

Therapeutic Journaling in High Schoolers

Cadel Hanks^{1*}

¹New Century Technology High School, Huntsville, AL, USA

*Corresponding Author: CadelCh@hotmail.com

Advisor: Julie Johnson, julie.johnson@hsv-k12.org

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Abstract

In 2025, teenagers' mental health in America continues to decline, causing severe stress, anxiety, depressive symptoms, and higher suicide rates among the youth. One easily accessible therapeutic resource for high school students is therapeutic journaling. However, therapeutic journaling has been severely understudied in a high school population. Additionally, there are multiple types of journaling, which include gratitude journaling and vent-writing. This gap in the research leads to the question: *What are the differences between the effectiveness of vent-writing and gratitude journaling in an urban Alabama non-clinical high school student population?* To answer this question, an experiment was conducted in two separate high school psychology classes. One class journaled using vent-writing, and the other class did gratitude journaling, and a group of randomly selected participants from each class was selected as a control group that did not journal. The experiment analyzed surveys at the beginning, middle, and end of the study, and document analysis of the journals to understand gratitude expression and stress levels throughout the 10-day experiment. The results of the study showed that vent-writing decreased stress levels and increased gratitude the most compared to the mental health of the vent writers at the beginning of the study, but any type of therapeutic journaling was considered more beneficial in comparison to not journaling.

Keywords: Therapeutic journaling, Gratitude journaling, Vent-writing.

1. Introduction

As of 2025, teenagers' mental health in America has not been able to regress to pre-2020 anxiety, depressive, and suicide rates. Studies in 2024 and 2025 by The American Institute of Stress show that 30% of high school students feel “depressed or sad due to high stress levels”. This is an incredibly important issue because the increase in stress and anxiety levels has proven to be debilitating, causing significantly increased suicide rates in youth (Mayo Clinic, 2023; The JED Foundation, 2025). This seems perplexing, given the increased accessibility of mental health and therapy resources to the public. One resource that is readily available to the general public is journaling. While journaling is one of the most accessible therapeutic resources to the general public, it is severely understudied in populations that aren't university students and clinical groups. This leaves a major gap in research for high school student populations and could be why journaling isn't sufficiently encouraged among teenage populations. The lack of therapeutic journaling (TJ) used in these unstudied populations can be attributed to the extensiveness of TJ, creating a difficulty in knowing where or how to properly journal, and what type of journaling high schoolers should participate in. This gap in the research leads to the question: *What are the differences between the effectiveness of emotional release journaling and gratitude journaling in an urban Alabama non-clinical high school student population?* In a review of the literature about TJ, three topics were identified that appeared common amongst a spread of professional and academic articles. These topics include themes such as the psychology of journaling, the positive and negative effects of journaling, and how journaling is done properly.

1.1 Definitions

The following are definitions of words that might assist readers of the study. *Therapeutic journaling* is the process of writing down one's thoughts and feelings about one's personal experiences. Furthermore, TJ is done with the express purpose of processing one's emotions to elicit positive effects on one's well-being (University of Wisconsin Integrative Health Program, 2006). *Clinical populations* in relation to TJ are groups with specific medical conditions that disassociate themselves from general populations in experiments. *General populations* in relation to TJ are groups that can represent a far-reaching non-medical group.

2. Literature Review

2.1 Psychology of TJ

Emotional and Cognitive Processing.

To begin, TJ is rooted in psychology; it uses both emotional and cognitive processing to help people heal from traumatic or stressful events. Such events have been speculated by psychologists to “be a direct challenge to mental schemas composed of the self, the world, and the future” (Ullrich, 2002). TJ is meant to stimulate post-traumatic growth by utilizing specific written prompts to elicit different outcomes (Ullrich, 2002). The first outcome is the digestion of the emotions surrounding a traumatic or stressful event, and the second is the cognitive processing meant to understand the logical cause and effect of the events (Ullrich, 2002). Both of these processings are necessary to properly TJ, but this wasn't always the case. Until 2002, cognitive processing was loosely considered to be part of journaling but not critical to the purpose. This changed when psychologist Ullrich proved that without cognitive processing in the journaling process, it would consistently show positive results compared to the mixed and inconclusive results of previous studies before this. However, cognitive processing isn't the only necessity demonstrated by the fact that when solely cognitive processing is used in TJ, there are actually negative effects (Ullrich, 2002). This also showed that TJ needed emotional processing. The main theory for the need for emotional processing in TJ comes from the fact that “the mere act of disclosure is a powerful therapeutic agent that may account for a substantial percentage of the variance in the healing process” (Pennebaker, 1997). Beyond the processing of emotions and cognition, TJ also elicits the expression of emotions.

Emotional expression.

There are two main examples seen throughout TJ literature that elicit emotional expression: gratitude journaling (GJ) and vent-writing (VW). GJ is TJ meant for the expression of gratitude. Instead of writing about traumatic events, GJ uses prompts to promote emotional and cognitive processing in underappreciated events within people's lives. Whereas VW is a type of TJ used to express repressed negative emotions. The processing of these repressed negative emotions leads to both a lack of negative emotions and an influx of positive emotions.

Emotional overload.

Emotional expression can have side effects if practiced improperly. These side effects coincide with the two types of emotional expression — called toxic positivity and negative rumination (Brans, 2013). Toxic positivity coincides with GJ and is the overexpression of gratitude that eventually leaves gratitude for experiences or people that can be harmful to oneself (Coren, 2025; Putra, 2023). Negative rumination coincides with VW and is the overexpression of negative emotions and the lack of cognitive processing of events within the journaling that eventually increases negative emotions instead of dissipating them. Both of these side effects come from over emotional processing and a lack of, or improper, cognitive processing.

Positive & Negative Effects of Therapeutic Journaling

Therapeutic Journaling's differences in clinical and general populations.

TJ is often used on two different populations: clinical populations and general populations (University of Wisconsin Integrative Health Program & Mirgain, 2006). General populations use journaling mainly for mental

rehabilitation caused by stress, anxiety, and other depressive symptoms. While clinical populations use journaling to help with both traumatic experiences and physiological limitations caused by their illness or accident. While general populations can gain physiological benefits from TJ similar to clinical populations, that is not the express purpose of TJ for general populations. This all shows the differences between clinical and general populations, but there are specific effects of TJ on these two different populations.

Positive effects of Therapeutic Journaling.

The specific positive effects of TJ in clinical and general populations can differ slightly. For example, while general populations can gain physiological benefits — such as lower blood pressure, lower heart rates, and an increase in T-cells, which help fight disease — clinical populations are explicitly for those physiological benefits (American Diabetes Association, NA; McGuire, 2005). However, the positive psychological purposes of TJ often have similar effects on both clinical and general populations. Such psychological positive effects include improvements in mood, general mental well-being, and reduced stress and anxiety (Pennebaker, 1997). While the benefits of journaling can include both psychological and physiological recovery, there are also negative effects of journaling.

Negative effects in Therapeutic Journaling.

These negative effects include the immediate painful experience of journaling; however, these painful experiences can be a sign of long-term improvement (Pennebaker, 1997). Additionally, if the TJ creates such a painful experience, it's recommended to stop journaling to prevent any potential negative effects on mental well-being (VA Office of Patient Centered Care and Cultural, 2013). Other negative effects of journaling could include toxic positivity, negative rumination, increased anxiety, and an overall negative effect on one's mental well-being (Coren, 2025; Pennebaker, 1997; Brans, 2013). Notably, both the positive and negative effects of journaling will become more prominent the longer one journals (Pennebaker, 1997).

2.2 How to Properly Therapeutic Journaling

Misunderstandings and Mixed Results within Journaling.

While there are necessities to properly journal, there are skeptics within the sphere of TJ. For example, TJ might not function as therapeutic rehabilitation due to a lot of failed experiments. However, when reviewing specific methods and prompts used to journal, there is often no indication of the need for cognitive processing. However, the actual use of journaling prompts is another controversy within TJ. This is because some psychologists use it to mimic the social sharing emotional regulation strategy without the need for people to share. This would allow for the improvement in well-being given the proven effects of social sharing (Brans, 2013). However, this has been disproven given the fact that the social sharing emotional regulation strategy's benefits *can* be seen in TJ *with* prompts. But specific prompts are still generally disliked due to the fact that they could inhibit the emotional processing part of TJ. The strict prompts, however, could have a backlash on the journalist, given that these kinds of prompts don't expressly inform the need for cognitive processing in TJ. Conclusively, while some specific prompts can inhibit parts of TJ, broader prompts are still acceptable in TJ. The use of broad prompts can help understand how different journaling types affect high schoolers, and subsequently help the research question of: *What are the differences between the effectiveness of emotional release journaling and gratitude journaling in an urban Alabama non-clinical high school student population?*

3. Methodology

3.1 Research Approach

The research approach used is a mixed-method approach, or the combination of quantitative and qualitative research for a further understanding of a topic (Creswell, 2018). The mixed method approach to this research is optimal due to this study not just trying to create a correlation between journaling types and high schoolers, but also to understand the causation between any results of the study. The mixed method allows the study to use qualitative data

to create a psychological understanding of the quantitative data's correlation.

3.2 Research Methods

Experimental.

Experimental research is “utilizing randomized assignment of participants to conditions and systematic manipulation of variables with the objective of drawing causal inference” (American Psychological Association, 2018). This study draws from an experiment to properly analyze the differences between GJ and VW as independent variables. The use of experimental research to compare variables has been widely accepted in psychological research (Sawtooth Software, 2024). While an experiment is used to create data, tools, including surveys and document analysis, are used to evaluate the data in both a quantitative and a qualitative manner.

Variables.

The specific independent variables in the experiment are GJ and VW. These variables are expressed by different journaling prompts. The GJ prompt is: *journal about life experiences and parts of your life that are unappreciated, and why/how you should appreciate them*. The VW prompt is: *journal about life experiences and parts of your life that cause stress & anxiety, and why/how you should appreciate them*. These variables were independently viewed with different groups being told which type of TJ they were participating in, and they received specific prompts based on the type of TJ they were tasked with. For the control group, members of both classes were randomly assigned, with their task being not to TJ. The random assignment was conducted by numbering all students for each class. The equivalent of $\frac{1}{3}$ of the students for each class was generated from the random number generator. The students who correlated with those numbers were assigned to the control group. This ensured that the results of the study had a comparable group of participants.

3.3 Tools

Survey.

Surveys, or “the collection of information from a sample of individuals through their responses to questions,” were used to collect and evaluate quantitative data from the experiment (Ponto, 2015). This gave insight into the changes in emotions that occur within the experiment. This study used a Likert scale within the survey because of its proven effectiveness and common use within modern psychology (Jebb, 2021). A “Likert scale is a five-point scale that is used to allow an individual to express how much they agree or disagree with a particular statement” (McLeod, 2023). To ensure the use of this tool was as reliable and valid as possible, nearly all statements applied to both the control group and those participating in TJ. The only questions that were not made applicable to all groups are the questions that relate to the immediate effects of journaling.

Document Analysis.

Document analysis “is a qualitative research method used to interpret and extract meaning from written, visual, or physical materials” (Lumivero, 2025). Document analysis can be used to understand how well someone's cognitively and emotionally processed their TJ topic. This gave a qualitative understanding of the TJ, which allowed for a correlation between how strong the emotions that appear within the journaling and how that affects the emotional and cognitive processing. This was conducted by observing specific word usage within the documents. These words that were observed include “*hate, dislike, love, like, grateful, etc*”.

3.4 Participants

The study included high school students in psychology courses from grades 9-12. This population was decided on because they are taking a psychology course, and this study is founded on a psychological basis. Additionally, due to the school course selection not every student actively joined the course; this is needed to make the study more generalizable because not everyone in the courses actively joined to be in the course means it doesn't limit the study's

generalizability to people interested in psychology. The population was identified after discussing it with the psychology teacher at the high school. Furthermore, all students at the beginning of the course signed informed consent and assent forms as part of the class's normal procedures.

Additionally, I separated the classes by journaling types through randomized selection — this method of class randomization was proven valid by psychologist Collins (2013). Students within both classes were then randomly assigned to be in the control group and the experimental group. Of these 2 classes, one class contains 10 students, and the other contains 23 students. The class of 10 was selected for VW, and the class of 23 was selected for the GJ. Within these groups, 8 from the VW group and 18 from the GJ group agreed to document analysis, and 6 of the other students agreed to become part of the control group. The demographics of all the students are in Table 1.

Table 1. Percentages of the Separate Demographics Seen in the Control, Vent-Writing, and Gratitude Journaling Groups

Demographics	Control	Vent-Writing	Gratitude Journaling
Female gender	66.7%	28.6%	50%
Male gender	33.3%	71.4%	44.4%
Other gender	0%	0%	5.6%
Yes privacy concerns	0%	28.6%	33.3%
No privacy concerns	100%	71.4%	66.7%
9th grade	16.7%	0%	0%
10th grade	0%	42.9%	33.3%
11th grade	33.3%	28.6%	50%
12th grade	50%	28.6%	16.7%
Note. This Table demonstrates three demographics: gender, whether they have privacy concerns, and the grade level of the participants.			

3.5 Limitations

The limitations of this study include one school in an urban Alabama area. This can limit the population's generalizability because the results are only generalizable to urban Alabama high school students, and it might not be fully generalizable to every urban Alabama high school student. Only students from one school are used, which might not be an accurate representation of the urban Alabama high school student population. Furthermore, because only willing participants are being experimented on, the population's generalizability is further restricted to those volunteering to journal. Finally, the size of the groups is insufficient in size to pass the central limit theorem — $n > 30$ — and thus no test can be performed to check the statistical significance of the differences between the groups. Due to this, only descriptive comparisons will be made, and no statistical significance will be drawn from the data collected.

3.6 Ethics

Due to the fact that this study is experimenting on children, there are various ethical concerns in the study. To combat these ethical concerns, the study obtained informed consent and assent forms from both parents and students. Additionally, all information will be private and confidential, and anonymity is maintained by using pseudonyms if a participant is used as an example. To maintain mental well-being during TJ, I personally gave each class a lesson on how to TJ while avoiding the potential negative side effects. Finally, at the end of the study, all students were debriefed on the full implications of the study.

3.7 Data Collection

Surveys were sent out before the experiment, in the middle of the experiment, and at the end of the experiment. The surveys contain 2 parts: raw data — to see certain demographics of the participants, and the second being survey quantitative data. These two different data types were combined into one survey due to the ease of access of information it allows. Document analysis data was collected daily, ensured by the students submitting their journal entries online. This allowed the experiment to avoid problems like messy handwriting. For the type of words that were searched for in document analysis, these words were separated into 6 categories — high-stress, low-stress, high-gratitude, low-gratitude, emotional-processing, and cognitive-processing. For example, words like *hate* are considered high negative emotions, and words like *dislike* are considered low negative emotions. Words like *thinking* are considered cognitive processing, and emotional processing words include *feeling*.

3.8 Data Analysis

The way surveys were analyzed was by using a function of Google Forms surveys that instantly puts the collective survey data into a graph. I then separated the survey results by the type of journaling and the dates they surveyed – totaling 6 different survey results. Next, I compared the stress and gratitude from the survey results to see if there was any positive or negative growth. From these results, I then compared the results to the document analysis of the journals to see if the specific ways of journaling — caused by the type of journaling the participants were doing — would cause better/worse results for mental well-being.

4. Results

4.1 Quantitative Data

Long-Term Stress.

Both the vent-writing and gratitude journaling groups showed positive mental growth. This can be seen in the vent-writing with the initial mean for stress throughout the week, 2.429 — the value was on a 5-point scale with 1 being most stressed and 5 being no stress— and an SD of 0.976. By 5 days into the experiment, the stress was a mean of 3, which is still one standard deviation away, yet when the full 10 days were over, the stress levels were a mean of 3.714, which is 2 standard deviations away from the original value. This decrease in stress, while less effective, can also be viewed in the gratitude journaling group. At the beginning of the experiment, the GJ group started with a stress mean of 3.056 with an SD of 1.11. By the middle of the week, the stress was a mean of 3.667, within 1 SD of the original value, and by the end of the experiment, the mean was 3.111 and still within 1 SD of the original value. This shows that, in comparison to the original stress levels, VW and GJ lessened the overall level of stress. Continuing from the start of the study, the control group had stress levels at a mean of 3, but in the middle and end, they had become a mean of 2.667, staying within 1 SD of the original value. Both VW and GJ groups had low stress by the end of the study, with VW at 2 SD away from the original value and GJ being within 1 SD. Additionally, VW had higher stress levels at the beginning of the experiment, yet lower stress levels by the end. Furthermore, the control group didn't just have higher stress levels but also lower gratitude levels.

Table 2. Mean & Standard Deviation of Stress Levels for Control, Vent-Writing, & Gratitude Journaling Groups in all Three Surveys.

Survey Number	Control	Vent-writing	Gratitude journaling
Standard Deviation	1	0.976	1.11
1st	3	2.429	3.056
2nd	2.667	3	3.667
3rd	2.667	3.714	3.111
Note. The 1st survey was conducted before the experiment started, the 2nd survey was at the 5-day mark/middle of the experiment, and the 3rd survey was performed after the 10-day mark/end of the experiment. The Standard Deviation was based on the 1st survey. The stress levels were on a 1-5 scale, with 1 being the most stressed and 5 being the least stressed.			

Long-Term Gratitude.

Both the VW and GJ groups started with relatively similar gratitude levels at the beginning of the study. This can be observed in the control group, starting with gratitude at a 3.667 mean, while the VW was a 3.429 mean, and the GJ was a 3.833 mean. The control group's SD was 0.577, and by the end of the study, the gratitude levels were at a 3, meaning it was 2 SD away from the start of the study. Furthermore, the GJ group's gratitude level grew from the start of the study to a mean of 4.056, and that stayed until the end of the study. This growth in gratitude was 1 SD away from both the control group and itself by the end of the study, but it was 2 SD away from the control group's end-of-study results. On the other hand, the VW group's gratitude had also increased. From a starting mean of 3.429 to a mean of 3.857 in the middle of the study and a mean of 4 by the end of the study. With an SD of 0.976, the final results remained within 1 SD, showing consistent growth from the beginning to the end of the study. In comparison to the control group, the VW group was very similar to the GJ group because the growth in gratitude was 1 SD away from the control group by the end of the study, but it was 2 SD away from the control group's end-of-study results. Finally, the final gratitude of both VW and GJ was very close to each other, with the GJ group being slightly higher with a

mean of 4.056 compared to the mean of 4 in the VW group. However, the GJ groups did have a higher starting point, which might have been the reason for the slightly higher final result.

Immediate Stress & Gratitude.

The immediate stress and gratitude after journaling were graded on a 5-point scale, with 1 being more stressed and 5 being less stressed; for gratitude, 1 was no gratitude, and 5 was very grateful. The VW group's benefits increased as the study went on; this can be observed by the fact that at the midway point, the stress and gratitude were both at a mean of 3. This means that there was only a slight gratitude increase and no added stress or mental rehabilitation immediately after journaling. Continuing this, by the end of the study, there was a stress mean of 4.14 and a gratitude mean of 3.71. The VW group wasn't the only group that showed positive results on immediate well-being.

There was also the GJ group, which showed a stress mean of 3.61 and a gratitude mean of 3.39 for immediate mental effects. This shows that there was an immediate lessening of stress and an increase in gratitude within the first half of the study. For the second half of the GJ, they showed a stress mean of 3.39 and a gratitude mean of 2.72.

Table 4. Means of Immediate Stress & Gratitude Levels After Vent-Writing & Gratitude Journaling on a 5 Point Scale.

Emotion expressed in the survey number	Vent-Writing	Gratitude Journaling
Stress 2nd survey	3.61	3
Stress 3rd survey	3.39	4.14
Gratitude 2nd survey	3.39	3
Gratitude 3rd survey	2.72	3.71
Note. Survey 2 is the 5-day mark/middle of the experiment, and survey 3 is the 10-day mark/end of the experiment. There is no survey 1 because survey 1 was taken before the experiment.		

journal can be observed in high-gratitude 33.64%, low-gratitude 113.64%, high-stress 5.45%, low-stress 12.73%, emotional-processing 161.82%, and cognitive-processing 182.73%. For a Table representation of this, see Table 5.

Table 5. Document Analysis of Therapeutic Journals Quantifying Types of Emotions and Processings in Vent-Writing & Gratitude Journaling Groups.

Types of Emotions and Processing	Vent-Writing Total Amount	Vent-Writing Percent per journal	Gratitude Journaling Total Amount	Gratitude Journaling Percent Per Journal
High gratitude	13	16.25%	37	33.64%
Low gratitude	85	106.25%	125	113.64%
High stress	11	13.75%	6	5.45%
Low stress	88	110%	14	12.73%
Emotional processing	155	193.75%	178	161.82%
Cognitive processing	147	183.75%	201	182.73%
Note. Total amount refers to every time that emotion or processing occurred. Percent per journal refers to how common that emotion or processing occurred within an individual journal.				

Table 3. Mean & Standard Deviation of Gratitude Expression Levels for Control, Vent-Writing, & Gratitude Journaling Groups in all Three Surveys.

Survey Number	Control	Vent-writing	Gratitude journaling
Standard Deviation	0.577	0.976	0.857
1st	3.667	3.429	3.833
2nd	3.137	3.857	4.056
3rd	3	4	4.056
Note. The 1st survey was conducted before the experiment started, the 2nd survey was at the 5-day mark/middle of the experiment, and the 3rd survey was conducted after the 10-day mark/end of the experiment. The Standard Deviation was based on the 1st survey. The Gratitude levels were on a 1-5 scale, with 1 being no gratitude and 5 being the most gratitude.			

4.2 Qualitative Data

Document Analysis.

The document analysis is used to explain the quantitative data by quantifying the journals and separating them into six sections. These sections include high-gratitude, low-gratitude, high-stress, low-stress, emotional-processing, and cognitive-processing. The quantitative data clearly shows that vent-writing is superior to gratitude journaling; the VW percent per journal of the 80 journals can be observed in high-gratitude 16.25%, low-gratitude 106.25%, high-stress 13.75%, low-stress 110%, emotional-processing 193.75%, and cognitive-processing 183.75%. In contrast, GJ had 110 journals, and the means per

5. Discussion

This experimental research used a mixed-method approach to understand the effects of different TJ types on high schoolers. This study sought to answer the research question: *What are the differences between the effectiveness of emotional release journaling and gratitude journaling in an urban Alabama nonclinical high school student population?* This research will be answered in the discussion section of the paper.

Among TJ, VW showed superior therapeutic effects for high school students compared to GJ. This is because the VW group started with more stress and less gratitude at the beginning of the study and ended with the lowest stress and gratitude, only slightly lower than that of the GJ group. However, both VW and GJ are better than no TJ, given that they both had lower stress levels and higher gratitude by the end of the study, in Tables 2 and 3. This data shows the first empirical evidence of the positive effects of TJ in high school students. However, due to the tiny sample size and the location of the sample, it makes the study non-generalizable to American high school students as a whole, and the results are not statistically significant.

Additionally, the immediate effects of journaling seems to grow in effectiveness over time for vent-writing but not for gratitude journaling. The higher expression of stress observed in the VW journals compared to the GJ journals most likely explains why there was both a more immediate stress rehabilitation compared to the GJ group and why stress went down over a longer period of time throughout the whole study. This most likely means that the expression of stress in the journaling process can reduce stress both immediately and over time. However, the use of cognitive and emotional processing still appears to be necessary when journaling because of the high cognitive and emotional processing.

When it comes to the expression of gratitude, the high-gratitude observed in the GJ group was nearly double that of the VW, as denoted in Table 5. This spike can explain the slight difference in the final result of the gratitude expressed throughout the week, with the GJ group slightly edging out the VW group with a mean of 4.056 compared to the mean of 4 from the VW group. However, the excessive gratitude expression might also be negative, and the underlying cause of why the stress increased from the middle of the study to the end of the study for the GJ group.

5.1 Implications

Individual.

The individual implications of someone TJ will show a positive increase in mental well-being. This will be shown as an increase in gratitude and a decrease in stress. However, too much gratitude could potentially lead towards toxic positivity. These symptoms would cause less immediate gratitude, a stagnation in long-term gratitude, and even an increase in stress, as denoted in Tables 2 and 3. Besides this potential decrease in well-being, which can be observed in GJ, more TJ has both immediate and long-term positive effects on mental well-being.

Large-Scale.

The implications of TJ on high schoolers as a whole might not be able to be seen from this study due to its lack of generalizability to a broader population. However, if further studies continue to support these results of generalizability to a broader population, then the individual implications of TJ would be widespread. This could drastically decrease stress and anxiety levels among high schoolers, and while it might not cure the decrease in mental well-being, it could prevent the decrease on a large scale and thus helping many teenagers through depressive symptoms.

6. Conclusions

In a country with teenagers constantly in a state of stress and anxiety, it is important to commit resources to help the youth of our country. To do this before TJ can be implemented on a large-scale throughout the country, there is a need for this study to be replicated throughout the country. If this study is replicated throughout the country and it shows similar results, then TJ for high schoolers on a large scale could indicate an increase in positive well-being and a decrease in stress and anxiety. However, because of the current lack of generalizability, it's best to start with

spreading the use of TJ to high schoolers in urban Alabama schools. The people of America have a lot of work to do to recover mental health in teenagers, but affordable steps like Therapeutic Journaling are a positive initial course of action that needs to be taken to begin this recovery process.

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