

Research Briefs: K-12 Online Learning and the Training Needs for School Psychology Practitioners

September 2013

Georgia Southern University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/research-briefs>



Part of the [Higher Education Commons](#)

Recommended Citation

Georgia Southern University, "Research Briefs: K-12 Online Learning and the Training Needs for School Psychology Practitioners" (2013). *Research Briefs*. 11.

<https://digitalcommons.georgiasouthern.edu/research-briefs/11>

This article is brought to you for free and open access by the Education, College of- Publications at Digital Commons@Georgia Southern. It has been accepted for inclusion in Research Briefs by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.



RESEARCH BRIEFS

September 2013

Georgia Southern College of Education

K-12 Online Learning and the Training Needs for School Psychology Practitioners

Authors

P. Dawn Tysinger, Ph.D., NCSP, Department of Leadership, Technology and Human Development

Jeff Tysinger, Ph.D., NCSP, Department of Leadership, Technology and Human Development

Terry Diamanduros, Ph.D., Department of Leadership, Technology and Human Development

Kathryn Kennedy, Ph.D., Department of Leadership, Technology and Human Development

Abstract

K-12 online learning is growing at an exponential rate in the United States and around the world. Students and teachers are entering and embracing the K-12 online learning environment. Thus, it becomes imperative for school psychologists to follow this trend. In order to offer the most productive learning environment for all students, the services provided by the school psychologist in the traditional face-to-face school setting are still relevant and necessary within the medium of online learning. However, school psychologists must be aware, prepared, and trained to deliver those services in a new environment that both poses challenges to and offers opportunities for expansion of service delivery. This article describes the status of K-12 online learning and the training needs of practitioners to effectively address assessment, consultation, intervention, counseling, and cyberbullying prevention.

Practical Application

In addition to the considerations for training and practice, school psychology trainers and practitioners are encouraged to reflect on the impact of K-12 online learning on the profession at every level. Although some may express reservations about the online medium for K-12 learning, its use is growing exponentially and is likely to continue. Thus, it seems that with the proliferation of online learning it is far better for students, teachers and parents to do so with the support of school psychologists.

Citation

Tysinger, P. D., Tysinger, J. A., Diamanduros, T. D., and Kennedy, K. (2013). K-12 online learning and the training needs for school psychology practitioners. *School Psychology Forum: Research in Practice*, 7(3), 1-13.

For more information, contact Dr. Dawn Tysinger (dtysinger@georgiasouthern.edu)

TO LEARN MORE ABOUT GEORGIA SOUTHERN COLLEGE OF EDUCATION, VISIT,
coe.georgiasouthern.edu/