

Mental Health Cases in the PSHS System

Annex A – Root Cause Analysis

Campus: ZRC

School Year: 2017-2018

Total number of students enrolled at the start of the school year per grade level:

Grade 7: 56

Grade 10: NA

Grade 8: 55

Grade 11: NA

Grade 9: NA

Grade 12: NA

Complete Name of Student* (LAST NAME, First Name)	Grade Level	Sex	Scholarship Categorization Points (see Annex B)	Nature of the Problem Reported (see Annex C, indicating all that apply)	Date Reported or Observed	Action Taken	Were there red flags or symptoms displayed (Y/N)	Were the red flags (if any) captured or reported by the teachers or guidance counsellors, before any action was taken? (Y/N)	Action Taken	Probable Cause of the Problem	Possible Solution	Remarks
Aguilar, Mary Emily R.	8	F	Full Scholar	3- poor academic performance; 4- emotional anxiety/ stress 5- suicidal ideation/ tendency 8 -self-hurt/ self-inflicted injury or harm 9- interpersonal relationship problem/ emotional sensitivity/ emotional	December 2017	-Sessions together with the Guidance staff -Session with the mother	Y	Y	-Constant monitoring and follow-up	-The tendency of the client to overthink, trust issues due to her negative experience of backstabbing by her trusted friends in elementary in which she also experienced during her stay in Pisay; adjustment difficulty since she is a lateral entrant; predisposition: her mother had suicidal attempt before; family issues	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents -Referral to specialist	-The parents already knew the situation of their child and committed to take their part in monitoring her -The client had been open in communicating her struggles and showed marked improvement. She could also share her issues to her mother

				imbalance/ maladjustment to life in PSHS								openly. -No further report of self- harm was indicated.
Alforque, Jan Raphael C.	7	M	Full Scholar	3- poor academic performance; 9- interpersonal relationship problem/ emotional sensitivity/ emotional imbalance/ maladjustment to life in PSHS	December 2017	-Sessions together with the Guidance staff -Conference with the Guardian and the sister together with the Guidance Staff and the Class Adviser	Y	Y	-Constant monitoring and follow-up	-Adjustment difficulty; dependency needs	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-For Teacher- Parent conference due to his low performance and attitude/behavior during the school year.
Alquiza, Anro Emmanuel D.	7	M	Full Scholar	3- poor academic performance;	November 2017	-Sessions together with the Guidance staff -Follow-up with the subject teachers	Y	Y	-Constant monitoring and follow-up	-Adjustment difficulty;	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement of grades was noted.
Balangao, Paul Gabriel	7	M	Full Scholar	3- poor academic performance/ non submission of requirements	April 2018	-Follow-up by the Adviser and the Guidance staff	Y	Y	-Constant monitoring and follow-up	-Lack of motivation	-Constant monitoring by the Guidance staff and the subject teachers -Peer	-Marked improvement of grades was noted.

											support -Constant follow-up and feedback to parents	
Bastasa, Beige Bernadette R.	7	F	Full Scholar	4- emotional anxiety/ stress 5- suicidal ideation/ tendency 8 -self-hurt/ self-inflicted injury or harm 9- interpersonal relationship problem/ emotional sensitivity/ emotional imbalance/ maladjustment to life in PSHS	January 2018	-Sessions together with the Guidance staff -Session with the mother	Y	Y	-Constant monitoring and follow-up	-Family issues (parents are not supportive, marital issues); overthinking; tendency to compare her achievements to her classmates; poor self-esteem	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents -Referral to specialist	-The parents already knew the situation of their child and committed to take their part in monitoring her -No further report of self-harm was indicated
Cabading, Gerard Benson	8	M	Full Scholar	3- non submission of requirements	May 2018	-Follow-up was done by the Guidance staff and the subject teacher	Y	Y	Constant follow-up	-Laziness	-Constant monitoring by the Guidance staff and subject teacher -Peer support -Constant follow-up and feedback to parents	-He was able to pass the subject.
Calaycay, Matthew Cedric	8	M	Full Scholar	4- Emotional anxiety/ stress/ depression	March 2018	-Sessions done by the Guidance staff -Guidance staff conducted a session with the	Y	Y	Constant follow-up and monitoring	-Tendency to overthink; parents are both doctors	-Constant monitoring by the Guidance staff and subject teachers	-The family is well aware of the condition of their son and they are very willing to consult a

						mother					-Peer support -Constant follow-up and feedback to parents -Referral to specialist	specialist if symptoms persist; -The client was included in the DL's list during the last quarter.
Cardenas, Ashley Kate	7	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the Subject teachers and the guidance staff	Y	Y	Constant follow-up and monitoring	-Adjustment difficulties	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Cuento, Joanna Marie	8	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff	Y	Y	Constant follow-up and monitoring	-Adjustment difficulties since she is a lateral entrant	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Dael, Philippe Andrei	8	M	Full Scholar	3- Poor academic performance; non submission of	December 2017	-Sessions done by the subject teachers and the guidance staff	Y	Y	-Constant monitoring and follow-up	-Lack of motivation and focus; addicted to gaming	-Constant monitoring by the Guidance staff and	-He was able to pass his subjects.

				requirements 4- Emotional Anxiety/ stress							subject teachers -Peer support -Constant follow-up and feedback to parents	
Dalman, Julliene Avril	8	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff	Y	Y	-Constant monitoring and follow-up	-Adjustment difficulties since she is a lateral entrant	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents	-She was able to pass her subjects.
Del Pilar, Celine Joie	7	F	Full Scholar	3- Poor academic performance	January 2018	-Sessions done by the subject teachers and the guidance staff	Y	Y	-Constant monitoring and follow-up	-Lacks basic foundation in Math; shy in doing board work exercises	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Flores, Havilah Mardi	7	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff	Y	Y	-Constant monitoring and follow-up	-Lacks basic foundation in Math; prefers to have a one-one-one session	-Constant monitoring by the Guidance staff and	-She was able to pass her subjects.

						-Had a teacher-parent conference					subject teachers -Peer support -Constant follow-up and feedback to parents	
Florida, Almarie Joy	8	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff	Y	Y	-Constant monitoring and follow-up	- Adjustment difficulty since she is a lateral entrant; has poor foundation in Math	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents	-She was able to pass her subjects.
Fontanilla, Krista Abegail E.	7	F	Full Scholar	4- emotional anxiety/ stress 5- suicidal ideation/ tendency 8 -self-hurt/ self-inflicted injury or harm 9- interpersonal relationship problem/ emotional sensitivity/ emotional imbalance/ maladjustment to life in PSHS	February 2018	-Sessions together with the Guidance staff -Session with the father	Y	Y	-Constant monitoring and follow-up	-Family issues; she doesn't want to be in Pisay; it's her parents' choice; backstabbing inside the classroom; adjustment problem; she has no close friends in Pisay	-Constant monitoring by the Guidance staff and subject teachers -Peer support -Constant follow-up and feedback to parents	-The father already knew the situation of her child; -The client gained close friends already -No further report of self-harm was indicated
Francisco, Gwen	7	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions together with the subject teachers	Y	Y	-Constant monitoring and follow-up	-Family issues (parents are not legally married);	-Constant monitoring by the	-She's under probationary status.

				4- emotional anxiety/ stress		and the Guidance staff -had a Teacher-Parent conference				scholar's lack of focus and addiction to K-Drama; lack of constant monitoring from parents	Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	
Gonzaga, Tristan Jarell	7	M	Full Scholar	3- Poor academic performance	January 2018	-Sessions together with the subject teachers and the Guidance staff -had a Parent-Teacher conference	Y	Y	-Constant monitoring and follow-up	-Adjustment difficulties; struggles with the basic foundation in Mathematics; environment at home is not conducive for studying	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Jacinto, Pocholo	8	M	Full Scholar	3- Poor academic performance; 4- Emotional anxiety/ stress 10-Misconduct	November 2017	-had a Parent-Teacher conference -Sessions done by the Guidance personnel	Y	Y	-Constant monitoring and follow-up	-Pressure from the family and from himself; tends to overthink; laziness	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-He was able to pass his subjects.
Jaictin, Jemina	7	F	Full Scholar	3- Poor academic performance	January 2018	-Sessions done by the subject teacher and the	Y	Y	-Constant monitoring and follow-up	-Struggles basic foundation in Mathematics	-Constant monitoring by the	She was able to pass the subject

						guidance staff					Guidance staff and the subject teachers -To have extra sessions outside school -Peer support -Constant follow-up and feedback to parents	
Jalil, Abdul-Mujer	7	M	Full Scholar	3- Non submission of requirements	January 2018	-Sessions done by the subject teachers and the guidance staff	Y	Y	-Constant monitoring and follow-up	-Laziness; lack of monitoring from the parents	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Jumalon, Jester	8	M	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff -Had a parent-teacher conference	Y	Y	-Constant monitoring and follow-up	-Lack of motivation; lack of monitoring from the parents; diagnosed of Asperger syndrome.	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up	-Marked improvement was noted.

											and feedback to parents	
Luyao, Renz Nathaniel	7	M	Full Scholar	3-Poor academic performance	January 2018	-Sessions done by the subject teachers and the guidance staff -Had a parent-teacher conference	Y	Y	-Constant monitoring and follow-up	-Lack of follow-up from the parents; has poor basic foundation in Math	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Macamay, Joan Phiscira	8	F	Full Scholar	8- Self-Hurt	March 2018	-Sessions done by the guidance staff	Y	Y	-Constant monitoring and follow-up	-Misunderstanding in the family; possible favoritism	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-She was able to open her issues to her parents and is more open now to them.
Mendoza, Mark	8	M	Full Scholar	8- Self-hurt	January 2018	-Sessions done by the guidance staff	Y	Y	-Constant monitoring and follow-up	-Tends to overthink	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up	-No further report of self-harm was indicated.

											and feedback to parents	
Nerida, Shannon Emmanuel	8	M	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff -Had a Parent-Teacher conference	Y	Y	-Constant monitoring and follow-up	-Lack of monitoring from the parents; addiction to gaming	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-He was able to pass his subjects
Olegario, Anamel Wynonah	7	F	Full Scholar	3- Poor academic performance 4- Emotional anxiety/ stress	March 2018	-Sessions done by the subject teachers and the guidance staff -Communicated her mom regarding the issue	Y	Y	-Constant monitoring and follow-up	-Lack of monitoring from the parents; family issues	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-Marked improvement was noted.
Ompay, Christian	7	M	Full Scholar	3- Poor academic performance	January 2018	-Sessions done by the subject teachers and the guidance staff -he was provided with a laptop for academic use	Y	Y	-Constant monitoring and follow-up	-Financial issues; poor time management	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up	-He was able to pass the subjects

											and feedback to parents	
Ordoña, Fel Rian	8	M	Full Scholar	3-Poor academic performance 4-Emotional anxiety/stress/depression 9- Interpersonal relationship problem/ Isolation	November 2017	-Sessions done by the subject teachers and the guidance staff -Had a parent-teacher conference	Y	Y	-Constant monitoring and follow-up -Constant feedback to parents	-Dependency needs; dependent to parents	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-He was able to pass his subjects; -His mom already knew the situation
Pancho, Hannah Grace	7	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff -Had a parent-teacher conference	Y	Y	-Constant monitoring and follow-up -Constant feedback to parent/ guardian	-Lack of monitoring from the father; her father is very busy with his work; her mother died already	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parent/ guardian	-She was able to pass her subjects.
Peduhan, Hacialiah	7	M	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the subject teachers and the guidance staff -Constant follow-up by his subject teachers -Constant calling the attention of his parents	Y	Y	-Constant monitoring and follow-up -Constant feedback to parents	-Lack of monitoring from the parents; addicted to gaming; lack of focus	Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant	-He's under probationary status.

						-Had a parent-teacher conference					follow-up and feedback to parents	
Quiao, Marc Margaux	7	M	Full Scholar	6- Aggressive behaviour/ unmanageable tantrums 9- Interpersonal relationship prblem	November 2017	-Sessions done by the guidance staff and the class adviser -Had sessions with the Disciplinary Officer -Had a teacher-parent conference -Suggested to consult a specialist	Y	Y	-Constant monitoring and follow-up -Constant feedback to parents	-Personality issues	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents -Referral to specialist	-He transferred to an apartment to avoid his stressors.
Ronquillo, Eizrey Niño	7	M	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the guidance staff and the subject teachers -Had a teacher-parent conference	Y	Y	-Constant monitoring and follow-up -Constant feedback to parents	-Poor basic foundation in Math; shy to participate in class; lack of monitoring from the parents	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-He's under probationary status.
Saavedra, Lance Zebastian	8	M	Full Scholar	3- Poor academic performance	March 2018	-Sessions done by the guidance staff and the subject teachers -Had a teacher-parent conference -	Y	Y	-Constant monitoring and follow-up -Constant feedback to parents	-Tendency to neglect subjects that he doesn't like; cannot understand the Filipino subject; diagnosed with developmental language disorder. -Lack of parental	-Constant monitoring by the Guidance staff and the subject teachers -Peer support	-He's under probationary status; he will stay at home for constant monitoring and follow-up by his parents for the next school ear

										supervision.	-Constant follow-up and feedback to parents	
Salcedo, John Rey	8	M	Full Scholar	3- non submission of requirement	May 2018	-Had a follow-up done by his subject teacher and the guidance staff	Y	Y	-Constant monitoring and follow-up	-Poor time management	-Constant monitoring by the Guidance staff and the subject teachers -Peer support	-He was able to pass the subject
Samson, Zamantha Juanne	7	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the guidance staff and the subject teachers	Y	Y	-Constant monitoring and follow-up	-Adjustment problem; Math has been her weakness	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	-She was able to pass her subjects
Tan, Gennah Lyn	8	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the guidance staff and the subject teachers	Y	Y	-Constant monitoring and follow-up	-Experienced mental block during quizzes/ exams	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	Marked improvement was noted.

Trabasas, Anre	7	M	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the guidance staff and the subject teachers	Y	Y	-Constant monitoring and follow-up	-Lack of focus and study habits; lack of monitoring from the parents; laziness	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	He was able to pass his subjects.
Villar, Jasmine	7	F	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the guidance staff and the subject teachers -Had a session with her mother	Y	Y	-Constant monitoring and follow-up	-Pressure from the father; lack of support	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents	Marked improvement was noted.
Villegas, Gian Paolo	7	M	Full Scholar	3- Poor academic performance	November 2017	-Sessions done by the guidance staff and the subject teachers -Had a Teacher-Parent Conference. -Suggested for referral to a specialist.	Y	Y	-Constant monitoring and follow-up	-Family issues; personality issue	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents.	-He's under probationary status; -The client had sessions with a psychologist already together with his family.

											-Referral to a specialist.	
Ybañez, Wilfred Khamis	7	M	Full Scholar	3- Poor academic performance	December 2017	-Sessions done by the guidance staff and the subject teachers -Had a Teacher-Parent Conference.	Y	Y	-Constant monitoring and follow-up	-Lack of focus; medical problem	-Constant monitoring by the Guidance staff and the subject teachers -Peer support -Constant follow-up and feedback to parents.	-He was able to pass his subjects.

*Student information will be dealt with utmost confidentiality in line with Data Privacy guidelines. Only aggregate data generated will be presented in the report to the BOT.

Other Remarks, if any:

Prepared by:


DARL CHRISTINE JOY M. DAGPIN

Date: July 9, 2018

Annex C

Number code	Indications / Types of Behaviour Observed
1	Autism/ Autism Spectrum Disorder
2	ADHD/ Hyper Activity
3	Demotivation/ non submission of requirements/ Unsatisfactory Grade/ Loss of Interest/ Poor Acad. Performance/ Absenteesim
4	Emotional Anxiety/ Stress/ Depression/ Bipolar Disorder
5	Suicidal Ideation/ Tendency
6	Aggressive Behaviour/ Unmanageable Tantrums/ Bullying
7	Hallucination/ Delusion
8	Self-hurt/ Self-Inflicted Injury or Harm
9	Interpersonal Relationship Problem/ Emotional Sensitivity/ Emotional Imbalance/ Maladjustment to life in PSHS, Social Behavioural Problems (Withdrawal)/ Isolation
10	Misconduct
11	Major Depressive Disorder with Psychotic Features/ Dysthymia (with attempted Suicide)
	Other indications not listed above (Please specify, and add lines as needed):
	12.
	13.
	14.
	15.
	16.