

Jacqueline Flores, LCSW-C

Award, Credentials and Education

Became the first recipient of the School Social Workers in Maryland (SSWIM)'s Maryland School Social Worker of the Year Award in May 2023

Licensed Certified Social Worker – Clinical (LCSW-C), Good Standing

MSDE Certified School Social Worker 2018 - Present

University of Maryland, School of Social Work, Baltimore, MD May
2009

Master's Degree in Social Work

University of Maryland- Baltimore County, Baltimore, MD May 2008

Bachelor's Degree in Social Work

Montgomery College, Takoma Park, MD May 2006

Applied Associate of Science, Mental Health

Experience

**School Social Worker - Howard County Public School System . 2018-
Present**

- Collaborate with school staff, other educational and health personnel and students' families in efforts to alleviate identified factors impacting student performance and/or well-being
- Provide staff development and consultative services on pertinent issues affecting students' learning, social/emotional and behavioral health
- Serve as the coordinator of the School Based Mental Health Service (SBMHS) program in a specific cluster of HCPSS consisting of an elementary, middle and high school while providing direct services to students and families
- Serve as a member of HCPSS' County-wide Crisis Team by providing direct one-on-one therapeutic interventions to students and staff when a crisis impacting a large community occurs
- Provide immediate suicidal intervention to students with presenting mental health concerns, understand the degree of severity, develop an action plan to support students well-being, contact family to discuss all presenting concerns, coordinate county supports if needed immediately, discuss follow-up steps with family and monitor students' well-being and action plan.
- Work with Student Support Teams (SSTs) to learn of students' concerns, problem solve with team, discuss possible SBMHS referrals to help meet the social emotional needs of students, and contact families to introduce and discuss SBMHS, while follow-up with school teams on status of SBMHS referrals

- Complete referral forms to school based mental health agency including providing appropriate student information to agency to support therapists in understanding concerns
- Regularly communicate with school based mental health staff to receive updates of students' therapy status, support therapists with any needs of communication and/or barriers and help therapists problem solve a presenting concern
- Provide direct on-going therapeutic supports by maintaining my own caseload of students who may be dealing with trauma, grief, depression, anxiety, feelings of isolation, self-esteem concerns among other mental health concerns
- Assess social, emotional, behavioral and mental health intervention needs and develop a therapeutic treatment plan for students on my caseload
- Implement and provide appropriate intervention strategies including individual, family and group therapy
- Work with student service members to develop and co-facilitate groups that reflect the needs within the schools, including conflict resolution, newcomers into the country, executive functioning supports among others
- Monitor therapeutic goals of students receiving individual and/or group therapy
- Organize SBMHS referrals and maintain SBMHS data updated that consist of referral statuses, consent forms, communication with family and school staff, etc for quarterly data collection

Therapist - Synergy Therapy Services _____ - _____ **2021-2022**

- Provided part-time therapeutic services to adolescents and families through individual and family sessions on a regular basis
- Developed treatment plan including collecting family history, psychosocial history and collaborating with clients on creating therapeutic goals
- Worked with youth diagnosed with anxiety, depression, mood disorders, along with providing services to individuals who have experienced trauma, family separation/divorced and/or behavioral concerns
- Provided services through the use of cognitive behavioral therapy, dialectical behavioral therapy, play therapy, and mindfulness
- Completed all database documentations on a regular basis before required deadline
- Completed reassessment for children, adolescents and adults, as well as facilitate the completion of reassessments for interns

Social Worker - Howard County Health Department: Options _____ - _____ **2015-2018**

- Provided home visits and group therapy to young parents dealing with mental health disorders, trauma, parenting concerns, adjustment to changes and educating them on child's development
- Assessed referrals through information received by community agencies, including contacting referral source and potential client to learn further of individual's needs
- Gathered information on parents' and children's well-being, mental health and needs during home visits to help families identify a goal and establish a plan of action
- Monitored treatment plans and goals to continue identifying each family's current state of well-being, concerns and improvements
- During visits, counsel parents who were dealing with mental health problems, including depression, anxiety, postpartum and crisis intervention
- Co-facilitated parenting group using the Nurturing program that consist of topics ranging from infant and toddler development to identifying and managing stress to healthy relationships
- Developed and facilitated the MAMAS group in a high school for young Spanish

- speaking mothers with high needs, history of trauma and mental health diagnoses
- The MAMAS group consisted of discussions of childhood experiences, daily challenges faced as teen parents and learning techniques to overcome obstacles

Parent Educator - Howard County Government
2018

2014-

- As a certified Parents As Teachers educator, I conducted English and Spanish educational individualized home visits with families to promote healthy parent-child relationships, improve parenting skills, identify stressors and focus on the child's development and health
- Established a schedule with the families to conduct monthly visits with an average of 20 - 23 families with children who are newborn to age 5 along with the children's parents and/or with pregnant mothers
- Worked with high needs families by providing one-on-one parenting classes, parent-child activities, discuss child's development and parenting concerns with the goal of decreasing child neglect and abuse
- Assessed a need in the community and developed an ongoing series of workshops to help high needs parents
- Collaborated with school staff and health department in an effort to identify students' needs and help decrease stressors young families are dealing with
- Through my collaborations with HCPSS, the health department and community resources, I was able to identify individuals and families who may benefit from services and help get them connect to the supports
- Screened children's development, identify concerns and developed a plan of action to help each child meet appropriate milestones
- Worked with families whose children have IEP's and collaborate with school and/or community personnel to help families meet child's development goals
- Built rapport with other service providers, such as school staff, therapists, social workers, specialists, pediatricians, etc.
- Served as a liaison with community organizations and agencies to foster communication between families and resources, in order to help families welcome services
- Provided case management for each family and connect/refer them to appropriate community resources, such as counseling, food bank, housing, literacy, etc.
- Helped each family establish goals to encourage them to reach success in various aspects of their lives, including their parenting skills and child's development
- Attended community and local meetings to learn about new practices, trends and laws that will affect families being served
- Planned and establish monthly group meetings in the community for families, in order to connect them with other families, resources and teach them new child development information
- Co-facilitated the Howard County program "Cribs for Kids" for Spanish speaking families, which promotes healthy sleeping habits for newborns and infants and help decrease SIDS
- Co-facilitated Nurturing parenting groups for prenatal and parenting teen parents in order to help decrease child abuse and neglect and increase parent-child bonding

In-Home Interventionist - Families Foremost Center
2009- 2014

- Provided support to at-risk families by conducting weekly home visits for a caseload of 15 families with expecting mothers, as well as mothers to children under the age of four
- Conducted home safety evaluations, parent-child activities, parenting classes, assess children for health risk, conduct screening to evaluate any potential developmental delays, case management and in-formal therapy during the visits
- Facilitated transportation of families to important appointments, such as doctor

- visits, WIC appts, etc, throughout the county
- Provided families with basic life skills training, such as employment readiness, self-esteem development and building support networks, among others
- Facilitated Spanish and English group parent Nurturing classes to prevent child abuse and help improve the bond between parent and child, while aiding the parents on working on their own childhood experiences
- Developed and implemented child abuse prevention educational classes after identifying a need in the agency
- Collaborated with community and various agencies by presenting parenting classes, resources and employment-readiness skills
- Communicated with other workers in the community who are providing assistance to the families
- Kept files and documents up to date, including progress notes, immunization record, ASQ's and ASQ-SE's

Facilitator - Adelphi Family Support Center

Summer 2014

- Worked part-time as the facilitator for the bi-weekly parent Nurturing classes in both Spanish and English
- Facilitated all 12 sessions of the workshop for ESL adults
- Prepared and conducted all 2 hours of each workshop, which consist of different topics ranging from discipline, brain development, nutrition, among other topics
- Completed progress notes and met with staff to discuss identified concerns regarding families
- Conducted the workshop I developed on learning ways of preventing child abuse

Intern - The Tree House, CAC

2008-2009

- Provided services to neglected and maltreated children and adolescents and their family
- Conducted individual therapy with children and adolescents who have been mentally and/or physically and/or sexually abused
- Initiated intake interviews with new and referred clients
- Facilitated group therapy for youth victims of domestic violence
- Conducted forensic interviews with children and adolescents who had witnessed or experienced any form of maltreatment, including physical and sexual abuse
- Translated for Spanish speaking clients involved in medical appointments and police investigations

Intern and Facilitator - Identity, Inc.

2007-2008

- To empower the Latino youth in reaching their full potential through culturally and linguistically competent youth and family-based initiatives
- Prepared activities and discussions for youth, as well as parent sessions
- Facilitated youth and parent sessions
- Case-management
- Created and supervised the Tutor Program, along with the keeping the program's file up-to-date

