Nine of 12 participants believe chronically absent students benefit from instruction tailored to accommodate their needs. The identified codes are instructional strategies, for example small group instruction, one-on-one tutoring, and peer coaching, that are feasible and practical to readily customize to the needs of chronically absent students. The codes also address the need for immediate action and urgency. The categories to uphold these codes are urgency to address instruction and planned and customized lessons that are adaptable. Endorsed by: CAS4: “When students are chronically absent missing a

lot of academic time, addressing their attendance is crucial.” CAS6: “Knowing where students are is extremely vital when teaching chronically absent students. Personalized instruction and peer coaching are major strategies for teaching chronically absent students.”

Descriptive responses from four participants, CAS1, CAS4, CAS6, and CAS3, acknowledged the disadvantages that students and teachers face when they experience chronic absenteeism.

CAS1: “Kids need to be in school to learn. To meet the needs of chronically absent students, teachers reteach.”

CAS4: “When students are chronically absent, missing a lot of academic time, addressing their attendance is crucial. It is equally important to meet the instructional academic needs via materials and other accommodations to keep students who are chronically absent current with academics.”

CAS6: “Knowing where students are is extremely vital when teaching chronically absent students. Personalized instruction and peer coaching are major strategies for teaching chronically absent students.”

CAS3: “The sooner chronically absent students' issues are addressed, the less academic time is lost. I plan to make up work for reteaching the most difficult tasks/skills.”

In this section of the theme, teachers recognize how devastating absenteeism is to students and teachers. Students are not afforded the opportunity to learn by observing and mimicking the modeling of peers and teachers in the classroom environment. Teachers are compelled to do additional planning, structuring materials for reteaching, and organizing instruction to adapt to the individual needs, for accommodating chronically absent students. Descriptive responses of five participants, CAS2, CAS12, CAS11, CAS5, and CAS7,

responded that tailored instruction is always important. These participants found tailored instruction vital to the academic progress of chronically absent students. The narratives include tailored instruction ideas, approaches, and challenges.

CAS2: “When students miss school, they miss working with their peers and teachers.”

CAS12: “Personalized instruction and peer tutoring empower students to explore and take ownership of their learning. Additionally, differentiated and modified instruction addresses the needs of students who missed lessons, helping to fill academic gaps and mitigate the loss of valuable learning time.”

CAS11: “Struggling students are often chronically absent and often absent on Mondays and Fridays are often test days or make-up days. To make up missed work, assignments must be presented in alternate ways that students welcome with a positive disposition.”

CAS5: “Chronically absent students are extremely important to the whole class. However, chronically absent students and their teachers need additional support. District and state pacing and requirements make it difficult to tailor instruction for chronically absent students.”

CAS7: “Our school is focused on the learning loss of chronically absent students. Anytime a student is absent, a file including missed work and current work is started.”

Chronic absenteeism impacts both students and their teachers. Chronically absent students impact their entire class. Students struggle to catch up, and teachers struggle with meeting their instructional needs. Filling the gap resulting from missed instructional time can be challenging.

The themes derived from research question 2 represent the essence of this study by identifying the challenges, how to confront each with interventions, appropriate strategies, and supportive initiatives to promote and benefit students. The data uncovered from this study collectively renders a kaleidoscope of opportunities to enhance the instructional objectives for chronically absent students.

The four themes emerged because 12 participants voiced the importance of instructional strategies to accommodate the academic needs of chronically absent students. All participants shared that instruction must be tailored frequently and urgently to meet the unique and diverse needs of these students. Teachers acknowledged the value of additional support, which can be gained through various venues. They identified support within and outside the school to establish instructional strategies to accommodate the learning of chronically absent students.

Research Question 2

The second research question was designed to foster a deeper insight into what kind of support teachers believe would assist them in teaching chronically absent students more efficiently. Table 5 shows an overview of the themes from participants' narratives. Collectively, the themes show that the participants identified the need for support and the various ways that support could be obtained to accommodate the instructional needs of chronically absent students.

Table 5 shows the themes related to research question 2

Table 5

Themes for Research Question 2

Research Question 2 Themes

Theme 1: Effective instructional strategies and interventions support academic progress for chronically absent students.

Theme 2: Teachers confront challenges when accommodating instruction for chronically absent students.

Theme 3: More resourceful support is needed to help teachers efficiently accommodate instruction for chronically absent students.

Theme 4: Support via open dialogue is beneficial in helping teachers accommodate the instructional needs of chronically absent students.

Theme 1: Effective Instructional Strategies and Interventions Support Academic Progress for Chronically Absent Students. The participants collectively endorsed instructional strategies and interventions to accommodate the needs of chronically absent students. The need for tailored instruction and structure planning was also observed in this theme. Listed codes like tailored learning and parent-teacher interactions were used to establish categories, strategies, and interventions. To endorse this theme: CAS5: “Instructional strategies and interventions are based on the needs of the student. Students need buy-in to engage them in the learning process which happens with relationship building.” CAS4: “We have found that chronically absent students often require different modalities of learning. Therefore, we often try different instructional strategies...” CAS6: “Our mentorship and tutoring programs are very effective. Students build rapport and become more engaged because of the additional support.”]

Descriptive responses from nine participants, CAS1, CAS2, CAS3, CAS4, CAS5, CAS6, CAS10, CAS11, and CAS12, noted that chronically absent students require more to address their academic and social-emotional needs.

CAS1: Kids can catch each other up with peer coaching. Engaging chronically absent students in their learning is effective.”

CAS2: “Establish relationships to motivate students to attend school. Using an accountability system can benefit chronically absent students.”

CAS3: “No single strategy works for every student every time.”

CAS4: “We have found that chronically absent students often require different modalities of learning. Therefore, we often try different instructional strategies, which include “other,” where students are asked to support their learning by offering alternative

instructional strategies that we may not have considered but may have worked for them in the past and are accessible.

CAS5: “Instructional strategies and interventions are based on the needs of the students. Students need buy-in to engage them in the learning process, which happens with relationship building.”

CAS6: “Our mentorship and tutoring programs are very effective. Students build rapport and become more engaged because of the additional support.”

CAS10: “Chronically absent students work best when they can identify a support person to assist and support them once they return to school.”

CAS11: “Digital and web-based systems support chronically absent students when a lack of time diminishes positive relationship building.”

CAS12: Accommodating chronically absent students is a schoolwide effort 180 days a year. The faculty and staff work collaboratively to build relationships with parents and students to improve attendance.”

The descriptive responses provided evidence that instructional strategies and interventions to engage and motivate are essential. No “one size fits all” approach will accomplish the goal. Chronically absent students have unique needs that must be addressed. The challenges presented by student disengagement and the lack of administrative support make teaching a struggle in the best of times, to say the least. Seven of 12 supported small group instruction, eight of 12 recommended one-on-one instruction as helpful, eight of 12 recommended project-based learning as a worthwhile alternative, and eight of 12 deemed peer-support programs as beneficial.

Theme 2: Teachers Confront Challenges When Accommodating Instruction for Chronically Absent Students. The 12 participants identified the challenges classroom teachers confront when teaching chronically absent students as multifaceted. Often, the challenges appear insurmountable. Providing a safe, nurturing, welcoming, and conducive learning environment is paramount. Preparing instructions that will both engage and motivate students to catch up is a significant challenge. Seeking to build relationships with students and parents can be an ordeal. All these issues can make the task of teaching chronically absent students overwhelming. However, one resounding fact presented itself in several different ways: “If they don’t come to school, they cannot learn. The codes such as lack of time, student disengagement, and insufficient administration support yielded a major category, which was challenges; however, from challenges another category developed, the effects on teachers and students. Evidence of support included CAS7: “There is not enough time to catch students up.” CAS2: “Keeping students engaged is difficult. When they fall behind it is more difficult to engage them. CAS8: “support from school administration is a main challenge.”

Descriptive responses from six participants, CAS5, CAS7, CAS6, CAS4, and CAS12, identified the lack of time as the cause of inadequate instruction for chronically absent students.

CAS1: “A tight curriculum is the reason for a lack of time to address students’ needs.”

CAS5: “Catching students up is a challenge...some students may never get caught up.”

CAS7: “There is not enough time to catch students up.”

CAS6: “Time is a significant challenge.”

CAS4: “Absenteeism impedes time.”

CAS12: “Time is a key factor.”

For teachers, time is valuable. The lack of appropriate time to accomplish the task of instructing students adequately can be challenging. The amount of time students spend in school annually is 180 days; the number of hours annually vary from state to state and is not supported by national policy. Nonetheless, the classroom teacher is still held accountable. Descriptive responses from three participants, CAS2, CAS3, and CAS8 responded that student disengagement is a major factor that teachers confront when instructing chronically absent students.

CAS2: “Keeping students engaged is difficult. When they fall behind, it is more difficult to engage them.”

CAS3: “Student engagement is a schoolwide issue.”

CAS10: “It is difficult to maintain student engagement, which is an instructional challenge with chronically absent students.”

When students are engaged, they take ownership and become actively involved. A disengaged student becomes more of a challenge for teachers. Getting disengaged students involved is time-consuming. Engaging disengaged students can also affect the learning of others.

Descriptive responses from two participants, CAS 8 and 9, recognized insufficient support or the need for support from school administration was a challenge when confronting the instruction of chronically absent students.

CAS8: “Insufficient support from school administration is a main challenge when confronting the instruction of chronically absent students.”

CAS9: “Administration being visible and involved with improving the challenges of instructing chronically absent students can be a great support.”

These two participants focused on the role of the school principal as a major area of concern. In their opinion, school leadership is pivotal in supporting challenges. The participants' descriptive responses echoed the lack of time as the most critical challenge that teachers of chronically absent students confront. Teachers also recognized the value of additional support, which can be gained through various approaches. They identified support within and outside the school to establish instructional strategies to accommodate the learning of chronically absent students.

Theme 3: More Resourceful Support Is Needed to Help Teachers Efficiently Accommodate Instruction for Chronically Absent Students. This theme contributes to the notion that more is better regarding support and attention. Several participants implied the need for urgency as it relates to developing opportunities for chronically absent students, CAS4: "It is equally important to meet the instructional academic needs via materials and other accommodations to keep students who are chronically absent current with academics." CAS3: "The sooner chronically absent students' issues are addressed; the less time is lost. I plan to make up work for reteaching the most difficult task/skills." CAS7: "Our school is focused on the learning loss of chronically absent students. Any time a student is absent, a file including missed work and current work is started." Collaboration and communication with parents and colleagues were woven throughout conversations in the descriptive responses. Identified codes such as professional development, parent teacher relationships, colleagues were distributed between the categories: learning beyond the classroom, collaboration, and needed support. Evidence to support the categories of this theme are CAS1: "We need to work as a team." CAS4: "There is a need for professional learning..." CAS7: "... communicating with parents is crucial."

CAS10: There are many tools and platforms for teachers to be trained on.” CAS8: Teachers can gain from training on how to best communicate with parents...”

Descriptive responses from six participants, CAS1, CAS2, CAS3, CAS4, CAS5, and CAS6, documented professional development sessions on topics like differentiated instruction, which would benefit teachers in accommodating instruction for chronically absent students.

CAS1: “We need to work as a team and train to learn strategies that promote accommodating instruction for chronically absent students. I believe a better working relationship between counselors and teachers would be beneficial to create support teams.”

CAS2: “Professional development to help learn how to access flexible planning to meet the needs of chronically absent students.”

CAS3: “More qualified professional learning sessions will support efficient modeling and strategies to meet the needs of chronically absent students.”

CAS4: “There is a need for professional learning/training with flexible and personalized instruction to help students is valuable.”

CAS5: “Teachers need professional development sessions on differentiating instruction.”

CAS6: “Workshops and professional development on differentiating instruction would enable teachers to better tailor their lessons to meet chronically absent students' diverse needs and learning styles.”

“Resourceful support” is about teachers and staff teaming up with colleagues and parents to build strong relationships. This teamwork is aimed at making real improvement, for the purpose of making a difference, like finding better or additional ways to teach students who are often absent. This study found that most teachers want more training, especially in how to

adjust their teaching to meet the diverse needs of these students. Six participants' responses documented more training such as professional development, CAS:1, CAS2, CAS3, CAS4, CAS5, and CAS6.

Descriptive responses from three participants, CAS7, CAS8 and CAS10, agreed that the engagement of parents is critical in supporting the attendance of chronically absent students.

CAS7: "Since we must keep chronically absent students up as much as possible, communicating with parents is crucial."

CAS8: "Teachers can gain from training on how best to communicate with parents of chronically absent students."

"There are many tools and platforms for teachers to be trained on. The most efficient way is to organize tools and materials that could support the efforts of

CAS10: teaching chronically absent students from home with parental support."

This theme captured the value of working collaboratively to seek knowledge. Teachers documented gains from learning beyond the classroom. They summed up the need for support as it can come from co-workers, support staff, parents, and community leaders, anyone willing to assist chronically absent students to make academic and social progress.

Theme 4: Open Dialogue Is Beneficial in Helping Teachers Accommodate the Instructional Needs of Chronically Absent Students. Accepting the strategies beneficial to teaching chronically absent students is the core of this theme. Teachers listed an array of concepts. This list included: tailored lesson plans, family engagement, after-school sessions, technology support, and relationship building. Gaining extensive training and professional development in usage, application, and evaluation for staff, support staff, and parents can be extremely advantageous for instructing chronically absent students efficiently. The codes like

professional development, collaboration, and engaged parents align within the categories: beneficial tools, communication, and supportive venues. Support for the categories – beneficial tools, CAS1: “... digital tools.” CAS2 “...digital tools at home...” CAS11: “Tailored lessons are intentional and allow for special instructions...” category – collaboration CAS2: “Communication with parents and making them aware ...” CAS11 “Working with colleagues to develop instructional strategies ... can be gratifying.” CAS6 “... engaging the family to support the situation...” CAS7: “Engaging parents in their child’s education is helpful and a positive initiative for the teacher and student.” Category - supportive venues CAS2: “...digital tools at home...CAS3: ”During faculty meetings ...”

Descriptive responses from six participants, CAS1, CAS2, CAS3, CAS4, CAS9, and CAS11, confirmed the importance of collaboration regarding successful involvement with chronically absent students. They express the value and need to make this an inclusive effort.

CAS1: “We need to work together as a team, helping each other by collaborating on strategies to promote accommodating instruction for chronically absent students. Having a better relationship with counselors and specialists would be beneficial; It is like having an in-house support team.”

CAS2: “Chronically absent students fare better where they have digital tools to support them at home. Communicating with parents and making them aware of the use and the value of implementing digital tools at home can support the instruction of chronically absent students.”

CAS3: During our faculty meetings, we discuss strategies to help deal with the problem of chronically absent students. We learn so much from each other.”

CAS4: “Talking with colleagues is supportive.”

CAS9: “Administration being visible and involved with improving the challenges of instructing chronically absent students can be a great support.”

CAS11: “Tailored lessons are intentional and allow for special instruction. Working with colleagues to develop instructional strategies to accommodate chronically absent students can be gratifying.”

Participants stressed the importance of communication as a vital strategy to improve instruction. Working as teams, building relationships, collaborating with colleagues, and discussing issues in faculty meetings are all settings where conversations and input can contribute to supporting the needs of chronically absent students. Participants realized the value of tapping the input and knowledge of their entire community to support the needs. Even more support can be gained from the visibility of the school principal and the implementation of more instructional strategies.

Descriptive responses from four participants, CAS5, CAS6, CAS7, and CAS8, echoed the importance of parental involvement in accommodating the academic and social well-being of chronically absent students.

CAS5: “Parents need to understand the importance of attendance.”

CAS6: “The idea of just focusing on the student but also engaging the family to support the situation to meet the needs of chronically absent students is a good start. There needs to be more open and frequent conversations with parents regarding their child’s attendance.”

CAS7: “Engaging parents in their child’s education is helpful and a positive initiative for the teacher and the student.”

CAS8: “Building relationships with teachers and actively-engaging parents can significantly enhance the efforts of teachers dedicated to supporting chronically absent students.”

This theme strongly supports the value of collaboration. It supports an African proverb, “each one, teach one, “ which means to share your knowledge. It also extends the role of support to fellow teachers and administrators, counselors, and parents. Participants believe collaborating with colleagues, staff, and families also supports teachers in instructing chronically absent students.

The instruction of chronically absent students can be gained from constructive and supportive strategies when facing challenges. These strategies are embedded within the themes. Theme 1: Effective instruction and interventions support the academic program for chronically absent students. Theme 2: Teachers confront challenges when accommodating instruction for chronically absent students. Theme 3: More resourceful support is needed to help teachers efficiently accommodate instruction for chronically absent students. Theme 4: Support via open dialogue is beneficial in helping teachers accommodate the instructional needs of chronically absent students. These four themes are an overview of this study addressing the second research question including strategies, interventions, and challenges to finally closing with possible resolutions. and interventions.

The participants emphasized the value of communicating as a strategy to garner support. They uncovered how collaborating with co-workers and parents can be a meaningful learning tool and powerful resource. In this theme, relationship building was shown to be an empowering process for establishing support.

In closing, collectively, the participants' quotes demonstrated commitment to their students and their profession. Their reflections exhibited awareness of what was needed to make progress for students who were often absent. Participants identified various strategies and interventions to confront challenges. The responses indicated the importance of addressing the unique needs of chronically absent students, urgently and earnestly. Honesty regarding the need for training and collaboration to support their work was uncanny. While they shared their needs, they resoundingly listed the lack of time, disengagement of students, and the lack of administrative support as the core challenges teachers confront. Teachers are resilient, demonstrate tenacity, and are constantly focused on the promise of their students' futures.

Evaluation of the Outcomes

This section confirms the research findings, the literature review, and the applied theoretical framework. The evaluation of outcomes stems from the research questions and the themes. The first research question focused on how teachers in urban elementary schools provide instructional accommodation for chronically absent students; The second research question was constructed to understand the kind of support teachers perceived would assist them in teaching chronically absent students more efficiently. Teachers documented that they need strategies and interventions to mitigate the challenges, and they need the tools to communicate and learn from others. Learning beyond the classroom is a sincere support request.

Research Question 1

How do teachers working in urban schools provide instructional accommodation for chronically absent students? A thematic analysis of open-ended questions and descriptive responses were conducted. From the data provided, two themes emerged related to this research question. These themes were derived from the 12 participants.

Theme 1: Multiple Strategies Are Needed to Engage and Motivate Chronically

Absent Students. Engaging and motivating chronically absent students may include parental involvement, flex scheduling, peer tutoring, and one-on-one tutoring, among the primary strategies used when accommodating instruction for chronically absent students. Four participants endorsed regular check-ins and mentorship as strategies to promote attendance. One participant noted the use of technology as a strategy to improve attendance, and two participants agreed that personalized learning plans are a strategy to rectify the situation. The most critical aspect of engaging and motivating is observation, the core of Bandura's (1985) SLT. First, to get students engaged and motivated, they must believe school is worth attending. Second, Ansari et al. (2020) indicated that chronic absences create gaps in learning, which can cause disengagement. Third, Hiver (2021) shared that for students to engage and be motivated, they need to feel a sense of belonging and connectedness. Gottfried and Ansari (2022) highlighted that when children enjoy school, they attend regularly, but when they dislike school due to conflicts with teachers or other students, they miss days. Overall, this theme of multiple strategies to engage and motivate chronically absent students supports the literature review, research questions, and is closely aligned with Bandura's (1985) SLT, the theoretical framework, because it highlights the principles of attention, retention, production, and motivation. Various approaches are necessary to effectively engage and motivate chronically absent students.

Theme 2: Tailored Instruction Is Needed to Meet the Needs of Chronically Absent

Students. Most participants agreed that there was an urgency to address the instruction of chronically absent students. Instruction for chronically absent students should be planned for and customized to accommodate their needs. Nine of the participants believe chronically absent students benefit from instruction tailored to accommodate their needs. Collectively, all

participants shared the value of tailored instruction for students with chronic absences. Mcleod (2025) identified that individuals learn by observing, imitating, modeling, and mimicking. These are all aspects of Bandura's SLT that are clearly components for tailored instruction. The drastic increase in chronic absences has more than doubled since the COVID-19 pandemic (Annie Casey Foundation, 2023). This mere fact demands more attention to tailored instruction to accommodate the needs of chronically absent students. This theme strongly supports the research question for providing teachers with instructional accommodations for chronically absent students. The outcomes support the literature review, which states that poor attendance impacts the social learning of students. Ansari et al. (2020) studied the effects of a lack of social engagement due to chronic absenteeism, which can create a gap in learning. Gottfried (2019) proposed that a break or interruption in attendance hinders social engagement and peer learning, damaging social-emotional well-being. Individualized instruction is essential for addressing the unique challenges of chronically absent students.

Research Question 2

What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently? A thematic analysis of the open-ended questionnaire and descriptive responses were gathered to identify codes. From the codes, categories were established from the categories four themes emerged related to this research question. All participants supported that instruction must be tailored frequently to meet chronically absent students' unique and diverse needs:

Theme 1: Effective Instructional Strategies and Interventions Support Academic Progress for Chronically Absent Students. In this theme, 12 participants voiced the importance of instructional strategies to accommodate the academic needs of chronically absent students. All

admitted that instruction must be tailored frequently to meet chronically absent students' unique and diverse needs. Garcia and Weiss (2018) broadly described chronic absenteeism as a complex puzzle with each piece representing a student's academic and social well-being. This is aligned with the findings. The participants articulated their approval of several interventions. All of the instructional strategies listed in this theme as interventions mimicked the structure of Bandura's theory of the teacher as the model and the students as the observers (Bouchrika, 2025; Sutton & Barto, 2018). Overall, the theme of instructional strategies and interventions emerges as a noteworthy component in supporting teachers in accommodating the instructional needs of chronically absent students.

Theme 2: Teachers Confront Challenges When Accommodating Instruction for Chronically Absent Students. The findings suggest that a lack of time, students' disengagement, and a lack of principal's support play a vital role in contributing to the challenges. Collectively, all the participants acknowledged the challenges teachers confront when instructing students with chronic absences. The lack of time to address instruction was at the top of the list, 9 of 12; Five participants upheld that maintaining student engagement was difficult. Two participants confirmed that insufficient support from the school administration was a challenge. Ansari et al. (2020) reflected that when students experience a lack of social engagement, it is aligned with absenteeism. When students lack school engagement, they lack a sense of school value, and attendance is not a priority (Yang et al., 2022). This theme illustrates the need for an interactive learning environment presented in my framework to assist teachers in confronting challenges. Loveless (2023) recognized that observational learning can occur in school or beyond the classroom, which could be beneficial to chronically absent students. Limited instructional time, student disengagement, and insufficient administrative support are

among the key challenges teachers face when addressing the needs of chronically absent students.

Theme 3: More Resourceful Support Is Needed to Help Teachers Efficiently Accommodate Instruction for Chronically Absent Students. This theme evolved because teachers recognize the value of additional support, which can be gained through various venues. They identified support within and outside the school to establish instructional strategies to accommodate the learning of chronically absent students. The findings reinforced that additional professional development and training focused on strategies to accommodate instruction for teaching chronically absent students efficiently is needed. Eight of 12 participants stressed that professional development on topics like differentiated instruction and personal learning would support strategies to accommodate instruction for teaching chronically absent students efficiently. Schwartz (2023) defined professional development as a vehicle to aid employees in strengthening knowledge and skills to promote confidence and readiness. Two participants discerned that collaboration with specialists, counselors, and staff serves as instructional support for teachers. Collaboration supports teachers in improving their skills (Gino, 2019; Obodozie & Nwabato, 2025). Two participants claimed that training in using digital tools efficiently is beneficial. The professional development session on differentiation was stressed by four participants to be beneficial and highly related to Bandura's Social Learning Theory, as both promote learning by observing. This theme supports the literature review and the theoretical framework. Investing in professional development not only enriches our teachers but also lays the foundation for long-term student success.

Theme 4: Open Dialogue Is Beneficial in Helping Teachers Accommodate the Instructional Needs of Chronically Absent Students. The findings from this study highlight

the significant role of communication with colleagues, parents, and other professionals. Teachers are aware that there is a need for professional development in many forms, such as workshops, conferences, book studies, and training sessions, which are used to support the instructional needs of chronically absent students. However, they realize that there are additional benefits of exploring options like teaming with teachers and parents, which could help alleviate challenges faced when accommodating the instructional needs of chronically absent students with additional support. One participant shared a unique advantage that her school provides time daily for teachers to converse with colleagues. Six participants meet weekly during staff meetings and drop-ins to discuss issues like chronic absenteeism. Three participants are involved in a monthly forum for conversations to discuss problems like chronic absenteeism. When teachers approach instruction as a positive, engaging process, relationships improve (Frazier & Fosco, 2024). Budge and Parrett (2018) found that relationships between teachers can enhance students' motivation, academics, and social efforts. This research question and the literature review align with this theme. The literature review documents that support building relationships and collaboration, which helps teachers accommodate instruction. (Ed Trust 2021; Leifield (2022) noted that teachers' building relationships with students align with academic progress and the well-being of their social-emotional growth. Gino (2019) recognized that teachers need support and respect through collaborative efforts. Schools are vibrant communities where teachers, students, and staff come together. They continuously strive for improvement, drawing on the diverse perspectives and support of peers, colleagues and their wider professional networks.

Several significant implications for improving instructional strategies to accommodate chronically absent students have resulted from this study. First, teachers have identified the importance of accurate attendance. Therefore, keeping parents informed and planning

accordingly means expectations are clear. The need for customized lessons with strategies that engage and motivate comes next, followed by the challenges of the lack of time, disengaged students, and non-supportive administrators. Finally, the participants identified resolutions to remove barriers and gain more support in the areas of professional development, collaboration, teamwork, and relationship building.

Implications and Recommendations for Practice

This study used a qualitative descriptive design to explore the perception of how teachers in urban schools lack instructional strategies to accommodate chronically absent students. The implications of this study are important, as the emphasis has been on chronically absent students. Regardless of the continued expansion of chronic absenteeism, there remains a gap in knowledge about how teachers can decrease absenteeism. The outcomes of this study on instructional accommodation for chronically absent students have provided encouraging evidence of strategies and interventions to support chronically absent students. School absenteeism has exploded everywhere (Hess, 2024). For students who experience a loss of instructional time due to chronic absences, they miss opportunities to observe and mimic instructions from their models (teacher and peers). Student achievement and teachers' instruction are both impacted by lost instructional time due to chronic absences (Klein et al., 2022). The implications of this study are extensive, impacting various stakeholders, including teachers and school administration, as well as students and their families. The results of this study are to emphasize the need for inclusive and robust support academically and socially, for chronically absent students.

Research Question 1

How do teachers working in an urban elementary school provide instructional accommodation for chronically absent students? After a thorough thematic analysis of data gathered from the open-ended questionnaires and descriptive responses, two themes emerged.

Theme 1: Multiple Strategies Are Needed to Engage and Motivate Chronically Absent Students. The implication of this theme is that teachers need an array of strategies to inspire and involve chronically absent students (Dee, 2024). Teachers expressed the importance of check-ins and mentoring as a start to increase attendance. Hill et al. (2022) defined mentoring as a relationship between mentor and mentee for the purpose of guidance and support. Strategies like personal learning plans, flexible scheduling, make-up classes, and the use of technology were recognized by participants as beneficial. The most prevalent strategy documented was parental involvement. The Ann Casey Foundation (2023) documented that parental involvement in school improves student attendance.

The findings in this theme indicate the urgency of preparation to accommodate the needs presented by chronically absent students to keep them abreast of academic and social well-being. The thought process that can be applied here would include adapted lesson plans for different levels, supported with auditory, visual, and hands-on activities. Group work like small group sessions and peer-to-peer tutoring are encouraging strategies to support adaptive learning, and students are encouraged to make connections, participate in collaborative projects and discussions, and learn from each other.

Theme 2: Tailored Instruction Is Needed to Meet the Needs of Chronically Absent Students. Students who are chronically absent need tailored instruction (Liu & Lahoz, 2024). The participants documented that there is a sense of urgency that chronically absent students

need tailored instruction. The findings of this study can be applied to benefit chronically absent students with instructional strategies and interventions, such as small group instruction, one-on-one tutoring, project-based learning, personalized learning plans, the use of multimedia resources, and peer-support programs (Barnett, 2024; Lynch et al., 2025). In this study, the terms ‘differentiated instruction’ and ‘tailored instruction’ are used interchangeably as both refer to customizing instruction to meet the diverse needs of the learner. Goyibova et al. (2025) honed the differentiation of instruction as a tailored instructional tool for diverse learners. Specifically, an implication of this theme is an opportunity for chronically absent students to benefit from tailored instruction by practicing the four concepts of differentiation, which are content, process, product, and learning from the environment (Bandura, 1985). By implementing tailored learning strategies, teachers will be able to offer all students a quality education. Additionally, since teachers must offer instructional accommodations for chronically absent students, they may apply tailored learning strategies to improve efficiency.

Research Question 2

What kind of support do teachers working in urban elementary schools believe would assist them in teaching chronically absent students more efficiently? After a thorough thematic analysis of the data gathered from the open-ended questionnaires and descriptive responses, four themes aligned with this research question were identified. The themes completed a full circle, from what support teachers believed was necessary to how collective efforts from all stakeholders could possibly rectify the results for teaching chronically absent students more efficiently.

Theme 1: Effective Instructional Strategies and Interventions to Support Academic Progress for Chronically Absent Students. Participants voiced the importance of instructional

strategies to accommodate the academic needs of chronically absent students. All stated that instruction must be tailored frequently to meet chronically absent students' unique and diverse needs. Eikeland and Ohna (2022) shared that tailored instruction is a unique strategy to target the diverse needs of chronically absent students. Participants noted implementing strategies like one-on-one tutoring, peer tutoring, and peer coaching as instructional strategies that can be tailored to adapt to the learning needs of chronically absent students. The participants collectively endorsed instructional strategies and interventions to accommodate the needs of chronically absent students:

The findings of this study can be applied by using a combination of strategies to address the various needs and preferences of chronically absent students. Interventions can include creating adaptive learning environments that are inclusive and motivating to all students

Theme 2: Teachers Confront Challenges When Accommodating Instruction for Chronically Absent Students. This theme has beneficial implications for chronically absent students who often miss valuable learning time with their teachers and peers. Most participants agreed that there was an urgency to address the instruction of chronically absent students. Instruction for chronically absent students should be planned for and customized to accommodate their needs. Nine of the 12 participants believed chronically absent students benefit from instruction tailored to accommodate their needs. Harmey and Moss (2023) demonstrated that instructional challenges can be addressed in a social learning environment by applying tailored learning strategies. Bandura's Social Learning Theory captured the essence of differentiated instruction and self-efficacy (Goyibova et al., 2025).

The findings of this theme showed that students play a vital role in their education. The loss of instruction time and their disengagement impacts everyone, especially the student. The

findings indicate that students should have choices and take ownership of their learning. For example, allowing students to have a say or being heard in decision-making is empowering. Selecting project topics, class events, reading material, or options, can empower them to take ownership of their education. The findings can also be applied to incorporating a positive classroom community with a social-emotional learning environment. Designing a place where students feel welcome, where they can unwind, experience self-awareness, and help students to become more receptive to learning can all be applied.

Theme 3: More Resourceful Support I=Is Needed to Help Teachers Efficiently Accommodate Instruction for Chronically Absent Students. This theme evolved because teachers recognize the value of additional support, which can be gained through a variety of venues. They identified support within and outside the school to establish instructional strategies to accommodate the learning of chronically absent students. All participants support the need for additional professional development and training focused on strategies to accommodate instruction for teaching chronically absent students efficiently. To improve teaching, communication must be expanded to include training and dialogue with others (Schwartz, 2023). Eight of the 12 participants stressed that professional opportunities on topics like differentiated instruction and personal learning would support strategies to accommodate instruction for teaching chronically absent students efficiently. Professional development is a win/win for teachers and their students. Participants voiced the importance of instructional strategies to accommodate the academic needs of chronically absent students. Among the challenges, the lack of time to address the individual needs of chronically absent students was cited by nine of the participants as a main challenge. The findings of this theme can be applied in various ways. For example, planning a schoolwide in-house conference, teachers would apply to present by

completing the “Call to Present” form on any topic regarding best practices to combat chronic absenteeism. Teachers can also collaborate by producing a “Make it, Take It” workshop to share tangible ideas, like foldables for teaching chronically absent students. To strengthen the learning from each other, teacher-to-teacher, by team-teaching, collaborative planning, and participating in a book study.

Theme 4: Support via Open Dialogue Is Beneficial in Helping Teachers

Accommodate the Instructional Needs of Chronically Absent Students. Teachers are consciously aware that there is a need for professional development. Workshops, conferences, book studies, and training sessions are used to support the instructional needs of chronically absent students. However, the findings indicated that there are additional benefits of exploring options like teaming with teachers and parents, which could help alleviate challenges faced when accommodating the instructional needs of chronically absent students with additional support. Implementing weekly round table discussions by grade levels with the principal can be a powerful initiative to apply the results of this study, as well as being exceptionally beneficial. When teachers work collaboratively, more can be accomplished for students and teachers (Bouchrika, 2025). Teachers realized that communication and support from all parties can be utilized as a strategy to improve attendance and increase academics (Gallegos, 2024).

The themes were identified after a thorough thematic analysis of the data, which revealed implications for practice. Teachers, along with school and district leaders, need to consider these implications to implement a more inclusive approach to teaching chronically absent students more ethically and equitably. Implications may require a trickle-down effect from state policies to the district level, to the school level. In addition to the implications, below is a list of recommendations for practice.

Recommendations for Practice

The recommendations for practice center around chronic absenteeism. The loss of learning for far too many children is a major concern. Therefore, several implications for practice became evident during this study. I have three recommendations for practice focused on changing the dynamics in classrooms where chronically absent students attend.

The first practice recommendation is that schools should purchase a digital program/platform to monitor attendance and encourage daily communication between home and school, giving special attention to frequency. From this study, I concluded that a digital attendance program that affords students the responsibility to check in daily, monitors all attendance data, communicates with teachers and parents frequently and efficiently would be beneficial. This program must support positive messaging to enhance parental engagement regarding attendance. It must also document an array of data to include attendance patterns, attendance dates, excused and unexcused absences, and contributing data that can promote change.

The second practice recommendation is that schools make attendance a schoolwide initiative where administrators, teachers, and students work together to make the school a welcoming, inviting place for learning where children want to come, feel they belong, and help give them a sense of purpose and ownership. Schools should present an environment that empowers a welcoming and engaging culture. Schools need to be an oasis for children, a place that serves as a refuge away from the usual, a different, happy place.

Administrators, teachers, and support staff need to emphasize building relationships with families as a priority. It is imperative that the principal serves as an influential leader. This means the principal leads by example as a positive, friendly, kind-spirited role model, and stresses to all

team members the importance of making the school environment warm and welcoming, by encouraging students to feel ownership and a sense of belonging. Principals must model this approach and engage staff constantly and consistently, sending messages that attendance matters. The third practice recommendation is that schools invest by including funding in the annual budget for reducing absenteeism. Funding is often a limited commodity. Therefore, the budget requests must be scrutinized and prioritized based on need. This study supports previous research that suggests tailored instruction, ample resources, professional development, and technology (for home and school would add value to creating change and accommodating instructional progress for chronically absent (Acsione, 2023; McCutcheon, 2024; & Timotheou, et al., 2023). There are several budget items that could accommodate instructional strategies for chronically absent students. These items may be secured via fundraisers, funds from support agencies, grants, etc. Students would also benefit from attendance incentives and recognition programs. Additional classroom support and mentorship initiatives could also help. Teachers and administrators need to embrace programs, concepts, and practices that encourage student engagement.

Recommendations for Future Research

This study suggests that chronically absent students benefit from tailored instruction, from teachers applying the knowledge they gain through professional development, and from strategies that engage families in the learning process. The findings, implications, and evaluation all conclude that more work needs to be done. Addressing the growing challenges of chronic absenteeism offers the opportunity to reimagine students' engagement and strengthen our educational practices.

Future researchers can investigate grade levels beyond elementary school or one grade level, like kindergarten. Studies focusing solely on instructing chronically absent students could also be developed longitudinally. The success of Bandura's Social Learning Theory, incorporated with instruction of chronically absent students, could be examined further. Even drilling down on more tailored instructional strategies to reconnect students with chronic absences to reengagement would be a fascinating case study. Delving into concepts like flexible scheduling, positive reinforcement, flipped classrooms, and personalized instruction to meet the needs of chronically absent students can be powerful. The possibilities are boundless for future researchers to address the academic and social needs of students who struggle with chronic absenteeism. Therefore, further research is recommended. I have included three recommendations.

Recommendation 1

This qualitative descriptive design was focused on the strategies, interventions, and challenges of accommodating the instruction of chronically absent students in an urban school within a large school district in the northeast region of the United States. Since the lack of administrator support and student disengagement were both noted as challenges for accommodating the instructional needs of chronically absent students, I recommend that future research be conducted on what makes school fun, enjoyable, and engaging as it relates to improving attendance. Gottfried et al. (2022) highlighted that when children enjoy school, they attend regularly. When school is perceived as inviting, they want to learn and excel. The recommendation comes because of RQ2, Theme 2.

I recommend expanding this study by using grounded theory to investigate how administrators can influence the culture of the school, by building relationships, encouraging

interactions between students, faculty, and staff can structure a rich and wholesome school culture. Grounded theory could serve as a helpful approach to this topic. Hopefully, this approach can help administrators improve the culture and tone of their school.

Recommendation 2

The qualitative descriptive design was targeted at accommodating the instructional needs of chronically absent students. A small sample from one school district of 12 teachers participated. An adequate sample size is essential in validating conclusions and reducing biases. With a larger sample size, more voices could have contributed to the findings and strengthened the transferability. Expanding the study to multiple school districts would broaden the range. This would increase perceptions and experiences of others. Incorporating teachers from different grade levels can expand the body of knowledge for rich data. For this study, a brief survey questionnaire, a one-on-one interview, and permission to contact them for follow-up in a case study would allow the researcher to remove the limitation. For example, I recommend:

This study focused on the impact that chronic absenteeism has on the student. I recommend that future research examine the relationship between chronic absenteeism and classroom teachers. This recommendation stemmed from the findings of each of the six themes. The role of the teacher is obviously embedded, displayed as an implied sense of accountability towards the teacher. Recently, more research has been conducted about the rising absenteeism of teachers. Teachers' attendance issues have expanded, while teachers are leaving the profession at an alarming rate. A case study examining how students' chronic absenteeism alters the teacher's experience would be noteworthy. To capture an in-depth examination of teachers' experiences, conducting a case study is recommended. I recommend a population of approximately 30

teachers, consisting of a fair representation of elementary, middle, and high school grade levels, to compare rich, in-depth, and meaningful data.

Recommendation 3

The third recommendation is related to the method used to obtain data. For future research on this topic, I recommend expanding the sample populations beyond the experiences and perspectives of teachers. This limitation could be addressed by incorporating a mixed-method approach. This approach could involve more diverse stakeholders, parents, and students. The approach to collecting data from the additional population could include quantitative data from a survey and qualitative data by conducting a focus group. These approaches can help support the trustworthiness of the study.

Conclusion

Teachers are tasked with being accountable for the academic performance of all students entrusted to them, those who attend regularly and those who are constantly absent. Structures are in place to monitor the progress of students and how teachers support them, known as standardized testing. Teachers of chronically absent students must implement additional instructional modifications and instructional accommodations to target their unique, “diverse needs and learning styles” (CAS7). The problem addressed by this qualitative descriptive design was the lack of strategies to accommodate instruction for chronically absent students. It was crucial to investigate this problem to better understand some of the challenges teachers confront when teaching chronically absent students. Additionally, this led to an increased awareness of the support teachers need to teach chronically absent students more efficiently.

This qualitative descriptive design was conducted because it aligned with the study’s purpose, and the methodology was selected because it allowed an in-depth inquiry process to

learn how elementary teachers perceived instructing chronically absent students. Participants in this study were elementary school teachers from schools in the northeastern region of the United States. Data were collected from a 16-item open-ended questionnaire with descriptive responses. The data were analyzed using a thematic analysis process. All data were discussed to confirm themes identified from the qualitative descriptive design and descriptive responses.

The analysis of the data resulted in six themes. This study was guided by two research questions, with six themes, each being identified as related to the research questions, literature review, and theoretical framework. The findings, implications, and recommendations for practice and future research were thoroughly scrutinized. The study's findings showed that teachers desire more instructional strategies to accommodate the needs of chronically absent students, and that there is an additional need for support. Participants offered thoughts about positive implications for student engagement, building relationships, and differentiated learning as beneficial. Participants also noted the alignment between tailored learning and differentiated instruction. However, the findings also indicated that teachers need more readiness initiatives, such as professional support, to prepare and equip them to efficiently teach chronically absent students.

This study was grounded in Bandura's (1985) SLT. The findings were consistent with the core of the theory that individuals learn by observing and the principal tenets of the theory: attention, retention, motor reproduction, and motivation learn by the main tenets of the theory.

Beyond the recommendations for future research, the findings may be used to spark positive academic and social change within the schools for the entire student and teacher population. Teachers and students can benefit from instructional accommodation and an increase in professional opportunities. The findings of this study suggest that instructional

accommodations strategies may need to expand to close the opportunity gap for teachers and students experiencing the dynamic of chronic absenteeism.

Allow me to reiterate that the purpose of this qualitative descriptive design was to explore how teachers working in urban elementary schools provide instructional accommodation for chronically absent students more efficiently. This qualitative descriptive design also led to the exploration of teachers' perspectives on the challenges of instructing chronically absent students and what support is needed to help them overcome the challenges. The findings from this study may be used by school administrators and teachers to employ strategies to possibly increase attendance, ideas to improve parental engagement, expand professional learning opportunities (workshops, training courses, digital training, book studies, conferences, retreats, etc.), and organize critical mental health teams to confront the effects of chronic absenteeism on teachers; on students; and on parents. There are additional positive implications for this study's findings, including improved academic outcomes, student engagement, and a gateway for success for chronically absent students using instructional accommodations strategies.

To further endorse professional opportunities, I earnestly recommend that school and district leaders provide book studies, conferences, workshops, pre-service/in-service, and/or retreat sessions focused on professional development to delve into tailored learning strategies, learning about technology/web-based applications, flexible scheduling, how to develop hybrid curriculum and techniques on how to support relationships between home and school. Professional development and additional resources will help ensure that teachers build the capacity to confront the challenges of educating chronically absent students more efficiently and allow teachers to stay informed.

References

- Adeoye, M. (2023). Review of sampling techniques for education. *ASEAN Journal for Science Education*, 2(2), 87–93. <https://ejournal.burnipublikasinusantara.id>.
- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2(100051), 1–4.
<https://doi.org/10.1016/j.glmed.2024.100051>.
- Akkus, M., & Cinkir, S. (2022). The problem of student absenteeism, its impact on educational environments and the evaluation of current policies. *International Journal of Psychology and Educational Studies*, 9(Special), 978-997. <https://doi.org/10.5238/ijpes.2022>
- Alhajri, N. (2020). Qualitative vs quantitative research. *Research Gate*, 1–7.
<https://www.doi.org/10.13140/RG.2.230761.88166>.
- Allen, C., Diamond-Myrsten, S., & Rollins, L. (2018). *School absenteeism in children and adolescents*, *American Family Physician*, 98(12), 73/744. PMID:30525360.
- American Academy of Pediatrics. (2025). *School ttendance*, 1–7.
- Ames, H. Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked sample from a synthesis on parental peorceptions of vaccination communication. *BMC Medical Research Methodology*, 19(8), 1–9.
<https://doi.org/10.1186/s12874-019-0665-4>.
- Anderson, K. (2020). *The relationship between inclusion, absenteeism and disciplinary outcomes for students with disabilities*. *SAGE Journal*, 43(1), 33–37.
<https://doi.org/10.3102/0162373720968558>.
- Annie Casey Foundation (2023). *Kids Count data book*. [https:// www.aecf.org/resources/2023-Kids-count-data-book](https://www.aecf.org/resources/2023-Kids-count-data-book).

- Ansari, A., Hofkens, T., & Pianta, R. (2020). Absenteeism in the first decade of education forecasts civic engagement and educational and socioeconomic. *Prospects in Young Adulthood. Journal of Youth and Adolescence*, 49(9), 1835–1848.
<https://doi.org/10.1007/s10964-020-01272-4>.
- Ansari, A., Hofkens, T., & Planta, R. (2021). Teacher-student relationship across the first seven years of education and adolescent outcomes. *Journal of Applied Development Psychology*, 71(4), 1–18, <https://doi.org/10.1016/j.appdev.2020.101200>.
- Ascione, L. (2023). The impact of technology on education. *School News*, 28(2), 1–16
<http://www.eSchoolMedis.com>
- Attendance Works, (2024). Stemming the surge in chronic absence: What states can do. *Attendance Works*, 1–16.
- Austin, A. (2022). How to be a good role model for students. *Connection Academy*, 1–7.
- Balfanz, R., & Byrnes, V. (2018). Using data and the human touch: Evaluating the NYC inter-agency campaign to reduce chronic absenteeism. *Journal of Education for Students' Place at Risk (JESPAR)*, 23(1–2), 107–121.
<https://doi.org/10.1080/10624669/2018/1435283>
- Bandealy, A., Dooley, D., Herrera, N., & Tschudy, M. Pediatricians and school absenteeism: A survey of knowledge, attitudes, and practices. *Official Journal of the American Academy of Pediatrics*, 149–192. <https://doi.org/10.4135/9871446221129.n6>.
- Bandura, A. (1985). *Social foundations of thought and actions: A social cognitive theory*. Prentice Hall.
- Barrett, R. (2024). How to teach students who aren't there. *New Generation Learning*, 1–14.

- Bauer, L. (2018). Reducing chronic absenteeism under Every Student Succeed Act. *Brookings*, 1–36.
- Bauer, L., & Portman, B. (2018). First look: Where chronic student absence is a problem and strategies to make progress. *Brookings*, 1–4.
- Baum, J., LI, S., & Usher, J. (2023). Vicarious learning: Definition 21, Examples, pros and cons. *Helpful Professor*, 1–22.
- Belsha, K. (2021). Stress and short tempers: Schools struggle with behavior as students return. *Teaching and Classrooms*, 1–9.
- Bhosale, U. (2023). Setting limits and focusing on your studies. Exploring scope and delimitation. *Enago Academy*. <http://www.enago.com/academy>.
- Bianchi, D., Cavicchiolo, E., Manganelli, S., Lucidi, F., Chirico, A., Girelli, L., Cozzolino, M., & Alivernini, F. (2022). School absenteeism and self-efficacy in very-low-income students In Italy: Cross-lagged relationships and differential effects of immigrant background. *Children and Youth Service Review*, 136, 1-17, <https://doi.org/10.1016/j.childyouth.2022.106446>.
- Bingham, A. (2023). From management to actionable findings: A five-phase process of qualitative data analysis. *International Journal of Qualitative Methods*, 22(3), 1-10, <https://doi.org/10.1177/16094069231183620>.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802-1811. <https://doi.org/10.1177/1049732316654870>.
- Blad, E. (2018). 1 in 7 students found to be chronically absent, report finds. *Education Week*, 38(3), 1-8.

- Bland, J., Darling-Hammond, L., & Wei, W. & Wojcikiewicz, S. (2023). Strengthening pathways into the teaching profession in Texas: Challenges and opportunities. *Learning Policy Institute*, 1-12,
- Bloomberg, L. (2019). *Analysis techniques to identify themes in qualitative data* [Webinar]. Northcentral University/Center for Teaching and Learning.
- Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road map from beginning to end* (4th ed.). SAGE.
- Bouchrika, I. (2025). How to write research methodology for 2025: Overview, tips, and techniques. *Research.com.*, 1-22. doi.org/10.9790/0837=194399104.
- Budge, K., & Parrett, W. (2018). *Disrupting poverty: Five powerful classroom practices*. Association for Supervision & Curriculum Development, 1-176. ISBN: 978-1416625278.
- Buritica, J., Eppinger, B., Heekeren, H., & Crow, E. (2024). Observational reinforcement learning in children and young adults. *Npj Science of Learning*, 9(1), 1-18, <https://doi.org/10.1038/s41539-00227-9>.
- Busetto, L., Wick, W., & Gumbioger, C. (2020). How to use and assess qualitative research method. *BioMedCentral Neurological Research and Practice*, 2(14), 1–44, <https://doi.org/10.1186/s42466-020-00059-z>.
- Campillo-Ferrer, J., & Miralles-Martinez (2022). Impact of the flipped classroom model o democratic education of student teachers in a Spain. *Sage Journal*, 17(2), 1-20. <https://10.1177/1746197221084111>.

- Center for Research in Education & Social Policy. (2018). *Chronic absenteeism and its +impact on achievement* [Policy brief]. The University of Delaware. <http://#P18-002.5>.
- Chang, H. (2025). Continued high levels of chronic absence, with some Improvement. Require action. *Attendance Works*, 1-10.
- Chang, H., Bauer, L., & Bynes, V. (2018). Data matters: Using chronic absence to accelerate action for student success. *Attendance Works and Everyone Graduates Center*, 1–30.
- Chang, H., Chavez, B., & Hough, H. (2023). Unpacking California’s chronic absence through 2022-. Seven key facts (infographic), Policy Analysis for California Education educationpolicyinca.org/publications/unpacking-Californias-chronic-absence-crisis-through-2022-23, 1-10.
- Chang, J. (2018). “Influencing factors for coping strategies of students: engagement in the context of internet education.” 9th International Conference on informational technology in medicine and education. *iTME*, 517-520, <https://doi.org/10.1109/itme.20118.00120>.
- Chatpibal, M., Chaiyasoonthorn, W., & Chaveesuk, S. (2022). The development of qualitative research instruments to explore the role of CEO. *association for Computing Machinery*, 1-30, <https://doi.org/10.1145/3551701>.
- Chen, M., & Wu, X. (2021). Attributing academic success to giftedness and its impact on academic achievement: The mediating role of self-regulated learning and negative learning emotions. *School Psychology International*, 42(2), 137, <https://doi.org/10.177/014303420985889>.
- Cherry, K. (2022). How social learning theory works. *Verywell Mind*, 1–20.

- Chhikara, D. (2025). The effect of student teacher ethnocultural matching on chronic absenteeism: *Early Education and Development*, 36(5), 1066-1091, <https://doi.org/10.1080/10409289.2025.2484852>.
- Civil Rights Data Collection. (2016). *Civil rights data collection, 2013-2014*. The Department of Education. <http://catalog.data.gov/dataset/civil-rights-data-collection-2013-14>.
- Corliella, C., & Boundy, K. (2018). Chronic absenteeism and students with disabilities: Frequently asked questions. *National Center on Educational Outcomes*, 1–8, <http://www.nceo.info>.
- Cornell, D. (2023). Vicarious learning: Definitions, 21 examples, pros & cons. *Helpful Professor*, 1–23.
- Costa, A., Souza, F., & Souza, D. (2016). Asking questions in a qualitative research context. *The Qualitative Report*, 21(13), 6–18. <https://doi.org/10.46743/2160-3715/2016.2607>.
- Daily, S., Smith, M., Lilly, C., Davido, M. Mann, M., & Kristjanssan, A. (2020). Using school climate to improve attendance and grades: Understanding the importance of school satisfaction among middle and high school students. *Journal of School Health*, 90(9), 683-693, <https://doi.org/10.1111/josh.12929>.
- Davis, K., Allen-Milton, S., & Coats-Boyton, S. (2019). Making the case for results-based accountability as an intervention for chronic absenteeism in school to improve attendance. *SAGE*, 9(1), 46–59, <https://doi.org/10.1177/2153368718816500>.
- Dee, T. (2024) No one-size fits all solutions to chronic absenteeism. *Phi Delta Kappan*, 106(3), 8-12, <https://doi.org/10.1177/00317217241295423>.
- Dimitrios, T., & Antigoni, F. (2019). Limitations and delimitations in the research process.

- Zenodo*, 7(3), 155–162, <https://doi.org/10.5281/zenodo.2552022>.
- Donnelly, L., Larson, D., Heller, R., & Kruskal, J. (2018). Practical suggestions on how to move from peer review to peer learning. *American Journal of Roentgenology*, 210(3), 578–582. <https://doi.org/10.2214/AJR.17.18660>.
- Dorman, J. (2003). Testing a model for teacher burnout. *Australian Journal of Educational & Developmental Psychology*, 3(1), 35–47.
- Dusseault, B., & Makori, A. (2021). What does attendance mean for remote learners in a pandemic/ HPW districts are dealing with absenteeism, student engagement and grades. *CRPE reinventing public education. Center on Reinventing Public Education*, 1-7, <https://doi.org/tinyurl.com/DusseaultMakori>.
- Eikeland, I. & Ohna, S. E. (2022). Differentiation in education a configurative review. *Nordic Journal of Studies in Education Policy*, 8, <https://doi.org/10.1080/20020317.2022.2039351>.
- Eklund, K., Burns, M. K., Oyen, K., DeMarchena, S., & McCollom, E. M. (2022). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. *School Psychology Review*, 51(1), 95–111, <https://doi.org/10.1080/2372966X.2020.1789436>.
- Elhami, A. & Khoshnevisan, B. (2022). Conducting an interview in qualitative research: The Modus Operandi. *Mextesol Journal* 46, 1-13, <https://doi.org/10.61871/mj.v46n1-3>.
- Endo, A. (2022). Reading interventions for struggling readers. *Houghton Mifflin Harcourt*, 1–16.
- Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African Journal of Emergency Medicine*, 7(3), 93–99.

- <https://doi.org/10.1016/j.afjem.2017.08.001>.
- Every Student Succeeds Act, 20 U.S.C. 6301 (2015).
- Farmer, D. (2020). Teacher Attrition: The impact of stress. *ProQuest*, 87(1), 41–50.
- Firman, D., Suepuloh, D. (2022). Social learning theory: cognitive and behavioral approaches. *JIPH Jurnal Ilmian Pendidikan Holistik*, 1(3), 297-324, <https://doi.org/10.55927/jiph.v1i3.2317>.
- Fisher, M. & Bandy, J, (2019). Assessing student learning. *Vanderbilt University Center for Teaching and Learning*, 1-17, <https://cft.vanderbilt.edu/assessing-student-learning>.
- Ford, J., & Triplet, N. (2019). E(race)ing inequities: Chronic absenteeism. *Center for Racial Equity in Education*, 1–122.
- Frazier, T., & Fosco, S. (2024). Nurturing positive mental health and wellbeing in educational settings the PRICES model. *Frontiers*, 1-36. <https://doi.org/10.3389/fpubh.2023.1287532>.
- Fykaris, I., & Tympa, E. (2025). “Learning from each other” A peer education as an alternative teaching option. *Child & Youth Services*, 46(1), 25-45, <https://dpi.org/10.1080/145935X.2024.235070>.
- Gabenski, 2025. Everyday day counts: Building school-based attendance teams. *Health and Wellness Family and Stakeholder Engagement NAESP*, 1-5.
- Gallegos, E. (2024). Communicating with parents is key to addressing chronic absenteeism. *Ed Source*, 1-8.
- Garcia, E. & Weiss, E. (2018). Student absenteeism: Who misses school and how missing school matters for performance. *Economic Policy Institute*, 1-43, <https://doi.org/10.25606/e6w0-3k74>.

- Garcia, E., & Weiss, E. (2019). The teacher shortage is large, growing, and worse than we thought. *Economic Policy Institute*, 1–24.
- Gates, S. (2018). Benefits of collaboration. *NEA*, 1-9.
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *A Teachers and Teaching: Theory and Practice*, 24(6), 604–625.
<https://doi.org/10.1080/13540602.2018.1457524>.
- Gershenson, S., Papageorge, N., Hart, C., Hyman, J., & Constance, L. (2022). The long-run impacts of same-race teachers. *American Economic Journal*, 14(4), 300–342.
<https://doi.org/10.1257/pol20190573>.
- Gewertz, C. (2021). How can teachers better understand students? A new breed of assessments will try to help. *Education Week*, 1-2.
- Ghanad, A. (2023). An overview of quantitative research methods. *International Journal of Multidisciplinary* 6(8) 3794-3803, <https://doi.org/10.47191/ijmra/v6-i8-52>.
- Gino, F. (2019). Cracking the code of sustained collaboration. *Harvard Business Review*. 97(6), 73-81, <https://doi.org/10.1007/s10869-013-9315-8>.
- Gottfried, M. (2019). Chronic absenteeism in the classroom context: Effects on achievement. *Urban Education*, 54(1), 3–34,
<https://doi.org/10.1177/002085915618709>.
- Gottfried, M. (2022). District strategies to reduce student absenteeism. *Ed Research Anneberg Institute*, 1-7.
- Gottfried, M. & Ansari, A. (2021). Detailing new dangers: Linking kindergarten chronic absenteeism to long-term declines in executive functioning. *The Elementary School*

- Journal*, 121(3), 484–503. <https://doi.org/10.1177/0042085915618709>.
- Gottfried, M. & Ansari, A. (2022). Classrooms with high rates of absenteeism and individual success: Exploring students' achievement, executive function and social behavioral outcomes. *Journal of Early Childhood Research Quarterly* 59(2), 515-527, <https://doi.org/10.1016/j.cresq.2021.11008>.
- Gottfried, M., Hutt, E., & Rogers, T. (2019) Absent from school understanding and addressing student absenteeism. *Harvard Education Press*, 1-288, <https://doi.org/10.177763/1943=5045-90.1.147>.
- Gottfried, M., & Kirksey, J. (2017). “When” students miss school, The role of timing of absenteeism on students' test performance. *Educational Research*, 46(3), 1.19–130. <https://doi.org/10.3102/001389X17703945>.
- Goyibova, N., Muslimov, N., Sabirova, G., & Kadirova, N. (2025). Differentiation approach in education: Tailoring instruction for diverse learner needs. *Science Digest*, 1-9, <https://doi.org/10.1016/j.mex.2025.103163>.
- Granero-Gallegos, A., Gomez-Lopez, M., Baena-Extremera, A., & Martinez-Molina, M. (2019). Interaction effects of disruptive behavior and motivation profiles with teacher competence and school statistics in secondary school physical education. *International Journal Environmental Research and Public Health*, 17(1), 114–138, <https://doi.org/10.3390/ijerph17010114>.
- Grant, M. (2021). Informed consent – we can and should do better. *Journal of the American Medical Association*, 4(4), 1-3:e2110848, <https://doi.org/10.1001/jamanetworkkopen.10844>.
- Hall, J. (2023) Actions speak louder: The power of observational learning. *Training Inquiry*,

1-16.

- Hall & Liebenberg (2024). Qualitative description as an introductory method to qualitative research for master's level students and research trainees., *SAGE Journal*, 23(3), 1-5, <https://doi.org/10.1177/16094069241242264>.
- Hamil, D. (2020). Can a positive school climate promote students' attendance? Evidence from New York City. *American Education Research Journal*, 58(2), 1-21, <https://doi.org/10.3103/0002831220924037>.
- Hamilton Project. (2018). Reducing chronic absenteeism under Every Students Succeed Act [Policy brief]. *Brooking*. <http://hamiltonproject.org>.
- Han, J., Perron, J., Yin, H., & Lin, Y. (2021). Faculty stressors relations to teachers, migration, and attrition. *Journal of Science Teacher Education*, 33(4), 247–262. <https://doi.org/10.1080/07294060.1756747>.
- Hansen A., & Swidersky, C. (2023). Integrating open and closed ended question on attitudes towards outgroup with different methods of text analysis. *Behavior Research Methods*, 56(4), 1-12, <https://doi.org/10.3758/s13428-02318-x>.
- Hansen, M., & Quintero, D. (2020). We should be focusing on absenteeism among teachers, not just students. *Brookings*, 1–3.
- Hansen, M. & Quintero, D. (2020) Teacher absenteeism an overlooked factor in education policy. *Bookings*, 1-4, <https://corlink.org/20.500./2592/rnrw/>.
- Harmey, S., & Moss, G. (2023). Learning disruption or learning loss: Using evidence from unplanned closures to inform returning to school after COVID-19. *Education Review*, 75, 1-41. <https://doi.org/10.1080/00131911.2021.1966389>.
- Hennink, M., & Kaiser, B. (2022). Sample size for saturation in qualitative research: A

- systematic review of empirical test. *Social Science Medicine*, 1–10, <https://doi.org/10.1016/j.socscimed.2021.114523>.
- Herman, D., Reinke, W., & Eddy, C. (2020). Advances in understanding and intervening in teacher stress and coping: The coping, competence and context theory. *The Journal of School Psychology*, 78, 69-74, <https://doi.org/10.1016/j.jsp.2020.01.001>.
- Hess, R. (2024). Chronic absenteeism could be the biggest problem facing schools right now. *Education Week*, pp. 1-3.
- Hill, S., Ward, W., Seay, A., & Buzenski, J. (2022). The nature and evolution of the mentoring relationship academy health center. *Journal of Clinical Psychiatry*. 29(3), 557-569, <https://doi.org/10:10880-022-09893-6>.
- Hiver, H. (2021). Student engagement in a language classroom. *Multilingual Matters*, 1-320, ISBN 9781788923590.
- Horburgh, J., & Lopolito, K. (2018). A skill to be worked at using social learning theory to explore the process of learning from role models in clinical settings: *BMC Medical Education*, 18(156), 1–34, <https://doi.org/10.1186/s12909-0181251-x>.
- Ialuna, F., Civilillo, S., & Jugert, P. (2024). Culturally responsive teaching, teacher=student relationships and school belongingness: A multi-informant study in ethnically diverse classrooms. *Science Direct*, 47, 1-14, <https://doi.org/10.1016/j.lesi.2024.100839>.
- Ibarra, B. (2022). Understand SEL to create a sense of belonging: The role teachers play in addressing students social and emotional well-being. *Current Issues in Education*, 1-16, <https://doi.org/10.10.14507//cie.vol23i352.2049>.
- Jacob, B., & Lovett, K. (2017). Chronic absenteeism: An old problem in search of new answers. *Brookings*, 1–14.

- Jamieson, M. K., Govaart, G. H., & Pownall, M. (2023). Reflexivity in quantitative research: A rationale and beginner's guide. *Social and Personality Psychology Compass*, 17(4), 1-45, <https://doi.org/10.1111/spc3.12735>.
- Jarrabi, M. & Newlands, G. (2024). Quality in qualitative research: The lens of validity, reliability, and generalizability. *Sage*, 1-32, <https://doi.org/10.13140/AG.2.221444.23682>.
- Jones, S., & Ali, T. (2021). Teacher stress and burnout: The high cost of low social and emotional development policy brief. *ERIC*, 1–16.
- Junker, R., Donker, M. & Mainhard, T. (2021). Potential classroom stressors or teachers: An audiovisual physiological approach. *Journal of learning and Instruction*, V75. <https://doi.org/10.1016/j.learninstruc.2021.101495>.
- Kallio, H., Pielila, A., Johnson, M., & Kangasniemi, M. (2016). Systematic methodology: developing a framework for a review of a semi-structured interview guide. *Journal Advanced Nursing*, 72(21), 2954–2965. <https://doi.org/10.1111/jan-13231>.
- Kaluza, J. (2023). Using narrative analysis in qualitative research. *Dovetail*, 1–16.
- Kang, R. (2024). Engagement is everything: Three pillars of student engagement, *Center for Professional Education of Teachers*, 1-18.
- Keenze, A. (2022, March 10). 4 warning signs a student will struggle with attendance. *School Mint Blog*. <http://blog.schoolmint.com>.
- Kennedy, R. Clifford, S., Burleigh, T., Waggoner, P., Jewell, R., & Winter, N. (2020). The shape of and solutions to the MTurk quality crisis. *Political Science Research and Methods*, 87(4), 614–629. <https://doi.org/10.1017/psrm.2020.6>.
- Keppen, G. (2023). School absenteeism and academic achievement: Does the timing of the

- absence matter? *Science Direct*, 10769, 1–10.
- Khushk, A., & Dacolfanz, M. (2023). Social learning theory in a clinical setting: connectedness, constructivism and role modeling approach. *Health Economics*, 1–11.
- Kirksey, J. (2019). Academic harms of missing high school and the accuracy of current policy threshold: Analysis of preregistered administrative data from California school district. *Sage Journal*, 5(3), 1-13, <https://doi.org/10.1177/2332858419867692>.
- Klass, P., Miller-Fitzwater, A., & High, P. (2024) Literacy promotion: An essential component of primary care pediatric practice: Policy statement. *American Academy of Pediatrics*, 154(6), 1-46, <https://doi.org/10.1542/peds.2024-069090>.
- Klein, M., Sosu, E., Dare, S. (2022). School absenteeism and academic achievement: Does the reason for absence matter? *Sage Journal*, 1-64, <https://doi.org/10.1177/23328584>.
- Kostyo, E. Cardichon, J. & Darling-Hammond, L. (2018) making ESSA's equity promise real: State strategies to lose the opportunity gap. *Learning Policy Institute*, 1-7.
- Komildjanovna, N. The power of open-ended question and its critical role in discovering unanticipated answers. Gathering additional details and important insight. *Web of Teachers: Inderscience Reaserch*, 2(10), ISSN: 2938-379x.
- Kuckartz, U. (2019). Qualitative content analysis from Kracauer's beginnings to today's challenges. *Forum: Qualitative Social Research*, (20)3, 1-14, <https://doi.org/10.17169/FQS-20.3370>.
- Lara, J., Pelika, S., & Coons, A. (2018). Chronic absenteeism (Issue Brief No. NBI No. 57- (2018). *National Education Association*.
- Lei, H. Cul, Y., & Zhou, W. (2018). Relationship between student engagement: A meta analysis.

- Social Behavior and Personality an International Journal*, 46(3), 517-628,
<https://doi.org/10.2224/sbp.7054>.
- Leifield, L. (2022). Relationships are anchors to support young children's resilience. *ERIC*, 20(3) Q1App. 6-12.
- Lenhoff, S., & Pogodzinski, B. (2018). School organizational effectiveness and chronic absenteeism: i Implications for accountability. *Journal of Education for Students at Risk*, 23(1-2), 153–169, <https://doi.org/10.1080/10824669.2018.1434656>.
- Lopez-Garrido, G. (2023). Self-determination theory: How it explains motivation. *Simple Psychology*, 1-24, https://doi.org/10.2007/978-3-319-28-99-8_1162-1
- Li, J. & Xue, E. (2023). Dynamic interaction between student learning behaviors and learning environment: Meta analysis of engagement and its influencing factors. *Behavior Science*, 13(1), 1-50, <https://doi.org/10.3390/BS13010059>.
- Liu, K. & Lahoz, E. (2024). Impact of Learning styles on students' retention of information. *International Journal of Education and Humanities*, 17(1), 207-212,
<https://doi.org/10.5409710qpvv72>.
- Linneberg M. & Kersgaard S. (2019). Coding qualitative data: a synthesis guiding the novice. *Qualitative Research Journal*, 1-28, <https://doi.org/10.1108/QRJ-12-2018-0012>.
- Lopez-Martin, F., Gutierrez-de-Rozas, B., Gonzolez-Benita, A., & Exposito-Casas, E. (2023). Why do teachers matter? A meta-analytic review on how teacher characteristics and competencies affect students 'academic achievement. *International Journal of Educational Research*, 120 1-70, <https://doi.org/10.1016/j.ijer.2023.102199>.
- Loveless, B. (2023). Guide on social learning theory. *Education Corner*, 1–18.
- Lynch, M. (2019, August). How can we fix chronic absenteeism in America's schools? *The*

Advocate Newsletter.

- Lynch, Y., McCleary, M., & Smith, M. (2018). Instructional strategies used in direct AAC interventions with children to support graphic symbol learning: A systematic review *Children Language Teaching and Therapy*, 34(1), 1-16, <https://doi.org/10.1177/0265659018755524>.
- MacIntyre, P., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology. *The Modern Language Journal*, 103(1), 262–274, <https://doi.org/10.1111/modl.12544>.
- Maguire, M. & Delahunt, B. (2017). Doing a thematic analysis: A step-by-step guide for learning and teaching scholars. *All Ireland Journal of Teaching and Learning in Higher Education*, (9)3, 1-3, <https://doi.org/10.62707/aishejv9i3.335>.
- Malkus, N. (2025). Lingering absence in public schools: tracking post- pandemic chronic absenteeism into 2024. *American Enterprise Institute*, 1-37,
- Marsh, V. (2020). Understanding chronic absenteeism What research tells us about poor school attendance at school. *American Federation of Teachers*, 1–22.
- Martin, A. (2023). Perception of their ethical leadership behavior style in working with elementary school students social learning theory and conceptual model of core values in (SLT), at theory created by Albert Bandura as a theoretical framework. *McGraw Hill Education*, 1–1224.
- McCutcheon, A. (2024). Leveraging virtual tools to support continued learning for absent students. *Institute of Education Science* 1-11.
- McLeod, S. 2025. Albert Bandura’s social learning theory. *Simply Psychology*, 1-45.
- McLeod, S. (2025). Kolb/s learning style and experiential learning cycle. *Simply Psychology*, 1-36.

- Medelyan, A. (2019, October 10). Coding qualitative data: How to code qualitative research. *Thematic*. <http://getthematic.com>.
- Meier, S., Gorben, B., Frank, C., & Schuck, T. (2020). Verbal instructions and motor learning: Analogy and explicit instruction influences the development of mental representations and tennis serve performance. *Frontiers in Psychology*, 11(2), <https://doi.org/10.3388fpsyg.2020>.
- Mellor, C., Botchway, S., Barnes, N., & Gandy, S. (2022). Seeding hope: Restoring nature to restore ourselves. Nature restoration as an essential mental health intervention. *International Review of Psychiatry*, 34(5), 541–545, <https://doi.org/10.1080/09540261.2022.2092391>.
- Miller, R. (2019). Using culturally responsive lessons to boost engagement. *Edutopia*, 1–5.
- National Center for Education Statistic, (2023). Teachers reports of disruptive student behaviors and staff rule enforcement, Chapter 2, Section: School Crime and Safety, 1-6.
- National Center for Education Statistics at IES, (2021). *Teacher requirements to help students outside regular school hours in 2017-2018* (Issue Brief No. NCES 2021-054). Institute of Education Sciences. <https://nces.ed.gov/surveys/ntps/>.
- National Center for Education Statistics at IES, (2021). *Teacher requirements to help students outside regular school hours in 2017-2018* (Issue Brief No. NCES 2021-054). Institute of Education Sciences. <https://nces.ed.gov/surveys/ntps/>.
- National Education Association, (2018). *Chronic Absenteeism NEA research brief* (Issue Brief No. NBI No.5792018)). National Education Association.
- National University, (2025). Lib Guides: Institutional Review Board, (IRB) Institutional Policies.
- Nickerson, C. (2025). Alber Bandur’s social cognitive theory. *Simply Psychology*, 1-32.

- Ng, G. (2022). How to build real relationships at work. *Harvard Business Review*, pp. 1-9, <https://hbr.org/2020/08/hb>.
- Obodozie, N. & Nwabato, R. (2025). Promoting collaboration in the modern workplace: Apath to productivity. *World Journal of Advanced Research and Review*, 25(2), 524-533. <https://doi.org/10.30574/wjarr.2025.25.2.0343>.
- Overcash, J. (2003). Narrative research: A review of methodology and relevance to clinical practice. *Science Direct*, 48(2), 179–184. <https://doi.org/10.1016/j.critrevonc.2003.04.006>
- Pace, K. (2025). Five educational learning theories, *Western Governors University*, 1-11.
- Palermo, M., et al. (2021). Physic teachers' retention, migration, attrition. *Journal of Science Teacher Education*, 33(4), 368–391, <https://doi.org/10.1080/1046560X.2021.1946638>.
- Pennsylvania Training and Technical Assistance Network, (2021). *Enhancing school engagement and attendance for students with disabilities* [Policy brief]. PATTAN Arizona State University. <http://Patton.net>.
- Pentage, T. (2023). Qualitative research instrumentation for educators. *Research Gate*, 1-8, : <https://doi.org/10.13140/RG.2.2.1153.28004>.
- Perrachione, B., Rosser, V., & Peterson, G. (2008). Why do they stay? Elementary teachers' perception of job satisfaction and retention. *Professional Educator*, 32(2), 1-41.
- Pezalla, E., Pettigrew, J., & Miller-Day, M. (2015). Researching the research-as-instrument: an exercise in interviewer self-reflexivity. *Pub Med Central*, 12(2), 165-185, <https://doi.org/10.1177/14879411111422107>.
- Privitera, G. & Ahlgrim-Delzell, L. (2019). *Research Methods for Educators*, SAGE.
- Purandare, S. & Patil, R (2023). Handle with ml: open-ended questionnaire for qualitative

- research. *Journal of Advanced Multidisciplinary Research Studies and Development*, ISSN: 2583-6404, 1-7.
- Ravitch, S. & Carl, N. (2019). Qualitative research: Bridging the conceptual, theoretical, and methodological. *Sage*, 1-624. ISBN-10. 1483351742.
- Responsive Classroom, (2024). Using interactive modeling for academic learning, *Responsive Classroom*, 1-8.
- Roberts, K., Dowell, A., & Nie, J. (2019). Attempting rigor and replicability in the thematic analysis of qualitative research data; a case study of code book. *BMC Medical Research Methodology*, 19(66), 1–36. <https://doi.org/10.1186/s12874-019-0707-y>.
- Robinson, C. D., Lee, M. G., Dearing, E., & Rogers, T. (2018). Reducing student absenteeism in the early grades by targeting parental beliefs. *American Educational Research Journal*, 55(6), 1163–1192. <https://doi.org/10.3102/0002831218772274>.
- Rogers, T., & Feller, A. (2018). Reducing students absences at scale by targeting parents' misbeliefs. *Nature Human Behavior*, 2(5), 335–342. <https://doi.org/10.1038/s41562-018-0328-1>.
- Rosala, M. (2024). Open-ended vs closed questions in user research. *Neilsen Norman Group*, 1-18.
- Ross, T. & Zaidi, L. (2019). Limited by our limitations. *Research Gate*, 1-4, <https://doi.org/10.1007/s4037-019-00530-x>.
- Rowlands, J. (2021). Interview transcript review as a tool to improve data quality and participant confidence in sensitive research. *International Journal of Qualitative Methods*, 20, 1–11. <https://doi.org/10.1177/16094069211066170>.
- Rumjaun, A., & Narod, E. (2025). Social learning theory – Albert Bandura. *Science Education*

and Practice, 65-82, https://10.1007/978-3-031-81351.-1_5.

- Ryzin, M., Roseth, C., & McClure, H. (2021). The effects of cooperative learning or peer relations, academic support, and engagement in learning among children of color. *Journal of Educational Research*, 13(4), 283- 291, <https://doi.org/10.1080/00220671.2020.1806016>.
- Santibañez, L., & Guarino, C. (2021). The effects of absenteeism on academic and social-emotional outcomes: Lessons for COVID-19. *Educational Researcher*, 50(6), 392–400. <https://doi.org/10.3102/0013189X21994488>.
- Sawchuk, S. (2021). Extreme chronic absenteeism? Pandemic school attendance data is bleak but incomplete. *Education Week*, pp. 1-5. <https://www.edweek.org2021/07>.
- Sawchuk, S. (2021). An action plan for confronting chronic absenteeism this fall. *Education Week*, pp 1-2.
- Schwartz, S. (2023). Where teachers say professional development falls short. *Education Week*, pp. 1-7.
- Sharma, H. & Sarkar C. (2019). Ethnography research: An overview. *International Journal of Advance and Innovative Research*, 6(2), 1-6.
- Shellery, K. (2022). Connecting to curb chronic absenteeism. *Pipper Sandlers*, 1–82.
- Sirisilla, S. (2023, July 21). Writing limitations of research study -4 reasons why it is important. *Enago Academy*. <http://enago.com>
- Smerillo, N., Reynolds, A., Temple, J., & Ou, S. (2018). Chronic absence, eight-grade achievement, and high school attainment in the Chicago Longitudinal Study. *Journal of School Psychology*, 67, 163–178. <https://doi.org/10.1016/j.jsp.2017.11.001>
- St. George, D. (2022, July 5). Behavior issues, absenteeism at schools increase, federal

- data show. *Washington Post*, 1–3.
- Stratton, S. (2024). Purposeful sampling: advantages and pitfalls. *Cambridge University Press*, (39)2, pp. 121-122, <https://doi.org/10.1017/S1049023X24000281>.
- Sundius, J. (2024). Reducing chronic absences require problem solving and support, not blame and punishment. *Attendance works*, 1-8.
- Suri, H. (2011). Purposed sampling in qualitative research synthesis. *Qualitative Reserach Journal*, 11(2), 63–75. <https://doi.org/10.3316/QRJ1102063>.
- Suther, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27(35), 3–28.
- Sutton, R. S., & Barto, A. G. (2018). Reinforcement learning: An introduction: Reinforcement learning: An introduction (2nd ed, *The MIT Press*.
- Tadayon, A. (2022). Advocates for community schools support more funding but call for fixes in program. *Ed Source*, 1–7.
- Taylor, S., Martin, J., Bopp, M. (2024) The impact of physical activity enjoyment, exercise self-efficacy, recording physical activity, and exercising goal setting on physical activity levels of college students. *Recreational Sports Journal*, 49(1), 1-18, <https://doi.org/10.1177/155886611241261997>.
- Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S., Giannputsou, N., Cachio, R., Mones. A., Ioannou, A. (2023). Impact of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Educational Information Technology*, <https://doi.org/10.1007/s10639-022-11431-8>.
- U. S. Census 2022.

- U.S. Department of Education Office of Civil Rights Data Collection. (2016). *Chronic absenteeism in the nation's schools: An unprecedented look at a hidden educational crisis*. <https://ed.gov/datastory/chronicabsenteeism,html#four>.
- U.S. Department of Education Office of Civil Rights Data Collection. (2018). *Civil rights data collection for the 2015-2016 school year*. <https://www2.ed.gov/about/offices/list/ocr//data.hrml>.
- Ugwu, C., & Eze, V. (2023). Qualitative Research. *IDOSR Publications*, 87(1), 20-35. <http://www.idosr.org>.
- Valcheva, S. (2017). Qualitative data analysis methods and techniques. *Blog for Data-driven Business*. <http://intellspot.com>.
- Van der Spuy, A., & Jayakishnan, L. (2021). Making sense of the unknown: A narrative analysis of COVID-19 Stories as told by WSU research students. *ERIC*, 6(2), 183–198, <https://doi.org/10.46303/ressat.2021.18>.
- Van Eck, K., Johnson, S. R., & Bettencourt, A. (2017). How school climate relates to chronic absence: A multi-level; latent profile analysis. *The Journal of School Psychology*, 61, 89-102. <https://doi.org/10.101j/j.jsp.2016.10.001>.
- Villamin, P., Lopez, V., Thapa, D., Cleary, M. (2024). ‘Why did they migrate here: A qualitative descriptive study exploring nurses’ motivation for migration and regional relocation. *Journal of Advance Nursing* 81(7), 4146-4159, <https://doi/org/10.1111/jan.16620>.
- Virginia Department of Education, (2023). *Attendance & School Engagement*.
- Virginia Department of Education, (2023). *2023 Standards of Learning for History and Social Science*, 1-4.
- Walker, T. (2025). What’s causing teacher burnout? *NEA Today*, 1-18.

- Want, H., & Gulliford, A. (2024). Barriers to school attendance as experienced by young people
<https://doi.org/10.53841/spsecp.2024.41.1.9>.
- Weathers, E., Hollett, K., Mandel, Z., & Rickert, C. (2021). Dive into the research topic of absence unexcused; A systematic review on truancy. ‘. Together they form a unique fingerprint. *Peabody Journal of Education*, 1–4.
<https://doi.org/10.1080/0161956X.2021.1991696>.
- White House.gov (2023). Chronic absenteeism and disrupted learning require an all-hands-on-desk approach. *Council of Economic Advisors (CEA)*, 1-7.
- Wilkins, N., Verienden, V., Szuca, L., Johns, M. (2022). Classroom management and facilitation on approaches that promote school connectedness. *Journal of School Health*, 93(7), 582-593. <https://doi.org/10.1111/josh.13279>.
- Wu, D. (2020). Relationship between job burnout and mental health of teachers underwork stress. *Devista Argentina de Clinical Psychological*, 29(1), 310–313.
<https://doi.org/10.24205/O3276716.2020.41>.
- Xu, M., & Storr, G. (2012). Learning the concept of the researcher as instrument in qualitative research in qualitative research. *The Qualitative Report*, 17(21), 1–18.
<https://doi.org/10.46743/21603715/2012.1768>.
- Yang, D., Cal, Z., Tan, Y., & Zhang, C. (2022). The light and dark sides of student engagement: Profiles and their association with perceived autonomy support. *Behavioral Sciences* 12(11), 1-7, <https://doi.org/10.3390/bs12110408>.
- Zapanta, K. (2025). Inductive thematic analysis a practical guide to recovering hidden customer insights. *Thematics*, 1-15.
- Zia Ul Haq, K., Rasheed, R., Rashid, A., Akhter, S. (2023). Criteria for assessing and ensuring

trustworthiness in qualitative research. *City University New York*, 2-25.

<https://doi.org/10.56249/ijbr.00.00.00>.

Appendix A

IRB Approval Letter



9388 Lightwave Ave.
San Diego, CA 92123
irb@nu.edu

Notice of Exemption

July 17, 2024

To: Joyce Coleman

Project Title: My Attendance Matters: A Case Study on Teachers' Strategies for Accommodating Chronically Absent Students

NU IRB Number: IRB-FY23-24-1298

Determination: Exempt from further review 45 CFR 46.101 Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or

Status: Active - Research activities may begin as of July 17, 2024

Dear Joyce Coleman:

The study referenced above has been reviewed by the National University IRB. The IRB has determined your research is exempt from further review under 45 CFR 46.104, which means you will not need to renew your study and may begin your study effective immediately. However, if you find the need to change your study in any way, you will need to submit a modification to the IRB prior to implementing the changes. This will allow the IRB to determine whether or not the study still meets exemption criteria.

Please review your Post Approval Responsibilities here: [Approved Documents Guidelines](#)

For any questions regarding your protocol, please reach out to the IRB at irb@nu.edu.

Sincerely,

Appendix B

Approval Letter From Selected School District



February 5, 2025

Joyce Coleman
12320 Indigo Springs Court
Bristow, VA 20748

Dear Joyce Coleman,

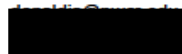
The purpose of this letter is to inform you that your request to conduct a study titled "My Attendance Matters: A Case Study on Teachers' Strategies for Accommodating Chronically Absent Students" in [REDACTED] has been reviewed by leadership. Your proposal has met the standards required for research in [REDACTED] and has gained leadership approval.

Please keep the ensure appropriate protocols are followed and all identifying information has been removed in the final reporting of the study. It is important that the voluntary nature of your study be emphasized regarding interviews. Thank you for your interest in [REDACTED] as a research site, and as always, if you have any questions, please feel free to contact me. I wish you success with your research and coursework.

Sincerely,



Research, Assessment, and Data Services Department



Appendix C

Introduction/Invitation Letter to Principal

School Administrator

Awesome View Elementary School

Northeastern, Virginia 22222

Dear Principal Wonderful,

I am Joyce Coleman, a doctoral candidate [REDACTED]. I am conducting a research study titled My Attendance Matters, A Qualitative Descriptive Design on instructional strategies to support students when they return to school.

This study is aimed at capturing the teachers' experience applying instructional strategies. Teachers with experience teaching chronically absent students are invited to participate in this study. We welcome them to share their experiences, wisdom, and perspectives with others. The participation in this questionnaire is totally anonymous. These educators can give a powerful insight into the classroom [REDACTED] to promote more student engagement and add more voice overall.

I would greatly appreciate your guidance. If there are any established protocols or suggestions you might have, please [REDACTED] totally transparent I have included several of the tools that support my research, such as recruitment flyer, consent form, and the district's approval letter. I am requesting that you please share the recruitment flyer and the informed consent form with your team.

Sincere,

The Researcher

[REDACTED]

[REDACTED]

Appendix D

Chronic Absenteeism Questionnaire Directions

Introduction:

Thank you for reading the Informed Consent Form and agreeing to participate in the study as it has been described. I am also extremely grateful for your support in requesting the link to complete a 10-20-minute Questionnaire on the issue of Chronic Absenteeism.

Anonymity and confidentiality:

Your descriptive responses are completely anonymous. No personally identifying information will be collected or connected to responses.

Instructions:

- Read each question carefully before responding.
- For each question, provide as much detail as you feel comfortable sharing.
- Please use the “Descriptive Response” space provided for question 1-10. This space expands.
- For questions 11-16 the Demographics section, please select the response that best suits you.

Completion:

Please answer all questions to the best of your ability. If you cannot answer a question, please leave it blank or put “prefer not to say” in the descriptive response space.

Submit:

Once you have completed the questionnaire click the Submit button at the end. You will receive a confirmation message upon successful submission.

Technical Support:

If you encounter technical issues or have questions while completing the questionnaire, please contact me at researcherjoyce@gmail.com OR (571) 264-6113. *Thank you, your insights are appreciated!*

□

Appendix E

Chronic Absenteeism Questions on the Questionnaire

TOPIC 1: How do teachers working in urban elementary schools provide instructional accommodation for chronically absent students?

1. How effective is the identifying and tracking of chronically absent students?
2. Which strategies do you use to engage and motive chronically absent students?
3. How would you rate the importance of addressing the unique needs of chronically absent students?
4. How frequently do you tailor instructional materials to meet the needs of chronically absent students?
5. Which instructional strategies or interventions do you find most effective in supporting the academic progress of chronically absent students?

TOPIC 2: What kind of support do teachers believe would assist them in teaching chronically absent students more efficiently?

6. What are the main challenges you face when accommodating chronically absent students?
7. Which resources or tools?
8. What type of training or professional development would better equip you to meet the needs of chronically absent students?
9. How often do you collaborate with other teachers or staff to support chronically absent students?
10. What strategies would you consider most beneficial for teachers to implement when working with chronically absent students?

Demographic Questions

11. What is your age? [18-24] [25-34] [35-44] [45-54] [55-64] [64+]
12. What is your gender [Male] [Female] [Non-binary] [Prefer not to say]
13. What is your highest level of education completed? [Bachelor's Degree] [Master's Degree] [Doctorate Degree] [Other].
14. How would you describe your race/ethnicity? [White] [Black or African American] [Hispanic or Latino] [Asian] [Native American or Alaska Native] [Native Hawaiian or Other Pacific Islander] [Two or more races] [Prefer not to say] [Other]
15. How many years of teaching experience do you have? [1-3] [4-6] [7-10] [How much experience do you have teaching chronically absent students year regardless of the cause? [1-3 years] [4-6 years] [7-10 years] [10+years]

Appendix F

Informed Consent Form

My name is Joyce Coleman, and I am a doctoral candidate at the National University (NU).

I am asking you to take part in a research study about strategies for teaching chronically absent students. The name of this research is “My Attendance Matters: A Qualitative Design on Teachers’ Instructional Strategies for Accommodating Chronically Absent Students”

You may participate in this research if you meet ALL the following criteria.

1. You are 18 years or older.
2. You are a certified elementary teacher in an urban school in Northern Virginia.
3. You have 1 or more years of teaching experience.
4. You have taught 1 or more chronically absent students, meaning a student who missed 10% or more of a school year.

I plan to include 10-15 people in this research

Please read this form thoroughly and carefully and ask any question you may have before agreeing to take part in the study.

What you will be asked to do: If you agree to be in this study you will be asked to do the following activities —

1. Request the link to the questionnaire via my email.
2. You will answer the questionnaire questions with your honest insight/ details. This should take about 10-20 minutes.

Following these activities, you will be asked questions about:

- Your experience with teaching chronically absent students.
- Your age, gender, race, and teaching longevity.

Risk: There are minimal foreseeable risk or discomforts associated with this research Please read You may skip any question you do not wish to answer, skip any activity, or stop participating anytime.

Benefits: If you participate, there are no direct benefits to you. This research may increase the body of knowledge in the subject area of this research.

Recording: there will be no recording.

Confidentiality: I will keep the descriptive responses of this study private and take reasonable measures to protect the security of all responses. In any report to make public, I will not include any information that will make it possible to identify you.

Taking part is voluntary: Participation in this study is completely voluntary. You may quit at any time.

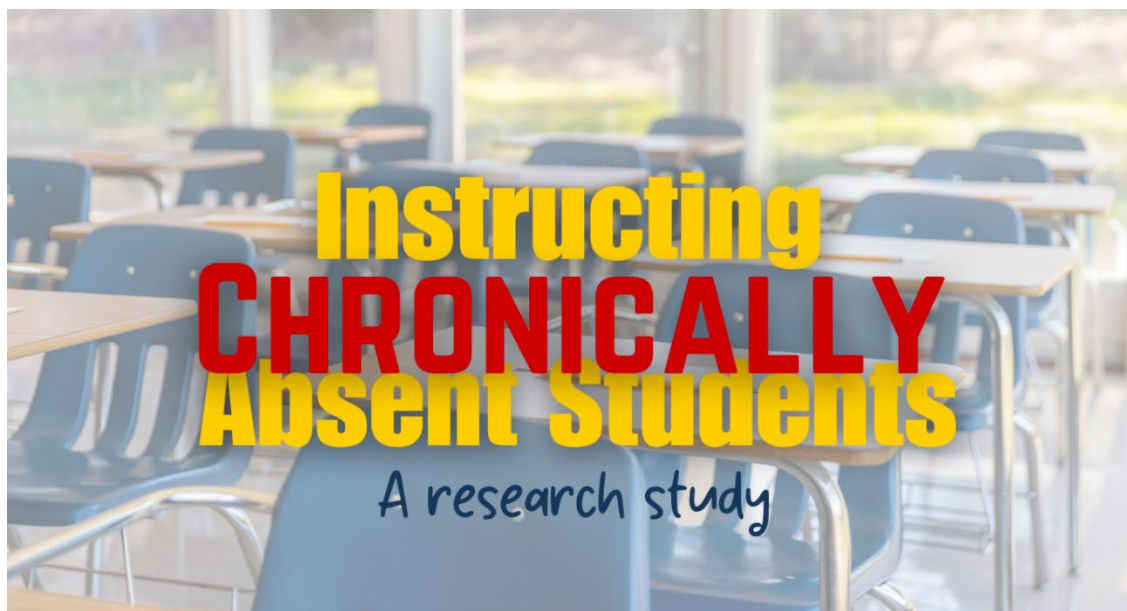
Compensation: After you complete the questionnaire and like “Submit” you will receive a \$20.00 Chick-fil-A e-gift Card via email.

If you have questions: Please email me at ResearcherJoyce@gmail.com OR call me at (571) 264-6113.

If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) via email at irb@NU.edu

Appendix G

Recruitment Flyer



The purpose of this qualitative descriptive design is to capture elementary teachers' experiences applying accommodation strategies when students are chronically absent.

You are eligible to participate in this study if:

- You are 18 years or older.
- You are a certified elementary teacher in an urban school.
- You have more than 1 year of teaching experience.
- You have taught 1 or more chronically absent student (a student who missed 15+ days in a school year).

In this study, participants will:

- Participate in a 16-item survey for 10-20 minutes.
- Be asked about
 - a. Your experience with teaching chronically absent students.
 - b. Your age, gender, race, and teaching longevity.

The first 10 participants will receive a \$20 Chick-Fil-A e-gift card at the conclusion of a completed survey.

*To participate in this study or to ask questions, please contact
Joyce Coleman, Doctoral Candidate at the National University*

ResearcherJoyce@gmail.com or 571.264.6113

Thank you for considering participating in this voluntary research!

-- Researcher Joyce