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By reading the methods sections of research studies, we can identify both procedural and theoretical sampling approaches and understand how these choices align with each study's goals. Baker, Cartwright, and Good (2013) employed a procedural non-probability sampling method in their evaluation of an explicit read-aloud intervention in first-grade classrooms. The researchers selected intact classrooms where the intervention could be implemented, choosing participants based on accessibility and instructional context rather than random assignment. The study notes that the intervention "was implemented in existing first-grade classrooms," indicating that the sample was selected purposively to maintain practical consistency and feasibility within the applied educational setting. This non-probability approach was appropriate for achieving the study's goal of evaluating intervention effectiveness in real-world classrooms.

Weiss and Lloyd (2002) utilized a theoretical sampling method, specifically criterion sampling, in their investigation of congruence between the roles and actions of secondary special educators. The researchers intentionally selected teachers who were actively engaged in both co-taught and traditional special education settings, ensuring that participants met criteria directly relevant to the study's focus. This approach allowed the researchers to gather rich, in-depth insights into role alignment and instructional practices, reflecting the purpose of theoretical sampling: to choose participants who can best inform the emerging understanding of the phenomenon under investigation.

For my personal paper, I used a U.S.-based special education study by Fox, Tuckwiller, Kutscher, and Walter (2021), which examined factors contributing to special education teachers' well-being. The study employed a theoretical homogeneous sampling method, focusing on teachers who shared similar roles and professional experiences within U.S. schools. This allowed for an in-depth exploration of the common challenges and supports influencing teacher well-being, providing rich data on factors that may impact professional practice in special education contexts. Like the other studies, this sampling strategy prioritized depth of understanding and contextual relevance over broad generalizability, aligning with the goals of qualitative research and theoretical sampling.

### References

Baker, S., Cartwright, K., & Good, R. (2013). An evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade. *The Elementary School Journal*, 113(3), 331-358.

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Weiss, M. & Lloyd, J. (2002). Congruence between roles and actions of secondary special educators in co-taught and special education settings. *The Journal of Special Education*, 36(2), 58-68.