



# Exclusionary Discipline and Mental Health of Children and Adolescents

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## Introduction

- Suspension, exclusion and expulsion are typically used at schools as a method to punish undesired behaviors.
- Studies have shown that these practices may result in adverse outcomes for students.

## Objective of Internship

- Develop an academic manuscript for future publication.
- Link data of the South Australian Department for Education administrative behavioral data and the WEC to investigate the influence of school suspensions, expulsions and exclusions on child and adolescent self-reported social and emotional wellbeing.

## Research Results

- Exclusionary discipline for school children can not only prevent the students from receiving educational opportunities, but also can exacerbate any pre-existing social, economic, and health inequities.
- There is evidence of a bi-directional relationship between education and health because poor health not only results from lower educational attainment of the child's parents, but it can also cause educational setbacks and interfere with schooling.
- Thus, there is an ongoing cycle of a child's physical and mental health affecting their performance and behavior in the classroom and vice versa.

## Questions

What experiments are needed to support a strong causal relation between school suspensions and a decrease in children's mental wellbeing?  
What can be done to promote a healthy learning environment for children and adolescents?

## Discussion and Conclusions

- Students who have faced exclusionary discipline are more likely to suffer from depression, anxiety, and socio-emotional impairment. If these issues were to be left unresolved, more long-term, negative behaviors may arise such as substance abuse and violence.

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