

Knock, Knock: Who's There? The Funny Teacher: The Funny Teacher Who? Exactly!

The Need to Use Humor in the Special Education Classroom

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Abstract

Researchers have suggested that humor is one way to reduce behavior problems (Henley et al. 2010), increase student learning (Cornett 1986, 2001), and develop a healthy learning environment (Frymier et al. 2007; Garner, 2006; Glenn, 2002; Hellman, 2007; Wanzer et al. 2010). The purpose of this study was to determine the extent to which special education teachers use humor in their classroom. A 20-question likert-scale survey was developed and sent to 400 special education teachers randomly selected from a state database. One hundred and fifty-seven special education teachers from a Midwest state in the United States responded yielding a 39.5% response rate. Results suggest that special education teachers frequently or very frequently use humor to create a healthy learning environment within their own classrooms and to alleviate stressful situations as well as reduce students' anxiety within the classroom. Conversely, over 90% never or rarely used humor to embarrass their students or to intimidate their students. A little more than half of the teachers surveyed occasionally and frequently used humor as part of their behavior management plan, while only a third never or rarely used humor as part of their behavior management plan.. Special education teachers need to use humor in the classroom.

Keywords: humor, teaching methods, special education, behavior management, teacher humor.

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Introduction

Approximately 11 percent of school-age children between the ages of 6 and 17 are identified as receiving special education services in the United States. Students having mild disabilities, or high-incidence disabilities, make up approximately 90% of that population. This typically includes students with specific learning disabilities, speech and language needs, emotional disturbance, mild mental retardation, autism spectrum disorder, and attention deficit hyperactivity disorder.

The *Individuals with Disabilities Education Improvement Act* (IDEA 2004) protects the educational interests of children with disabilities. According to IDEA, special education is a “specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability...This includes instruction conducted in the classroom, home, hospitals, and institutions, and other settings and instruction in physical education” (IDEA 2004 § 300.39(a)(1)). This legislation and the *No Child Left Behind Act* (2001) mandate that teachers use scientifically-based research practices. The need to effectively implement research-based practices serves as a catalyst for special education teachers to use various, effective pedagogical strategies. Humor is one possible teaching strategy special educators can use to improve student outcomes. The purpose of this study was to determine the extent at which special education teachers use humor in their classroom.

Literature Review

Psychological and Physiological Benefits of Humor

Numerous psychological and physiological benefits of using humor have been researched and well documented in the medical and communication fields, and have been espoused and embraced as an effective strategy in the education field. Research has shown that the physiological benefits of humor reduce stress (Berk 2008; Braum 2002; Cornett 1986, 2001; Fry 1992; Garner 2006), anxiety (Berk et al. 1989; Berk 2008), and tension (Berk 2008). The psychological benefits of humor include raising self-esteem (Berk 2008; Cornett 1986, 2001; Garner 2006), improving interpersonal interactions and relationships, building group identity, solidarity, cohesiveness, and enhancing memory (Berk 2008; Cornett 2001).

Research suggests that there are physiological and psychological benefits of mirth and laughter. “Mirth is the positive emotion that accompanies humor. Laughter is the respiratory-vocal behavior that
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communicates this emotion to others” (Berk 2008, p. 1). The physiological benefit of mirth is an increased tolerance to pain (Berk 2008). Examples of psychological benefits include elevates mood; increases hope, energy, and vigor; counteracts depression and anxiety; enhances creative thinking and problem solving (Cornett 2001; Berk 2008); and increases friendliness and helpfulness (Berk 2008).

Laughter’s physiological benefit is that it exercises respiratory muscles (Berk 2008; Fry 1992). Laughter also has many psychological benefits. Laughter intensifies mirth, is contagious (induces mirth in others), and increases interpersonal attraction and closeness. Some believe that laughter also increases the motivation to learn (Berk 2003; Cornett 1986, 2001). The relationship of the psychological and physiological benefits of humor, mirth, and laughter to student learning has been explored in various studies and although the research results are mixed, teachers’ use of humor is positively related to student learning.

Benefits of Using Humor in the Classroom

The effects of humor in the classroom were an important aspect of this research. As a pedagogical strategy, humor can increase students’ interest in learning, increase student-learning outcomes, enhance the quality of student-teacher relationship, improve affective learning, and develop a positive learning environment (Frymier et al. 2008; Garner 2006; Glenn 2002; Hellman 2007; Wanzer et al. 2006). It is also unclear as to whether humor actually affects student learning or if learning is a consequence of the quality of the student-teacher relationship enhanced by the use of humor in the classroom. In a study in which humor was incorporated into test questions, there was insufficient empirical support for using humor to raise test scores unless students’ preference for humor is considered (McMorris, Boothroyd, and Pietrangelo 1997). This would seem to suggest that the affect of humor on student learning might be due to teaching preparation and the teaching process (Ziv 1988), which supports the importance of humor as an important pedagogical strategy.

Since the participants in this study were either elementary or high school special education teachers, a preliminary literature search was conducted with the following inclusion criteria: (1) research studies that were only conducted at the elementary and high school level, and (2) research that was conducted within the last decade. However, limited research on humor in elementary and high schools was found. Therefore, research studies that included students at the college and university level and research older than a decade were examined and included.

Types of Humor

Some research studies reported on the specific types of humor used at the college level. For example, the different types of humor used by teachers in the classroom were examined and identified as appropriate and inappropriate types of humor (Frymier et al. 2008; Wanzer, Frymier, Wojtaszczyk and Smith 2006). Student generated examples of humor were also categorized as appropriate and inappropriate humor (Wanzer et al. 2006). Four categories for appropriate and four categories for inappropriate humor were developed and each major category had subcategories. The categories for appropriate humor included related humor, humor unrelated to the course, self-disparaging humor, and unintentional humor. The inappropriate humor categories included disparaging humor targeting students, disparaging humor targeting others, offensive humor, and self-disparaging humor (Wanzer et al. 2006).

The four types of humor considered to be appropriate and low risk were funny stories, funny comments, jokes, and professional humor (Berk 1998). Earlier research found that effective college professors used funny stories, funny comments, jokes, puns, and riddles, with the latter being used the least (Bryant, Comisky, Crane, and Zillman 1980; Bryant, Comisky, and Zillmann 1979). In addition, it was reported that male professors tended to use more funny stories; whereas, female professors were more likely to use funny comments. Moreover, female professors used much less humor compared to male professors. It is interesting to note that professors who used humor tended to receive higher student evaluations (Bryant et al. 1980).

Using humor in the classroom can break down negative construct for the students and “make teachers more likeable, facilitate understanding of the course material, lower tension, boost morale and increase student attentiveness” (Torok, McMorris, and Lin 2004 18). Students generally appreciated teachers who use humor in the classroom (Torok et al. 2004; Ziv 1988), and humor has been identified as one of the characteristics of an effective teacher (Colker 2008; Cruickshank, Jenkins, and Metcalf 2003; Epting, Zinn, Buskist, and Buskist 2004; Walker 2008). Humor is the “cognitive perception of playful (Berk 2008 1). In other words, humor makes learning fun.

Some research studies examined the relationship between student learning and humor orientation (Frymier and Weser, 2001; Frymier, Wanzer, and Wojtaszczyk 2008; Wanzer, Frymier, and Wojtaszczyk 2006). Humor orientation is defined as the individual’s ability to produce humor and make others laugh (M.

Booth-Butterfield and S. Booth-Butterfield, 1991). Moreover, others have examined humor orientation and its relationship to student-teacher-interactions outside of the classroom (Aylor and Opplinger, 2003), and found that instructors who consistently use humor in the classroom increase the likelihood of interacting with students outside of the classroom both formally (e.g., office, email, or phone) and informally (e.g., class breaks, outside in the hallway).

Unfortunately, research studies on the relationship of the use of humor on learning have been mixed. For example, studies that examined the effects of using humor to communicate fitness concepts to high school students found no significant differences between the experimental group who received information with humor and the control group who received information without humor (Conkell, Imwold, and Ratliffe 1999). This is not consistent with other researchers who have found a positive relationship between teachers' use of humor and college student reported learning (Gorham and Christophel 1990). Perhaps, one explanation for these mixed results is the comparison between high school students and college students. Despite these discrepancies, the use of humor needs to be associated with the concept being taught (Downs, Javidi, and Nussbaum, 1988) or relevant to student learning (Frymier et al. 2008; Wanzer et al. 2006).

Using Inappropriate Humor in the Classroom

For educators "to competently use humor as a teaching strategy, the humor must help achieve the teaching goal (effectiveness) and do so without offending the students (appropriateness)" (Wanzer et al. 2006 192). Inappropriate humor on the part of teachers could have a negative social impact on students and create an adverse learning environment. This type of climate would provide minimal social support for students (Kuiper and Olinger 1998). Yet, there is a caveat of using inappropriate humor in the classroom. Researchers have suggested avoiding sarcasm, cynicism, or teasing. "Rather than lightening a moment, sarcasm increases tension and creates resentment. Cynicism and teasing breed resentment" (Henley et al. 2008 300). Mean spirited humor, such as sarcasm, can be misinterpreted and have negative consequences (Cornett 2001). Most students resent this type of humor and the teachers who use this humor.

"The power of humor is such that it must never be directed at an individual or group; racial slurs or putdowns of a target group must be avoided" (Kher, Molstad, and Donahue 1999 401). A joke that is at the expense of the student or group may result in a variety of negative consequences (Kher et al. 1999).

Students are more likely to view teacher humor as inappropriate when it was perceived as offensive and when it demeans students either individually or in a group (Frymier et al. 2008). With the increasing number of culturally and linguistically diverse students in today's school, teachers need to be more culturally sensitive in using humor in the classroom (White 2001). When students perceive the humor as offensive then it should not be used.

There is research being conducted that examines children who have a fear of being laughed at, which is a trait of gelotophobia. Most people fear being laughed at to some degree and do their best to avoid embarrassment; however, gelotophobes are unable to distinguish ridicule from playful teasing. For them "all laughter is aggressive, and a harmless joke may come across as a mean-spirited assault" (Gaidos 2009 19). Many gelotophobes misinterpret laughter and smiling as aversive (Proyer, Ruch, and Chen 2012). Additionally, ridicule or teasing could be used to promote group conformity, which would create an environment in which bullies dominate susceptible children. This creates a hostile environment in which children withdraw from social interactions (Kuiper and Olinger 1998).

Children with various disabilities may not be able to understand social cues and thus may be unable to discern if others are laughing at them or laughing with them. This suggests that using humor in the classroom must be done appropriately and sensitively. Students with emotional and behavioral disabilities have frequently been the brunt of jokes, which relates, in part, to their low self-esteem. "Teachers and professionals should, therefore, focus only on positive forms of humor and avoid sarcasm and any forms of caustic humor" (Braum 2002 3). Conversely, some have argued that humor can be used to "save face" during an embarrassing situation (Cornett 2001). Being able to laugh at your mistakes comes with maturity and humility.

For special education teachers it appears that humor is one possible way to meet educational goals and objectives for students with special needs as mandated by IDEA (2004) and No Child Left Behind (2001). Based on the literature review, humor can help reduce behavior problems, increase student learning and develop a healthy learning environment, but humor should not be used to embarrass or intimidate students and special educators should avoid using sarcasm. The purpose of this study was to examine the use of humor by special education teachers in the classroom.

Methodology

Participants

A total of 152 special education teachers from a Midwest state in the United States were included in this study. Of those respondents, 94.74% (n = 144) were females and 5.26% (n = 8) were males. Nearly all of the respondents were European Americans (94.74%; n = 144), 3.95% (n = 6) were African Americans, 0.66% (n = 1) was Asian American, and 0.66% (n = 1) was Native American. A majority of the respondents (40.79%; n = 62) had 15 or more years of teaching experience, while 22.37% (n = 34) had between 5 and 10 years of teaching experience, 19.08% (n = 29) had between 10 and 15 years of teaching experience, and 17.76% (n = 27) had between 1 and 4 years of teaching experience. All respondents taught multiple disabilities categories (see Table 1), with the largest concentration of respondents teaching students with learning disabilities (14.55%, n = 112), mildly mental disabilities (13.90%; n = 107), autism spectrum disorders (11.95%, n = 92), and other health impairments (11.69% (n = 90).

Table 1 - Responses to Disabilities Categories

Disability	Responses	Disabilities	Responses
Communications Disorders	7.66% (n = 59)	Hearing Impairment	4.03% (n = 31)
Learning Disabilities	14.55% (n = 112)	Mildly Mental Disability	13.09% (n = 107)
Moderate Mental Disability	4.94% (n = 38)	Severe Mental Disability	2.34% (n = 18)
Multiple Disabilities	5.06% (n = 39)	Orthopedic Disabilities	2.86% (n = 22)
Emotional Disability – Full Time	4.03% (n = 31)	Visual Impairment	1.30% (n = 10)
Combine Class	1.95% (n = 15)	Emotional Disability – All Other	9.09% (n = 70)

Continued Overleaf

Table 1 Continued

Disability	Responses	Disabilities	Responses
Dual Sensory Impairment	0.26% (n = 2)	Autism Spectrum Disorder	11.95% (n = 92)
Traumatic Brain Injury	2.99% (n = 23)	Other Health Impaired	11.69% (n = 90)
Developmental Delayed (3 – 5 Only)	1.43% (n = 110)		

(N = 770)

Survey

A 20-question survey using a likert-scale was developed based on previous research on humor (e.g., Torok et al. 2004; White 2001). Special education teachers were asked to reflect on the use of humor in their classrooms. Using a state database of special education teachers and a simple random sampling, four hundred surveys were mailed and 157 responses were received. This represents a response rate of 39.25%. Out of 157 surveys, five were incomplete and were not included in the data.

Results

The 152 participants responded to 20 questions regarding humor in the special education classroom (see Table 2). Nearly eighty percent of the respondents frequently (55.63%, n = 84) and very frequently (23.84%, n = 36) used humor to create a healthy learning environment within their classrooms. Analogously, the respondents frequently and very frequently used humor in their classroom to alleviate stressful situations (56.29%, n = 85; 23.84%, n = 36) and to reduce students' anxiety within the classroom (49.01%, n = 74; 22.52%, n = 34). Additionally, 77.45% of the respondents frequently (38.41%, n = 58) and very frequently (39.04%, n = 59) used humor to develop a rapport between them and their students, and 79.47% of the respondents frequently (50.99%, n = 77) and very frequently (28.48%, n = 43) used humor when they make mistakes in the classroom (see Figure 1).

Table 2 - Survey Results

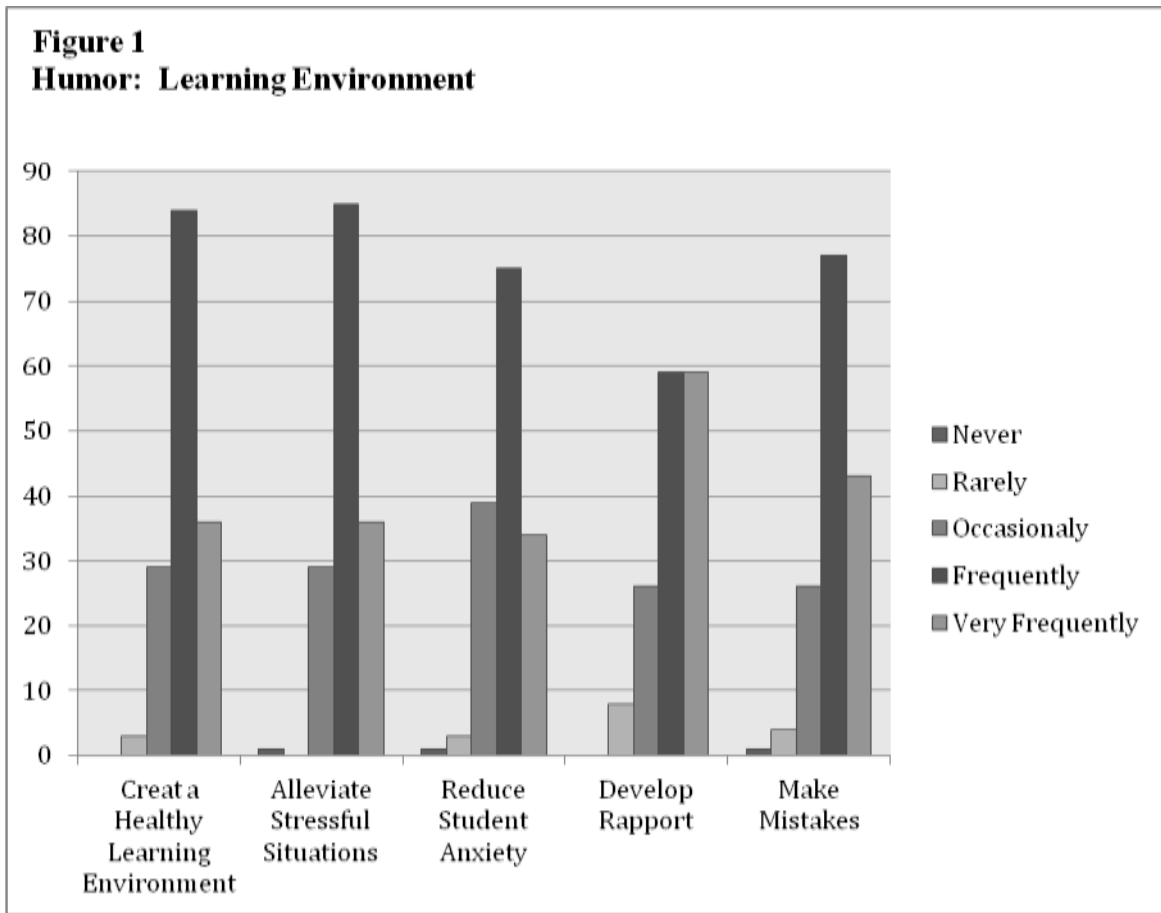
Question Number	Never	Rarely	Occasionally	Frequently	Very Frequently
I use humor in the classroom to alleviate stressful situations.	0.66% (n = 1)	0.00% (n = 0)	19.21% (n = 29)	56.29% (n = 85)	23.84% (n = 36)
I use humor to motivate my students in the classroom.	0.00% (n = 0)	1.99% (n = 3)	20.53% (n = 31)	52.32% (n = 79)	25.17% (n = 38)
I use humor to provoke thinking in my students.	2.63% (n = 4)	9.87% (n = 15)	26.97% (n = 41)	44.74% (n = 68)	15.79% (n = 24)
I use humor to gain my students' attention.	0.00% (n = 0)	3.95% (n = 6)	26.97% (n = 41)	41.45% (n = 63)	27.63% (n = 42)
I use humor to embarrass my students.	68.42% (n = 104)	24.34% (n = 37)	5.26% (n = 8)	0.66% (n = 1)	1.32% (n = 2)
I use humor to handle unpleasant or difficult situations in my classroom.	1.97% (n = 3)	19.08% (n = 29)	44.08% (n = 67)	28.95% (n = 44)	5.92% (n = 9)
I use humor in my lessons to reinforce knowledge.	1.32% (n = 2)	10.53% (n = 16)	40.79% (n = 62)	36.18% (n = 55)	11.18% (n = 17)
I use humor as part of my behavior management plan.	10.53% (n = 16)	20.39% (n = 31)	34.21% (n = 52)	23.68% (n = 36)	11.18% (n = 17)
I use humor to create a healthy learning environment in my classroom.	0.00% (n = 0)	1.97% (n = 3)	19.08% (n = 29)	55.26% (n = 84)	23.68% (n = 36)
I use humor to help foster my students' self-image.	4.61% (n = 7)	13.16% (n = 20)	28.95% (n = 44)	39.47% (n = 60)	13.82% (n = 21)

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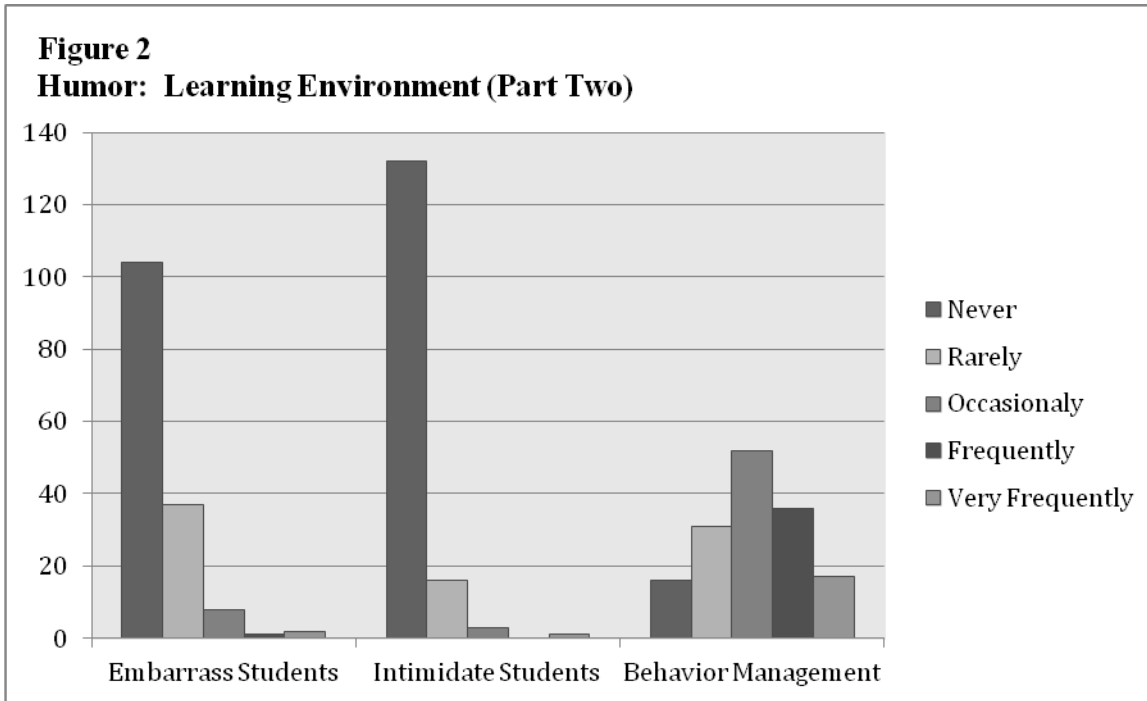
Table 2 Continued

Question Number	Never	Rarely	Occasionally	Frequently	Very Frequently
I use humor in my classroom to help students understand different cultures.	26.32% (n = 40)	34.21% (n = 52)	19.74% (n = 30)	12.50% (n = 19)	7.24% (n = 11)
I use humor in my classroom to intimidate my students.	86.84% (n = 132)	10.53% (n = 16)	1.97% (n = 3)	0.00% (n = 0)	0.66% (n = 1)
I use humor to develop rapport between my students and myself.	0.00% (n = 0)	5.26% (n = 8)	17.11% (n = 26)	38.82% (n = 59)	38.82% (n = 59)
I use humor to maintain my students' interest level in the lesson.	0.66% (n=1)	4.61% (n=7)	25.00% (n=38)	51.97% (n=79)	17.76% (n=27)
I use humor when I make mistakes in the classroom.	0.66% (n = 1)	2.63% (n = 4)	17.76% (n = 26)	50.66% (n = 77)	28.29% (n = 43)
I use humor to encourage my students to be open to new ideas.	1.32% (n = 2)	11.84% (n = 18)	39.47% (n = 60)	35.53% (n = 54)	11.84% (n = 18)
I use humor to teach my students appropriate social skills.	1.97% (n = 3)	9.21% (n = 14)	36.18% (n = 55)	40.79% (n = 62)	11.84% (n = 18)
I use humor in the class to reduce students' anxiety.	0.66% (n = 1)	1.97% (n = 3)	25.66% (n = 39)	49.34% (n = 75)	22.37% (n = 34)
I use humor to increase student participation in class discussions.	1.97% (n = 3)	8.55% (n = 13)	32.24% (n = 49)	38.82% (n = 59)	18.42% (n = 28)
I use humor to make connection with classroom concepts.	15.13% (n = 23)	20.39% (n = 31)	34.21% (n = 52)	23.68% (n = 35)	6.58% (n = 10)

(N = 770)

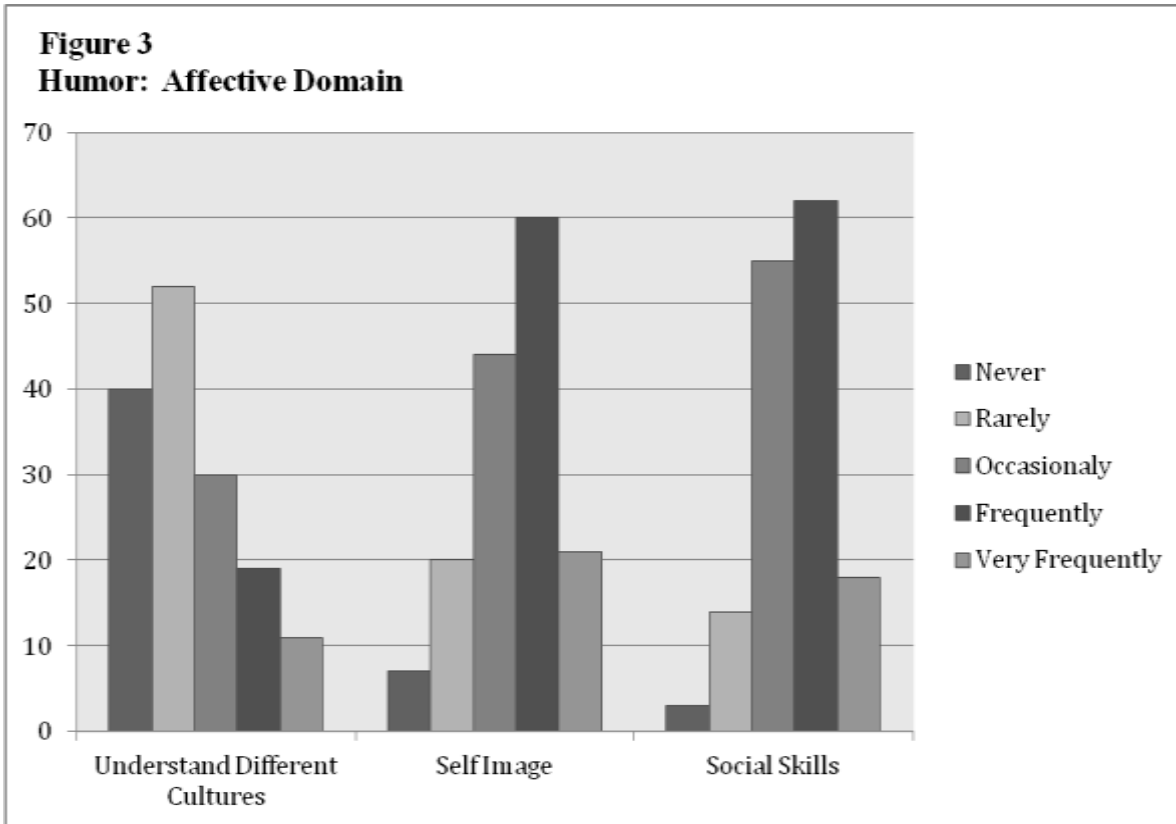


Conversely, over 90% of the respondents never (68.87%, n = 104) or rarely (24.50%, n = 37) used humor to embarrass their students or used humor to intimidate their students (86.75%, n = 131; 10.60%, n = 16). This is consistent with creating a healthy learning environment for students (see Figure 2).



While majority of respondents frequently (52.32%, n = 79) or very frequently (25.17%, n = 38) used humor to motivate students, they only occasionally or frequently used humor to humor to maintain students' interest level in the lesson (24.50%, n = 37; 52.32%, n = 79), to provoke thinking in students (26.29%, n = 40; 45.03%, n = 68)), to reinforce knowledge (41.06%, n = 62; 36.42%, n = 55), or to make connections with academic concepts (34.44%, n = 52; 23.84%, n = 36).

In the affective domain, which includes attitudes and values, 60.26% of the respondents never (26.49%, n = 40) or rarely (33.77%, n = 51) used humor to help students understand different cultures. Only 32.45% of the respondents occasionally (19.87, n = 30) or frequently (12.58%, n = 19) used humor in their classrooms to help students understand cultural differences. Likewise, 68.58% of the respondents occasionally (28.84%, n = 43) and frequently (39.74%, n = 60) used humor to help foster their students' self-image, and 77.48% occasionally (36.42%, n = 55) and frequently (41.06%, n = 62) used humor in teaching their students appropriate social skills (see Figure 3).



Finally, only 42.38% of the respondents occasionally (18.54%, n = 28) and frequently (23.84%, n = 36) used humor as part of their behavior management plan, while 30.47% never (10.60, n = 16) or rarely (19.87, n = 30) used humor in their behavior management plan.

Discussion

The use of humor in the special education classroom can be divided into three domains: learning environment, academic, and affective. A majority of the respondents frequently and very frequently used humor to create a healthy learning environment. This included using humor to reduce stress and anxiety, and to develop a rapport between teacher and student. This is consistent with the findings of previous research in humor (e.g., Frymier et al. 2007; Garner 2006; Hellman 2007; Wanzer et al. 2010; White 2001). It is interesting to note, however, that a majority of the respondents seldom used humor to manage the behavior of their students even though some researchers have recommended using humor as a strategy to reduce behavior problems (Henley et al. 2008).

Research has also shown that humor could be used to improve the academic domain. This includes using humor to increase students' interest in learning, and increase student-learning outcomes. While the majority of respondents used humor to affect the academic domain, the use of humor in this domain was less than the use of humor to create a healthy learning environment.

The respondents were less likely to use humor in the affective domain. Nearly 70% percent of the respondents seldom used humor to promote cultural understanding. Since many culturally and linguistically diverse students do not respond to humor in the same way, many respondents may be more sensitive to using humor to promote cultural understanding (White 2001). Similarly, respondents were less likely to use humor to develop a student's self-esteem or teach social skills.

While the results of this study show a high occurrence of humor in the special education classroom, the scope of this study is limited. Future research could analyze how the use of humor is affected by the years of teaching experience of the respondents and the different disability categories. Testing the effect of the respondents' gender and cultural background on the use of humor would also be interesting, but impractical since the majority of teachers are female and 86% of the special education teachers are predominately European Americans (McNulty and Brown 2009; Tyler, Yzquierdo, Lopez-Reyna, and Flippin 2004).

Humor has a significant place in the classroom and can be an important teaching tool (Hellman 2007; Torok et al. 2004). Using humor in the classroom can create a healthy learning environment, which could improve academic and behavior performance of all students. Importantly, in an environment in which children are pressured to achieve academically from the first day of school through state-mandated tests and societal expectations, humor has the potential to make learning fun.

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Humor in the Classroom Survey

This survey will take approximately 20 minutes to complete. Please complete the following demographic information. This information will be used to help us determine who uses humor in special education classrooms. To preserve anonymity, we encourage you to not include your name or school. Please circle the best response that represents you.

Gender:

- (a) Male
- (b) Female

Race/Ethnicity:

- (a) African American
- (b) Asian
- (c) Caucasian
- (d) Hispanic
- (e) Other: (please specify)_____

Years of Teaching Special Education:

- (a) 1-4
- (b) 5-10
- (c) 10-15
- (d) 15-higher

Currently teaching this academic school year (2008-2009) (circle all that apply)

- (a) Communication Disorder
- (b) Hearing Impairment
- (c) Learning Disability
- (d) Mildly Mental Disability
- (e) Moderate Mental Disability
- (f) Severe Mental Disability
- (g) Multiple Disabilities
- (h) Orthopedic Disability
- (i) Emotional Disability-Full time
- (j) Visual Impairment

- (k) Combine Class
- (l) Emotional Disability-All other
- (m) Dual Sensory Impairment
- (n) Autism Spectrum Disorder
- (o) Traumatic Brain Injury
- (p) Other Health Impaired
- (q) Developmental Delayed (3-5 Only)

Think about yourself and how you use humor in your classroom (e.g., jokes, riddles, puns, funny stories, funny comments). Please indicate for each item the extent to which the statement applies to you by selecting 1 (never), 2 (rarely), 3 (occasionally), 4 (frequently), and 5 (very frequently) by clicking on the appropriate number.

	Never	Rarely	Occasionally	Frequently	Very Frequently
1. I use humor in the classroom to alleviate stressful situations.	1	2	3	4	5
2. I use humor to motivate my students in the classroom.	1	2	3	4	5
3. I use humor to provoke thinking in my students.	1	2	3	4	5
4. I use humor to gain my students' attention.	1	2	3	4	5
5. I use humor to embarrass my students.	1	2	3	4	5

6. I use humor to handle unpleasant or difficult situations in my classroom.	1	2	3	4	5
7. I use humor in my lessons to reinforce knowledge.	1	2	3	4	5
8. I use humor as part of my behavior management plan.	1	2	3	4	5
9. I use humor to create a healthy learning environment in my classroom.	1	2	3	4	5
10. I use humor to help foster my students' self-image.	1	2	3	4	5
11. I use humor in my classroom to help students understand different cultures.	1	2	3	4	5
12. I use humor in my classroom to intimidate my students.	1	2	3	4	5
13. I use humor to develop rapport between myself and my students.	1	2	3	4	5
14. I use humor to maintain my students' interest level in the lesson.	1	2	3	4	5

15. I use humor when I make mistakes in the classroom.	1	2	3	4	5
16. I use humor to encourage my students to be open to new ideas.	1	2	3	4	5
17. I use humor to teach my students appropriate social skills.	1	2	3	4	5
18. I use humor in the class to reduce students' anxiety.	1	2	3	4	5
19. I use humor to increase student participation in class discussions.	1	2	3	4	5
20. I use humor to make connections with classroom concepts (e.g., I have students write a humorous version of Shakespeare's Romeo and Juliet).	1	2	3	4	5