



Behavior Webinars
Behaviorwebinars@gmail.com

General Information

Instructor: Dr. Jaime Flowers, Ph. D, BCBA, NCSP
Title: Best Practices in Remote Supervision for BCBA's
BACB CEs: 3 CEUs in supervision
IBAO CEs: 3 General credits
QABA CEs: 3 General CEUs

This course is designed for BCBA's seeking to enhance their skills in remote supervision. Participants will learn to navigate ethical considerations, utilize advanced technological tools, and implement effective communication strategies to maintain high-quality supervision in virtual settings. Through interactive modules, case studies, and practical applications, learners will explore methods to engage supervisees, foster skill development, and ensure confidentiality and data security. The course also emphasizes cultural competence, data-driven decision-making, and continuous professional growth. By the end, participants will be equipped to confidently manage remote supervision challenges and optimize outcomes for their supervisees.

Speaker Bio

Dr. Jaime Flowers holds a License in Educational Psychology (LEP) in California, and a License as a Specialist in School Psychology (LSSP) in Texas. Additionally, she is recognized as a Board Certified Behavior Analyst (BCBA) and a Nationally Certified School Psychologist (NCSP). Dr. Flowers' scholarly pursuits are primarily focused on the realms of behavior analytic ethics and functional behavior analysis within educational environments. Her research endeavors contribute significantly to the advancement of knowledge and practices in these critical areas of study.

Learning Objectives

1. **Analyze Ethical Considerations in Remote Supervision** – Identify and apply ethical guidelines from the BACB Ethics Code to ensure confidentiality, professional integrity, and compliance with supervision requirements in virtual settings.
2. **Utilize Advanced Technological Tools for Supervision** – Demonstrate proficiency in using telehealth platforms, video analysis tools, and digital data collection systems to enhance remote supervision effectiveness and efficiency.
3. **Implement Effective Communication and Engagement Strategies** – Apply evidence-based methods to foster active supervisee participation, provide meaningful feedback, and create an interactive and supportive virtual supervision environment.
4. **Apply Data-Driven Decision-Making in Supervision** – Use performance data, progress monitoring tools, and assessment frameworks to evaluate supervisee competency, guide skill development, and ensure high-fidelity intervention implementation.
5. **Enhance Cultural Competence and Professional Growth** – Integrate culturally responsive supervision practices and develop individualized professional development plans to support diverse supervisee needs and promote continuous learning.



Behavior Webinars
Behaviorwebinars@gmail.com

Course Assignments, Activities, and Technology

	Title
Lesson 2	Introduction to Remote Supervision
Lesson 3	Ethical and Professional Considerations
Lesson 4	Technological Tools and Platforms
Lesson 5	Effective Communication Strategies
Lesson 6	Maintaining Supervision Quality
Lesson 7	Case Studies and Practical Applications
Lesson 8	Quiz
Lesson 9	Summary

Evaluation and Assessment

Participants must score 80% or better on all quizzes and exams. Participants also must turn in all assignments and respond to all discussion boards. Participants will have multiple opportunities to complete these activities if the first attempt is not satisfactory.

References

- Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*. <https://bacb.com/wp-content/ethics-code-for-behavior-analysts>
- Mosley, M. A., Parker, M. L., & Call, T. (2021). MFT supervision in the era of telehealth: Attachment, tasks, and ethical considerations. *Journal of Family Therapy, 00*, 1–15. <https://doi.org/10.1111/1467-6427.12352>
- Ninci, J., Čolić, M., Hogan, A., Taylor, G., Bristol, R., & Burris, J. (2021). Maintaining effective supervision systems for trainees pursuing a Behavior Analyst Certification Board certification during the COVID-19 pandemic. *Behavior Analysis in Practice, 14*, 1047–1057. <https://doi.org/10.1007/s40617-021-00565-9>
- Sipila-Thomas, E. S., & Brodhead, M. T. (2024). A survey of barriers experienced while providing supervision via telehealth: Implications for future research and practice. *Behavior Analysis in Practice, 17*, 70–86. <https://doi.org/10.1007/s40617-023-00860-7>
- Varela, S. M., Hays, C., Knight, S., & Hays, R. (2021). Models of remote professional supervision for psychologists in rural and remote locations: A systematic review. *Australian Journal of Rural Health, 29*, 211–225. <https://doi.org/10.1111/ajr.12740>