

Spring 4-29-2022

Journaling as a Social-Emotional Teaching Practice to Promote Adolescent Mental Health

Mackenzie Robertson
maclob@bgsu.edu

Follow this and additional works at: <https://scholarworks.bgsu.edu/honorsprojects>



Part of the [Educational Sociology Commons](#), [School Psychology Commons](#), [Secondary Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Repository Citation

Robertson, Mackenzie, "Journaling as a Social-Emotional Teaching Practice to Promote Adolescent Mental Health" (2022). *Honors Projects*. 803.
<https://scholarworks.bgsu.edu/honorsprojects/803>

This work is brought to you for free and open access by the Honors College at ScholarWorks@BGSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@BGSU.

JOURNALING AS A SOCIAL-EMOTIONAL TEACHING PRACTICE TO PROMOTE
ADOLESCENT MENTAL HEALTH

MACKENZIE L. ROBERTSON

HONORS PROJECT

Submitted to the Honors College
at Bowling Green State University in partial fulfillment of
the requirements for graduation with

UNIVERSITY HONORS

APRIL 29, 2022

Mr. Arthur Lewandowski, Assistant Teaching Professor; School of Teaching and Learning

Dr. Monica A. Longmore, Professor of Sociology; College of Arts and Sciences

Dr. Jeremy D. Harmon, Director of the Falcon Athletic Bands; College of Musical Arts

Abstract

Given the current state of education in the United States, there has been an influx in the number of adolescents diagnosed with a mental illness or have experienced struggles with their mental health. Because of this, Social-Emotional Learning (SEL) strategies have been introduced further into adolescent education to bolster the skills students learned in their youths. To assist in the promotion of the five SEL competencies, different journaling strategies can be introduced to impact adolescent mental health positively and continue to practice SEL for life beyond high school. The purpose of this research is to introduce these strategies to pre-service teachers so that they can be taught across contents for the betterment of the American youth. A professional development session was held for pre-service teachers at Bowling Green State University to discuss journaling methods and how they can be effectively used in 7-12 classrooms.

Key Terms: Adolescence, Social-Emotional Learning (SEL), mental illness, mental health, self-regulation, journaling styles, SEL in teacher preparation, SEL competencies, SEL teaching strategies

Journaling as a Social-Emotional Teaching Practice to Promote Adolescent Mental Health

Introduction

Throughout my education at Bowling Green State University, I have seen the impact of the Mental Health Crisis through multiple lenses. While I have felt the impact on my own life and seen it in those close to me, one of my greatest interests has always been how the Mental Health Crisis, a situation within the United States with a lack of access to mental health professionals and resources due to outside events (Mental Health America, 2022), is affecting the students I will one day have in my classroom. In a survey conducted by the CDC for 2021, 37%, or 1 in 3, of high school students in the United States reported “poor mental health,” with roughly 50% of students reporting consistent loneliness and helplessness (Centers for Disease Control and Prevention, 2022). The CDC also found that for children ages 3-17, 5.8 million (9.4%) reported being diagnosed with anxiety and 2.7 million (4.4%) reported being diagnosed with depression (Centers for Disease Control and Prevention, 2022). As a student who has had struggles with my own mental health, I have found that reflective journaling, a style of writing that allows individuals to practice metacognition and introspection (Penzu, n.d.), has helped me to cope with my experiences. I am not the only student who has faced these struggles. Many adolescents experience anxiety and depression while in school and teachers have found it challenging to find a coping mechanism to best support their students, especially those in the most recent adolescent generation. A way adolescents will best benefit from this in the classroom is through the process of Social-Emotional Learning (SEL), best defined by Nicholas Yoder (2014) using a definition from Collaborative for Academic, Social, and Emotional Learning (CASEL) from 2003 as the process of developing “the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices” (p. 2).

Based off this, I developed the following research questions:

1. Can reflective journaling be used for stress reduction and Social-Emotional Learning style classroom management in 7-12 (AYA) classrooms? If so, how?
2. Which of the reflective journaling models is best for stress reduction and SEL style classroom management?
3. How do teachers effectively blend reflective journaling practices into their instruction for best use of SEL strategies?

In answering the above questions, I will construct a research-based argument that certain styles of reflective journaling can be used as a Social-Emotional teaching practice for mental health preservation in adolescent education. These journaling styles can all be connected to the five SEL competencies that students are expected to develop by the time they leave their schooling and further connected to several SEL teaching practices (see Appendix A).

Literature Review

My research has been heavily influenced by the work of Jean Twenge (2017) and the CASEL competencies discussed in Yoder's (2014) work. Yoder's work was commissioned by the American Institutes for Research (AIR), which is one of the most well-known non-profit organizations that sponsors work regarding behavioral and social science research (American Institutes for Research, n.d.). Yoder's work with AIR connected the previously developed SEL competencies with a new concept that he developed – the SEL teaching practices. Another large portion of my research comes from Madhavi Nawana Parker (2020) and focuses on journaling as a curriculum. Parker's research and guide to journaling in the classroom was published in 2020, during a time where adolescents needed an escape to process their lives, and for that reason I found her research particularly valuable.

In addition to researching SEL, journaling, and mental health separately, I have researched them together and found the links that lie between them. All research was completed connecting journaling to the SEL teaching practices of responsibility and choice, warmth and support, classroom discussions, and self-reflection and self-assessment (Yoder, 2014, p. 22), highlighting the connections between the three concepts in this research.

Adolescent Mental Health

The generation of students focused on at the publication of this research were born between the years of 1995 and 2012, characterized by new experiences such as being raised alongside the growth of personal technologies, such as smartphones and communication over social media, and society becoming more reliant on individuals rather than groups (Twenge, 2017, p. 6). Because of these experiences with technology and individualism, this generation has been informally named iGen. Teens that are part of this generation are going out less on average, with only one in three high school seniors having in-person weekend plans on a Friday or Saturday (Twenge, 2017, p. 72). Twenge (2017) also notes that “those who visit social networking sites every day or nearly every day are 11% more likely to be lonely” (p. 81) than their peers and “eighth graders who are heavy users of social media increase their risk of depression by 27%” (p. 82). This is confirmed in a study by Chiungjung Huang which found “the mean correlation between [social media] use and loneliness was somewhat higher than that between [social media] use and self-esteem” (Huang, 2017, p. 352). The U.S. Department of Health and Human Services notes that alongside feeling lonely, students with mental health struggles may also experience frequent head and stomach aches, erratic sleep schedules, tantrums, and frequently may speak about their fears (U.S. Department of Health and Human Services, n.d.).

The iGen even created its own terms for something that plagues them. FOMO or “the Fear of Missing Out” is the anxiety behind not having anything to do but feeling like everything is happening without them (Twenge, 2017, p. 97). The anxiety created by this feeling and extended internet and social media usage further translates into intensified mental health struggles during the school day. These struggles are often due to the result of self-internalization, where individuals bottle up their struggles in hopes they will go away or that what they are feeling is shameful, but it is known that mental health disorders can be managed with use of treatment or coping mechanisms (U.S. Department of Health and Human Services, n.d.). It is at this point that journaling and SEL can be introduced as a solution for this generation, allowing students to practice the healthy metacognition and introspection needed to effectively break the stigma surrounding mental health struggles.

Journaling for Mental Health

Pamela A. Malone (2016) assesses journaling as a counseling strategy and assures that “journaling can be an effective method for recognizing...trauma. Use of open-ended sentences, prompts, statements, and quotes can aid adolescents in accessing their thoughts and feelings in response to loss, grief, and trauma” (Malone, 2016, p. 142). Use of journaling would help with the outside factors effecting the Mental Health Crisis in America.

Outside factors that are ramping up the Mental Health Crisis for adolescents have been a reason for the need of journaling as an outlet. Currently, a likely factor towards decreased mental health has been living through the COVID-19 pandemic, as discussed in a work by George Giannakopoulos, Savvina Mylona, Anastasia Zisimopoulou, Maria Belivanaki, Stella Charitaki and Gerasimos Kolaitis (2021, p. 2). Adolescents experienced an overall drop in their mental health during this time, with most anxieties and feelings of depression stemming from being

isolated from loved ones, whether those were family or friends, and from struggling to find an outlet for these feelings without going to school every day (Giannakopoulos et al., 2021, p. 8). Adolescents face a variety of other situations that caused decreases in mental health. Divorce resulted in the correlation of seven in ten adolescents to report a psychological disorder once they turned seventeen (Tebeka et al., 2016, p. 681) and LGBTQ+ adolescents were reported as having higher rates of suicide in comparison to their heterosexual peers due to ostracization in their school communities (Raifman et al., 2020, p. 6). When journalizing was introduced into mental health conversations regarding adolescents facing these struggles, the results were positive. When a group of minority adolescents were asked to do daily reflective journaling, in this case diary writing about their daily experiences, as part of a 2009 study by Scott C. Roesch, Allison A. Vaughn, and Arianna A. Aldridge, the main stressors towards mental health discussed in the journals was related to school and academics (p. 396). By implementing a strategy that has been proven effective in mental health professional circles in the classroom, it can be normalized for teens to turn towards healthy avenues of introspection when outside factors, such as school or others discussed above, become too intense. Journaling allows for the healthy processing of trauma triggers, which allows the social-emotional learning competencies to be practiced while self-care is also implemented for the student.

Journaling for the Classroom

As a strategy in schools, journaling has existed primarily in the realm of counseling for many years. Mainly used to teach healthy self-regulation and coping strategies, journaling with partnership of a school counselor allowed students to work on concepts such as problem-solving outside of sessions with the professional (Zyromski, 2007, p. 16), especially important when working with school counselors as they are often spread thin and may struggle to see a student

regularly. By providing a physical place, or even an online resource as Zyromski (2007) suggests, it allows for counselors to later review the strategies a student has been working on to have discussions on how to further self-discovery and regulation (p. 16).

Some of the best methods of this variety of reflective journaling are as follows (Arkansas Nursing News, 2021, p. 24):

- Unsent letters: Best used for addressing one specific individual or multiple individuals and the events that have transpired between them.
- Gratitude: Having the journaling individual write down what they have been grateful for in life lately and how that is making life either easier or more difficult.
- Intuition: Beginning with a question generated by the journaling individual that must be answered by their own devices and thought processes.
- Stream-of-consciousness: Journaling with no particular thought in mind and writing anything that feels notable to discuss it in further detail as the journaling individual writes.

While this list is not extensive of the many reflective journaling strategies, the Gratitude style introduced by Arkansas Nursing News (2021) and the style of Inner Critic Reflection introduced by Parker (2016) would be most beneficial in the classroom and the focus of my project. These two journaling styles best align with the practices of responsibility and choice, warmth and support, classroom discussions, and self-reflection and self-assessment (Yoder, 2014, p. 22), which connect back to the main message of introducing journaling for adolescents in the first place: creating a safe community within the classroom. These practices are from a chart developed by Yoder combining connections between the teaching practices and other professional frameworks for best implementation in the classroom.

With gratitude journaling in particular, a study was conducted with adolescents in India recently that found that gratitude journaling can be helpful in the classroom as a means of “alleviating stress and enhancing well-being” (Khanna & Singh, 2021, p. 5743). Inner Critic Reflection provides the opportunity for students to be metacognitive about their self-treatment. The author makes care to note that “most people will not remember to talk to themselves nicely [while inner critic journaling], no matter how much sense [metacognition] might make sense to them” (Parker, 2020, p. 67), which can be worked on through the process of SEL. These styles are sub-categories of the style of dialogue journaling, where individuals are provided with prompts to answer and start a conversation. Dialogue journaling is the most common journaling style used in classrooms. This style has proved particularly beneficial with younger students, but it allows for students with exceptionalities to express their thoughts and opinions with the distanced help of an adult so that they can still feel a personal sense of independence, helping with differentiation in the classroom (Regan, 2003, p. 38).

Yoder (2014) also states that there are five competencies to SEL which are self-awareness, self-management, social awareness, relationship management, and responsible decision making (p. 3). When using SEL strategies in the classroom, teachers need to consider how skills help students regulate their entire lives, which is why journaling pairs into SEL, allowing students to practice all five competencies alongside peers and a supervising adult to help make mental health an acceptable topic in the classroom and life. Use of SEL in schools is backed by “a substantial research base indicating that school-based SEL interventions have been effective in promoting targeted social and emotional competencies, which results in both enhanced social and academic adjustment and reduced levels of conduct problems and emotional

distress” (Taylor et al., 2017, p. 1157). For SEL to have effective inclusion in schools, teaching practices must be implemented.

Research Methods

Following the research questions introduced at the opening of this document, I used the BGSU Jerome Library Summons as well as the EBSCO database to collect the literature for my research. Outside of these academic databases, I also consistently shared resources with my advising team.

The research presented in this work was the basis of a professional development session for pre-service teachers so they could be alerted to the growing struggles in adolescent mental health and how they can help in their teaching. Because of this, I have selected the Adolescence to Young Adult Association (AYAA) as an organization in need of this professional development opportunity. AYAA serves as the student organization that serves all Adolescence to Young Adult (AYA) education majors alongside all other education majors in the College of Education and Human Development at BGSU. A majority of the meetings that members have attended this year have been about adolescent engagement, SEL, and other concerns about the state of AYA education. Members have expressed interest in learning about a classroom practice that can help to connect the issues they have wanted to work on. I have built a professional development session for the members of AYAA that connects their interests and my own research points that provides two opportunities to practice Gratitude journaling and Inner Critic Reflection.

The research developed was well-received by the membership of AYAA on Tuesday, April 12, 2022. The session was delivered from 7:30-8:30 PM, the organization’s normal meeting time, and all attendees were alerted to bring a notebook of their choosing and their

favorite pens to practice journaling with the group. Thirteen members were in attendance and all four main AYA contents were represented. Six members were Integrated Language Arts (ILA), four were Integrated Social Studies (ISS), two were Math, and one was Science. Of those thirteen members, about eight of them were regular club attendees. One ILA major was attending a meeting for the first time due to a friend recruiting him to come in. During the session, attendees discussed the Mental Health Crisis, the basics of SEL, the foundations of SEL teaching practices, and how to effectively use journaling in a 7-12 educational setting. Attendees practiced the styles of Gratitude and Inner Critic journaling with a prompt each for five minutes and shared their responses with other attendees to see how implication could be different between individuals and classroom contexts. At the end of the presentation, all participants were offered a QR code to scan to provide feedback on the presentation, material, and how they planned to implement journaling in their classroom, if at all (see Appendices B and C).

Results of Literature Review

After the completion of my literature review focusing specific types of journaling, I have found that the most beneficial styles of journaling for the promotion of adolescent mental health are Gratitude and Inner Critic Reflection. They are considered best for the implication of SEL teaching practices because they can rotate through the five competencies, depending on the prompts provided for the students to respond to. At the professional development presentation held to share the research, students were provided with the following prompts which were each worked with for five minutes a piece:

- Gratitude: How has your greatest accomplishment so far changed your life?
- Inner Critic Reflection: How has something this week gone wrong? In what ways do you think it could be your fault? Are you overthinking any of these ideas?

Use of these prompts was able to effectively highlight each of the five competencies and the SEL teaching practices of responsibility and choice, warmth and support, classroom discussions, and self-reflection and self-assessment (Yoder, 2014, p. 22). These four teaching practices were best highlighted because they fostered a community within the classroom environment and were able to strengthen student practice of the five social-emotional competencies. With so many adolescents experiencing feelings of loneliness and isolation, the previously listed practices can help alleviate those feelings when students are able to share their responses with a trusted partner, group, or class.

Implications and Conclusions

When discussing the implications of this research, it is important to address the feedback received from the professional development session first. When asked if the presentation met the expectations that they had coming in, 90.9% of those in attendance said their expectations were met. On the topic of adolescent mental health, the membership noted that “adolescents need to be able to have more access to mental health resources in order to work through difficulties unique to their generation” and while educators want to make simple conclusions to help as many students as possible, mental health is “incredibly dynamic and impossible to generalize.” With the pilot audience being younger than membership in years past, knowledge of SEL was lower than expected, but participant responses to the session noted that they did develop a higher understanding of CASEL’s five SEL competencies and how they can be attached to teaching practices.

Journaling as a method of promoting adolescent mental health in schools was engaging to the audience, with several attendees sharing how they planned to use journaling now in their future classrooms. An ISS major who had interest in simulation journaling, a method where

students step into the shoes of another person, recognized that “it might be more beneficial for [their] student to write about themselves,” rather than talk about another individual, while another ISS major noted that students can use gratitude journaling to be grateful for history and current events and what can be learned from it. ILA majors said that “this can be [their] entire curriculum if [they] play [their] cards correctly...The [Inner Critic Reflection] journals would be especially nice.” Math majors had the most interest in Inner Critic Reflection journaling overall. With a majority of adolescents taking math courses feeling insecure in their academics, Math majors wrote in saying they can implement a system where students communicate with their “inner critic in relation to math, to have them focus on ways that they could improve their academic life. Maybe build upon ways that they could improve their time in the class. For instance, have students explain ways that they could have done better on a quiz or assignment to help them learn more.” While engagement was low for Science Education majors, there was one in attendance. They wrote in saying that they could do anonymous check-ins with students and use a prompt such as “I wish my teacher knew” to build rapport with students early in the academic year.

Because of data collected from the AYAA pilot audience and the literature reviewed, evidence supports an argument that journaling can be an effective SEL teaching practice for the promotion of adolescent mental health. At the completion of this research, my greatest contribution is a professional development session that is able to be recreated for pre-service and licensed teachers which provides the justification of future human study. An extended study with human subjects can be done based off the research done here, working with students from the start of their adolescent years in school until they graduate high school to see if there were less reported mental health struggles in comparison to groups before. It would also allow for more

quantitative data to be collected on the best prompts and how those can be reused and adjusted throughout the school year and the remainder of one's academic career for student growth.

While teachers are not medical doctors, cannot diagnose mental illnesses, or provide high level counseling, teachers may be able to mitigate or prevent the effects of outside events that are causing escalations in the Mental Health Crisis. If teachers implement these ideas in their curriculum, they are helping to break the stigmas around mental health that are the main cause of internalized escalations. Breaking the stigma is the first step towards improved mental health for society as a whole. With large scale events being regularly magnified to adolescents through their use of social media and other forms of virtual communication, there is no better time than now to break the stigma. It is a critical time to intervene for the betterment of the American youth and this can all begin in the professional development of pre-service teachers.

References

- American Institutes for Research. (n.d.). *About*. Retrieved April 22, 2022, from <https://www.air.org/about>
- Centers for Disease Control and Prevention. (2022, March 31). *Adolescent behaviors and experiences survey (ABES)*. Centers for Disease Control and Prevention. Retrieved April 28, 2022, from <https://www.cdc.gov/healthyyouth/data/abes.htm>
- Centers for Disease Control and Prevention. (2022, March 4). *Data and statistics on children's Mental Health*. Centers for Disease Control and Prevention. Retrieved April 28, 2022, from <https://www.cdc.gov/childrensmentalhealth/data.html>
- Giannakopoulos, G., Mylona, S., Zisimopoulou, A., Belivanaki, M., Charitaki, S., & Kolaitis, G. (2021). Perceptions, emotional reactions and needs of adolescent psychiatric inpatients during the COVID-19 pandemic: a qualitative analysis of in-depth interviews. *BMC Psychiatry*, 21(1), 1–10. <https://doi-org.ezproxy.bgsu.edu/10.1186/s12888-021-03378-w>
- Huang C. (2017). Time Spent on Social Network Sites and Psychological Well-Being: A Meta-Analysis. *Cyberpsychology, behavior and social networking*, 20(6), 346–354. <https://doi.org/10.1089/cyber.2016.0758>
- Khanna, P., & Singh, K. (2021). Stress management training and gratitude journaling in the classroom: an initial investigation in Indian context. *Current Psychology (New Brunswick, N.J.)*, 1–12. <https://doi-org.ezproxy.bgsu.edu/10.1007/s12144-020-01242-w>
- Malone, P. A. (2016). *Counseling adolescents through loss, grief, and trauma*. Routledge.
- Mental Health America. (2022). *The State of Mental Health in America*. Retrieved April 20, 2022, from <https://www.mhanational.org/issues/state-mental-health-america>
- Parker, M. N. (2020). *The confident minds curriculum: Creating a culture of personal growth and social awareness*. Routledge.
- Penzu. (n.d.). How to write a reflective journal with tips and examples. Retrieved April 20, 2022, from <https://penzu.com/how-to-write-a-reflective-journal>
- Raifman, J., Charlton, B. M., Arrington-Sanders, R., Chan, P. A., Rusley, J., Mayer, K. H., Stein, M. D., Austin, S. B., & McConnell, M. (2020). Sexual Orientation and Suicide Attempt Disparities Among US Adolescents: 2009-2017. *Pediatrics*, 145(3), 1–11. <https://doi-org.ezproxy.bgsu.edu/10.1542/peds.2019-1658>
- Regan, K. S. (2003). Using Dialogue Journals in the Classroom. *Teaching Exceptional Children*, 36(2), 36–41. <https://doi-org.ezproxy.bgsu.edu/10.1177/004005990303600205>

- Roesch, S. C., Vaughn, A. A., Aldridge, A. A., & Villodas, F. (2009). Daily diaries and minority adolescents: Random coefficient regression modeling of attributional style, coping, and affect. *International Journal of Psychology*, 44(5), 393–400. <https://doi-org.ezproxy.bgsu.edu/10.1080/00207590802644758>
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4), 1156–1171.
- Tebeka, S., Hoertel, N., Dubertret, C., & Le Strat, Y. (2016). Parental Divorce or Death During Childhood and Adolescence and Its Association with Mental Health. *Journal of Nervous & Mental Disease*, 204(9), 678–685. <https://doi-org.ezproxy.bgsu.edu/10.1097/NMD.0000000000000549>
- Twenge, Jean M. 2017. *iGen: Why Today’s Super-Connected Kids Are Growing up Less Rebellious, More Tolerant, Less Happy-and Completely Unprepared for Adulthood*: *(and What This Means for the Rest of Us)*. New York: Atria Paperback.
- U.S. Department of Health and Human Services. (n.d.). Child and adolescent mental health. National Institute of Mental Health. Retrieved December 21, 2021, from <https://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health>
- U.S. Department of Health and Human Services. (n.d.). Stigma and discrimination research toolkit. National Institute of Mental Health. Retrieved December 22, 2021, from <https://www.nimh.nih.gov/about/organization/dar/stigma-and-discrimination-research-toolkit>
- Ways to Use Journaling to Unwind and De-Stress. (2021). *Arkansas Nursing News*, 16(1), 24–25.
- Yoder, N. (2014). Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks. *American Institutes for Research*.
- Zyromski, B. (2007). Journaling: An Underutilized School Counseling Tool. *Journal of School Counseling*, 5(9).

Appendix A

Chart Connecting the Main Themes of Research

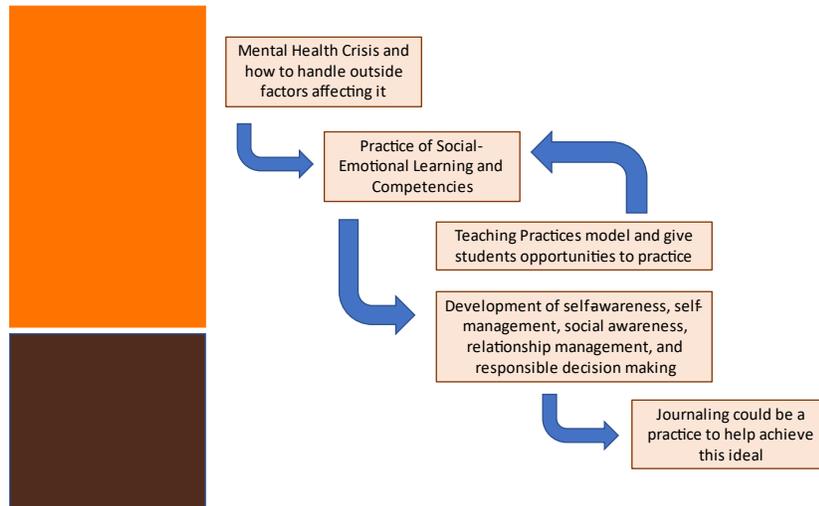


Figure A.1. A graphic best describing the flow of research and how it can be described to PD attendees and academics.

The flow of the research is best described by the diagram above. Research began with the Mental Health Crisis and factors effecting it for adolescents. By introducing the practice of SEL and its competencies, effective teaching practices can be introduced into the classroom and the competencies can be developed effectively. Teaching practices consistently tie back into continuous SEL in 7-12 classrooms and journaling could be considered a practice to reach this ideal feedback loop.

Appendix B

Journaling for Mental Health PD Session Help Sheet

In the development of this PD Session, the best practice for “lesson planning” the event was the following Help Sheet. It includes main points for presenters as well as journaling prompts. This sheet helps to clarify the PowerPoint used in presentation (see Appendix C for slides).

Professional Development Help Sheet

Objectives

1. Attendees will be able to discuss the growing effects of the Mental Health Crisis for American adolescents.
2. Attendees will be able to confidently explain what SEL is and the connections between competencies and teaching practices.
3. Attendees will be able to use Gratitude and Inner Critic journaling and explain how it can be used in their content areas for the promotion of mental health.

Overview of Sections

1. **Review Literature:** Mental Health Crisis, CASEL, SEL Teaching Practices, Journaling
2. **Journaling Demo and Discussion:** Prompt for both Gratitude and Inner Critic Journaling. Each prompt is written for five minutes and debriefed for five minutes. Encourage discussion of the literature and classroom application.
3. **Conclusions:** The following questions were used in a linked Google Form for BGSU session attendees.
 - What were your expectations of the presentation walking in? Were your expectations met? What, if anything, did you dislike about this event?

- What have you learned about the state of adolescent mental health?
- How has this presentation improved your knowledge of SEL?
- How can journaling be used in your content area? Please use examples of Gratitude and Inner Critic Journaling in your response.

Resources

1. Gratitude Journaling

- Prompt: How has your greatest accomplishment so far changed your life?
- Students May Write: “My greatest accomplishment so far has been my admission to college. I struggled academically for a majority of my middle school years, but a teacher in high school encouraged me to get my grades up and apply to multiple colleges. Because of the push of this teacher to apply to colleges, I am now in a teacher education program and want to make a difference in the future of adolescents.”
- Classroom Usage: reflection on something good that has happened personally in the week, reflection on the good things that have come out of studying different content or current events, building understanding that negativity will only build stress and that being grateful for different situations provides an alternative outlook

2. Inner Critic Journaling

- Prompt: How has something this week gone wrong? In what ways do you think it could be your fault? Are you overthinking any of these ideas?
- Students May Write: “My car broke down while I was driving back to campus so I could finish my homework for class and go to bed early. I pulled over when my

car stalled and instead of doing homework while waiting for my dad to come and look at the car, I went on social media and ended up going to bed late because I got to my homework late back on campus. This could be my fault because I spent my time doing something else, but by being on social media to watch videos while I waited, I was able to calm down and not look at anything that would stress me out further in that moment.”

- Classroom Usage: practice of metacognition of one’s actions, practice of positive self-talk, self-gratification without use of social media to find one’s personal strengths in the process of growing from what someone criticizes about themselves

Appendix C

Slides for PD Session

These were a set of slides that were used at BGSU for the PD Session. Use of these slides is optional in recreation of the session but using them as reference in building a separate presentation is *highly* recommended. To access the slides used, please view either the recorded Zoom session or download the PowerPoint that was linked in the “Additional Files” section of the BGSU ScholarWorks page dedicated to this research.