

English 9B


Mr. Waid

31 March 2018

Hiding Out

What are coping strategies? Coping strategies are strategies designed to avoid reading or “being held accountable for reading” (Brozo 324). Some coping strategies used by students are relying on a “with it” friend, becoming a good listener when necessary, and using manipulative techniques in and out of class (Brozo 327). The most common coping strategy is avoiding eye contact; it is usually used to avoid eye contact with teachers to avoid being called on (Brozo 326). Out of all these coping strategies, the three most popular coping strategies used by students in NOW Academy are disruptive behavior, seeking help from friends, and not bringing materials to class.


One of the most popular coping strategy used by students in NOW Academy is disruptive behavior. Brozo wrote in his article that this took the form of students frequently leaving their seats, snatching personal items from neighbors, throwing items across the room, and making inappropriate or defiant statements (Brozo 326). During silent reading in Mr. Waid’s fourth period English class, I could hear Student A talking to his friend and making inappropriate sounds aloud to avoid having to read. In Ms. Valle’s advisory during silent reading I was also able to see Student B and Student C sitting together in a table different from where they were originally assigned to sit to make rude comments about the students around them. Students above showed disruptive behavior with a close friend to avoid having to read during silent reading time.



By doing so, students A, B, and C were often called out by their teachers and were separated from their friends.

Another most commonly used coping strategy in NOW Academy is seeking help from friends. One example of this that Brozo stated in his article was that one student reported that his girlfriend did his homework for him (Brozo 327). On March 18, 2018 - the night before Mr. Waid's Individual Family Essay was due - Student D texted me to ask for help in completing the essay. On the last day of school before Spring Break, Student E asked me to provide them with examples of coping strategies to write their "Hiding Out" essay. Students sought help from their friend in hopes of their friends completing the work for them. Although I refused to help student D and E, they were still able to complete the assignment by asking another nearby friend for help.

The last coping strategy that students in NOW Academy use is forgetting to bring books and other materials to class. Brozo states a reason why students do so is because more times than not the teacher will call on another student to read instead of asking them to read from their partner's book" (Brozo 327). On March 21, 2018, I saw that student F had replaced all the materials in his backpack with chips, candies, and drinks to avoid taking any type of notes or to read. In the first week of silent reading in fourth period English class, student G forgot to bring his reading book and was assigned to carry his English textbook for the semester. The students purposely did not bring materials to class to try to avoid learning and reading in their classes. Without the required materials, students F and G lost credit for the day and had to borrow a book from the teacher.



The three most popular coping strategies used by the students in NOW Academy are disruptive behavior, seeking help from friends, and not bringing materials to class. Students with poor behaviors have two options for dealing with their problem - to improve, or to continue using the coping strategies (Brozo 325). For students who choose to improve, they can seek help from teachers. Teachers can help the students by developing a personal rapport with them, becoming more aware of behaviors and biases, or adapting instructions to the less able students. These strategies can lead to broader self awareness and encourage these students to make genuine attempts to improve their reading (Brozo 327). Students also have the decision to continue using the coping strategies. However, Brozo writes that students who decide to continue the bad habits will most likely avoid situations in reading even when they grow older (Brozo 328).