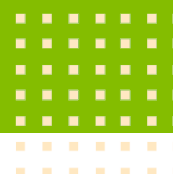




Viewpoints

New Study Shows That Teachers View Chronically Absent Students Less Favorably



The recent study highlighted in Education Week underscores a critical yet often overlooked consequence of chronic student absenteeism: its profound impact on teachers' perceptions and relationships with students. Conducted by researchers at the University of Pennsylvania, the study reveals that teachers tend to view chronically absent students less favorably, perceiving them as more withdrawn with weaker social and academic skills. This shift in perception, influenced by missed classroom interactions, creates a double disadvantage for absent students, potentially hindering their educational progress even further upon their return.

As schools navigate the aftermath of increased absenteeism exacerbated by the pandemic, understanding these dynamics becomes pivotal. Educators must be supported in recognizing and mitigating biases, fostering stronger classroom connections, and ensuring that every student has equitable opportunities to thrive, regardless of their attendance record. By addressing these challenges holistically, schools can cultivate more inclusive and supportive learning environments that prioritize both academic achievement and student well-being.

You can read the full article at:

Frequent missed school days do more than harm students academically; they also damage teachers' perceptions of chronically absent students.

And teachers' tendency to view absent students less favorably could lead to further disengagement, fueling a negative cycle that may further compound those students' learning challenges, concluded a new study from researchers at the University of Pennsylvania published June 25 in AERA Open, a peer-reviewed journal of the American Educational Research Association.

www.edweek.org/...

Professionals



Howard J. Fulfrost

Partner

Los Angeles

323.330.6303

hfulfrost@f3law.com