



CAN DO U FOR HIGH SCHOOL

# RESEARCH FOUNDATION.

Every source behind the curriculum  
— traced to the publisher, journal, or  
issuing institution.

# 01 FOUNDATIONAL SOURCES

The bedrock the curriculum stands on.

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## 01

BOOK

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman. worldcat.org.

**SUPPORTS** *Personal agency / Goal Setting (January).*

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## 02

BOOK

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House. worldcat.org.

**SUPPORTS** *Growth Mindset (March); strengths framing (“still learning / not yet”).*

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## 03

ARTICLE

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. DOI: 10.1111/j.1467-8624.2010.01564.x.

**SUPPORTS** *The whole-program rationale — the 11-percentile-point academic-gain figure.*

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## 04

ARTICLE

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245–258. DOI: 10.1016/S0749-3797(98)00017-8.

**SUPPORTS** *The trauma-sensitive / ACE-informed framing of Adversity & Community Care (May).*

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05

BOOK

Harter, S. (1999). *The construction of the self: A developmental perspective*. New York: Guilford Press. worldcat.org.

**SUPPORTS** *Self-concept development underlying Self-Awareness (August).*

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06

ARTICLE

Wellman, H. M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of-mind development: The truth about false belief. *Child Development*, 72(3), 655–684. DOI: 10.1111/1467-8624.00304.

**SUPPORTS** *The “Theory of Mind, ages 4–8” window on the November Empathy unit (false-belief understanding consolidates in the preschool–early-elementary years).*

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07

ARTICLE

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., et al. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573, 364–369. DOI: 10.1038/s41586-019-1466-y.

**SUPPORTS** *The claim that the growth-mindset effect is strongest for lower-achieving students (March rationale).*

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08

ARTICLE

Harter, S., & Buddin, B. J. (1987). Children’s understanding of the simultaneity of two emotions: A five-stage developmental acquisition sequence. *Developmental Psychology*, 23(3), 388–399. DOI: 10.1037/0012-1649.23.3.388.

**SUPPORTS** *Mixed emotions develop across ages 7–10 — the basis for teaching “two feelings at once” (amendment D).*

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09

ARTICLE

Pons, F., Harris, P. L., & de Rosnay, M. (2004). Emotion comprehension between 3 and 11 years: Developmental periods and hierarchical organization. *European Journal of Developmental Psychology*, 1(2), 127–152. DOI: 10.1080/17405620344000022.

**SUPPORTS** *The age-graded model of emotion comprehension (3–11) behind the grade-by-grade feelings progression.*

10

ARTICLE

Lieberman, M. D., et al. (2007). Putting feelings into words: Affect labeling disrupts amygdala activity in response to affective stimuli. *Psychological Science*, 18(5), 421–428. DOI: 10.1111/j.1467-9280.2007.01916.x.

**SUPPORTS** *Affect labeling calms the brain's threat response — naming a feeling is itself regulation (amendment A).*

11

ARTICLE

Izard, C., et al. (2001). Emotion knowledge as a predictor of social behavior and academic competence in children at risk. *Psychological Science*, 12(1), 18–23. DOI: 10.1111/1467-9280.00304.

**SUPPORTS** *Emotion knowledge in kindergarten predicts later social and academic competence (amendment A).*

12

ARTICLE

Denham, S. A., et al. (2003). Preschool emotional competence: Pathway to social competence? *Child Development*, 74(1), 238–256. DOI: 10.1111/1467-8624.00533.

**SUPPORTS** *Early emotional competence as a pathway to later social competence (amendment A).*

13

ARTICLE

Widen, S. C., & Russell, J. A. (2008). Children acquire emotion categories gradually. *Cognitive Development*, 23(2), 291–312. DOI: 10.1016/j.cogdev.2008.01.002.

**SUPPORTS** *Emotion categories are learned gradually — the basis for staged vocabulary and “feelings have sizes” (amendment C).*



**01**

**FOUNDATIONAL  
SOURCES**

14

ARTICLE

Russell, J. A. (1980). A circumplex model of affect. *Journal of Personality and Social Psychology*, 39(6), 1161–1178. DOI: 10.1037/h0077714.

**SUPPORTS** *The circumplex (energy × pleasantness) behind the two-dimensional feelings map (amendment F).*

15

BOOK

Tangney, J. P., & Dearing, R. L. (2002). *Shame and Guilt*. New York: Guilford Press. worldcat.org.

**SUPPORTS** *Guilt vs. shame — the distinction that powers restorative repair (amendment E).*

16

BOOK

Saarni, C. (1999). *The Development of Emotional Competence*. New York: Guilford Press. worldcat.org.

**SUPPORTS** *A framing reference for the whole emotion-skills arc, 9–12.*

17

ARTICLE

Ruble, D. N., Boggiano, A. K., Feldman, N. S., & Loebel, J. H. (1980). Developmental analysis of the role of social comparison in self-evaluation. *Developmental Psychology*, 16(2), 105–115. DOI: 10.1037/0012-1649.16.2.105.

**SUPPORTS** *The keystone: children's use of social comparison for self-evaluation emerges and intensifies around ages 7–8 (mid-childhood) — the developmental basis for placing peer-comparison feelings early.*

18

REVIEW

Dijkstra, P., Kuyper, H., van der Werf, G., Buunk, A. P., & van der Zee, Y. G. (2008). Social comparison in the classroom: A review. *Review of Educational Research*, 78(4), 828–879. DOI: 10.3102/0034654308321210.

**SUPPORTS** *The classroom-specific synthesis — how and why pupils compare themselves to peers, and the emotional consequences.*

19

ARTICLE

Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117–140. DOI: 10.1177/001872675400700202.

**SUPPORTS** *The theoretical root — the original account of the drive to evaluate the self by comparison to others. Foundational, not developmental; cite as the origin of the construct.*

20

ARTICLE

Blair, C., & Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*, 66, 711–731. DOI: 10.1146/annurev-psych-010814-015221.

**ANCHORS** *Skill 04 — Self-Management & Executive Function.*

21

ARTICLE

Jones, T. S. (2004). Conflict resolution education: The field, the findings, and the future. *Conflict Resolution Quarterly*, 22(1–2), 233–267. DOI: 10.1002/crq.100.

**ANCHORS** *Skill 08 — Conflict Resolution.*

22

ARTICLE

Bryant, B. K. (1992). Conflict resolution strategies in relation to children's peer relations. *Journal of Applied Developmental Psychology*, 13(1), 35–50. DOI: 10.1016/0193-3973(92)90004-2.

**ANCHORS** *Skill 08 — Conflict Resolution.*

23

ARTICLE

Garrard, W. M., & Lipsey, M. W. (2007). Conflict resolution education and antisocial behavior in U.S. schools: A meta-analysis. *Conflict Resolution Quarterly*, 25(1), 9–38. DOI: 10.1002/crq.188.

**ANCHORS** *Skill 08 — Conflict Resolution.*

## 24

## ARTICLE

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25(1), 71–86. DOI: 10.1207/s15326985ep2501\_6.

**ANCHORS** *Skill 09 — Goal Setting & Personal Agency.*

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## 25

## ARTICLE

Eccles, J. S., et al. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48(2), 90–101. DOI: 10.1037/0003-066X.48.2.90.

**ANCHORS** *Skill 13 — Life Navigation.*

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## 26

## ARTICLE

Schlossberg, N. K. (2011). The challenge of change: The transition model and its applications. *Journal of Employment Counseling*, 48(4), 159–162. DOI: 10.1002/j.2161-1920.2011.tb01102.x.

**ANCHORS** *Skill 13 — Life Navigation.*

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## 27

## BOOK

Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, and schools*. Baltimore: Paul H. Brookes Publishing. worldcat.org.

**ANCHORS** *Skill 13 — Life Navigation.*

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## 28

## ARTICLE

Benner, A. D. (2011). The transition to high school: Current knowledge, future directions. *Educational Psychology Review*, 23(3), 299–328. DOI: 10.1007/s10648-011-9152-0.

**ANCHORS** *Skill 13 — Life Navigation.*

*End of Section 01. The foundational tier gathers the seminal books, longitudinal studies, and developmental research the rest of the curriculum builds on.*

## 02 RECENT PEER-REVIEWED RESEARCH

Current peer-reviewed studies behind the high-school tier.

### 29

ARTICLE

Malboeuf-Hurtubise, C., Taylor, G., Lambert, D., Paradis, P.-O., Léger-Goodes, T., Mageau, G. A., Labbé, G., Smith, J., & Joussemet, M. (2024). Impact of a mindfulness-based intervention on well-being and mental health of elementary school children: Results from a randomized cluster trial. *Scientific Reports*, 14(1), 15894. DOI: 10.1038/s41598-024-66915-z.

**SUPPORTS** *Mindfulness / well-being evidence base for the high-school tier.*

### 30

ARTICLE

Flook, L., Hirshberg, M. J., Gustafson, L., McGehee, C., Knoeppel, C., Tello, L. Y., Bolt, D. M., & Davidson, R. J. (2023). Mindfulness training enhances students' executive functioning and social emotional skills. *Applied Developmental Science*, 29(2), 141–160. DOI: 10.1080/10888691.2023.2297026.

**SUPPORTS** *Executive-function and SEL gains from mindfulness training.*

### 31

REVIEW

Sultan, M. A., & Khan, N. N. (2025). Rethinking empathy development in childhood and adolescence: A call for global, culturally adaptive strategies. *Frontiers in Psychology*, 16, Article 1575249. DOI: 10.3389/fpsyg.2025.1575249.

**SUPPORTS** *Framing citation for empathy development.*

**32****ARTICLE**

Johnson, S. B., Voegtline, K. M., and colleagues (2022). Self-control in first grade predicts success in the transition to adulthood. *Development and Psychopathology*. PMID: 35068406.

**SUPPORTS** *Long-horizon payoff of early self-control / Self-Management (September).*

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**33****REPORT**

UNICEF Office of Research – Innocenti. (2021). How empathizing develops and affects well-being throughout childhood (Innocenti Working Paper 2021-13). Florence: UNICEF. [unicef-irc.org](https://www.unicef-irc.org).

**SUPPORTS** *Empathy development across childhood (November).*

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**34****ARTICLE**

Weems, C. (2024). Social/emotional learning implementation and student outcomes. *Professional School Counseling*, 28(1). DOI: 10.1177/2156759X241255336.

**ANCHORS** *Skill 02 – Emotional Regulation.*

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**35****ARTICLE**

Zhao, Y., & Sang, B. (2025). The effect of social–emotional learning programs on elementary and middle school students’ academic achievement: A meta-analytic review. *Behavioral Sciences*, 15(11), 1527. DOI: 10.3390/bs15111527.

**ANCHORS** *Skill 02 – Emotional Regulation.*

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**36****ARTICLE**

Finders, J. K., Duncan, R. J., et al. (2021). Examining additive and synergistic relations between preschool self-regulation and executive function skills: Predictions to academic outcomes. *Frontiers in Psychology*, 12, 721282. DOI: 10.3389/fpsyg.2021.721282.

**ANCHORS** *Skill 04 — Self-Management & Executive Function.*

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**37****ARTICLE**

Zeng, X., Xiong, Y., Mo, K., Yang, M., Xie, B., & Yan, Z. (2025). Stronger empathy and better peer relationship? One-year cross-lagged panel analysis in preschoolers. *PsyCh Journal*, 14(2), 191–199. DOI: 10.1002/pchj.815.

**ANCHORS** *Skill 05 — Empathy & Perspective-Taking.*

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**38****ARTICLE**

Țepordei, A.-M., Zancu, A. S., Diaconu-Gherasim, L. R., Crumpei-Tanasă, I., Măirean, C., Sălăvăstru, D., & Labăr, A. V. (2023). Children's peer relationships, well-being, and academic achievement: The mediating role of academic competence. *Frontiers in Psychology*, 14, 1174127. DOI: 10.3389/fpsyg.2023.1174127.

**ANCHORS** *Skill 06 — Relationship Skills & Communication.*

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**39****ARTICLE**

Maunder, R., & Monks, C. P. (2019). Friendships in middle childhood: Links to peer and school identification, and general self-worth. *British Journal of Developmental Psychology*, 37(2), 211–229. DOI: 10.1111/bjdp.12268.

**ANCHORS** *Skill 06 — Relationship Skills & Communication.*

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**40****ARTICLE**

Erol, M., & Köksal, H. (2025). The effect of friendship education on primary school students' psychological well-being and peer relationships. *Child Indicators Research*, 18(3), 1029–1052. DOI: 10.1007/s12187-025-10221-1.

**ANCHORS** *Skill 06 — Relationship Skills & Communication.*

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**41****ARTICLE**

Zhang, X., Anderson, R. C., et al. (2016). Improving children's competence as decision makers: Contrasting effects of collaborative interaction and direct instruction. *American Educational Research Journal*, 53(1), 194–223. DOI: 10.3102/0002831215618463.

**ANCHORS** *Skill 07 — Responsible Decision-Making.*

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**42****ARTICLE**

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. DOI: 10.1111/cdev.12864.

**ANCHORS** *Skill 07 — Responsible Decision-Making.*

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**43****ARTICLE**

Cao, Y., Wang, H., Lv, Y., & Xie, D. (2023). The influence of children's emotional comprehension on peer conflict resolution strategies. *Frontiers in Psychology*, 14, 1142373. DOI: 10.3389/fpsyg.2023.1142373.

**ANCHORS** *Skill 08 — Conflict Resolution.*

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**44**

ARTICLE

Sides, J. D., & Cuevas, J. A. (2020). Effect of goal setting for motivation, self-efficacy, and performance in elementary mathematics. *International Journal of Instruction*, 13(4), 1–16. DOI: 10.29333/iji.2020.1341a.

**ANCHORS** *Skill 09 — Goal Setting & Personal Agency.*

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**45**

ARTICLE

Saks, K. (2024). The effect of self-efficacy and self-set grade goals on academic outcomes. *Frontiers in Psychology*, 15, 1324007. DOI: 10.3389/fpsyg.2024.1324007.

**ANCHORS** *Skill 09 — Goal Setting & Personal Agency.*

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**46**

ARTICLE

Crescentini, C., Capurso, V., Furlan, S., & Fabbro, F. (2016). Mindfulness-oriented meditation for primary school children: Effects on attention and psychological well-being. *Frontiers in Psychology*, 7, 805. DOI: 10.3389/fpsyg.2016.00805.

**ANCHORS** *Skill 10 — Mindfulness & Stress Management.*

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**47**

ARTICLE

Henriksen, D., & Gruber, N. (2024). System-wide school mindfulness: Addressing elementary students' social-emotional learning and wellbeing. *Frontiers in Education*, 9, 1272545. DOI: 10.3389/feduc.2024.1272545.

**ANCHORS** *Skill 10 — Mindfulness & Stress Management.*

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**48****ARTICLE**

O'Reilly, M., Levine, D. T., Batchelor, R., & Adams, S. (2024). Digital ethics of care and digital citizenship in UK primary schools: Children as interviewers. *Journal of Children and Media*, 18(4), 585–604. DOI: 10.1080/17482798.2024.2394932.

**ANCHORS** *Skill 11 — Digital Citizenship & Media Literacy.*

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**49****ARTICLE**

Enhancing digital citizenship education in Saudi Arabian elementary schools: Designing effective activities for curriculum integration. (2024). *Frontiers in Education*, 9, 1494487. DOI: 10.3389/feduc.2024.1494487.

**ANCHORS** *Skill 11 — Digital Citizenship & Media Literacy.*

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**50****ARTICLE**

Jones, L. M., Mitchell, K. J., & Beseler, C. L. (2023). The impact of youth digital citizenship education: Insights from a cluster randomized controlled trial evaluation of the Be Internet Awesome curriculum. *Contemporary School Psychology*, 28(4), 509–523. DOI: 10.1007/s40688-023-00465-5.

**ANCHORS** *Skill 11 — Digital Citizenship & Media Literacy.*

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**51****ARTICLE**

Webster, E. M. (2022). The impact of adverse childhood experiences on health and development in young children. *Global Pediatric Health*, 9, 2333794X221078708. DOI: 10.1177/2333794X221078708.

**ANCHORS** *Skill 12 — Adversity, Coping & Community Care.*

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**52****ARTICLE**

Ortiz, R. (2019). Building resilience against the sequelae of adverse childhood experiences: Rise up, change your life, and reform health care. *American Journal of Lifestyle Medicine*, 13(5), 470–479. DOI: 10.1177/1559827619839997.

**ANCHORS** Skill 12 — Adversity, Coping & Community Care.

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**53****ARTICLE**

Haczkeicz, K. M., et al. (2024). Adverse childhood experiences (ACEs), resilience, and outcomes in older adulthood: A scoping review. *Child Abuse & Neglect*, Article 106864. DOI: 10.1016/j.chiabu.2024.106864.

**ANCHORS** Skill 12 — Adversity, Coping & Community Care.

*End of Section 02. These current studies keep the high-school tier anchored to the most recent peer-reviewed evidence.*

# 03 INSTITUTIONAL FRAMEWORKS

The standards, reports, and constructs the curriculum is built around.

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**54****REPORT**

CASEL. (2024). New data: Academic performance and social & emotional learning. [casel.org](https://casel.org).

**SUPPORTS** *The 2024 principal survey – 1,030 principals; 83% SEL-curriculum adoption; academic-integration → 3rd-grade reading proficiency.*

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**55****FRAMEWORK**

CASEL. The CASEL Framework: Five core social and emotional competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making). [casel.org](https://casel.org).

**SUPPORTS** *The backbone of the 13-skill crosswalk and the “standards” line on every skill page.*

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**56****FRAMEWORK**

Center on the Developing Child, Harvard University. Executive function & self-regulation. [developingchild.harvard.edu](https://developingchild.harvard.edu).

**SUPPORTS** *The executive-function framing of Self-Management (September).*

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**57****FRAMEWORK**

EASEL Lab, Harvard Graduate School of Education. Explore SEL (taxonomy / crosswalk of SEL frameworks). [exploresel.gse.harvard.edu](https://exploresel.gse.harvard.edu).

**SUPPORTS** *Cross-framework alignment reference.*

58

FRAMEWORK

OECD. (2019). OECD Learning Compass 2030 — Conflict resolution (construct note). Paris: OECD. [oecd.org](https://www.oecd.org).

**SUPPORTS** *Conflict Resolution (October).*

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59

BOOK

Brackett, M. A. (2019). Permission to Feel. New York: Celadon Books. [worldcat.org](https://www.worldcat.org).

**SUPPORTS** *The RULER Mood Meter (energy × pleasantness) behind the four-quadrant check-in (amendment F).*

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60

RESOURCE

Greater Good in Education, UC Berkeley. SEL for students: Self-awareness and self-management. [ggie.berkeley.edu](https://ggie.berkeley.edu).

**ANCHORS** *Skill 01 — Self-Awareness.*

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61

TEXTBOOK

OpenStax. (2024). Lifespan Development — Identity, self-concept, and self-esteem in middle childhood (Section 8.1). Houston: Rice University. [openstax.org](https://openstax.org).

**ANCHORS** *Skill 01 — Self-Awareness.*

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62

ARTICLE

Dweck, C. S. (2015). Carol Dweck revisits the ‘growth mindset.’ Education Week. [edweek.org](https://www.edweek.org).

**ANCHORS** *Skill 03 — Growth Mindset & Resilience.*

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63

ARTICLE

APS Observer, Association for Psychological Science. (2019). Carol Dweck on how growth mindsets can bear fruit in the classroom. [psychologicalscience.org](https://www.psychologicalscience.org).

**ANCHORS** *Skill 03 — Growth Mindset & Resilience.*

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64

REPORT

Zelazo, P. D., Blair, C. B., & Willoughby, M. T. (2016). Executive function: Implications for education (NCER 2017-2000). Washington, DC: Institute of Education Sciences. [ies.ed.gov](https://ies.ed.gov).

**ANCHORS** *Skill 04 — Self-Management & Executive Function.*

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65

REPORT

Cotton, K. (1993). Developing empathy in children and youth (School Improvement Research Series, Close-Up #13). Northwest Regional Educational Laboratory (now Education Northwest). [educationnorthwest.org](https://educationnorthwest.org).

**ANCHORS** *Skill 05 — Empathy & Perspective-Taking.*

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66

RESOURCE

Kids Mental Health Foundation. Why school belonging matters. [kidsmentalhealthfoundation.org](https://kidsmentalhealthfoundation.org).

**ANCHORS** *Skill 06 — Relationship Skills & Communication.*

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67

RESOURCE

ERIC, Institute of Education Sciences. Student goal setting: An evidence-based practice. [eric.ed.gov](https://eric.ed.gov).

**ANCHORS** *Skill 09 — Goal Setting & Personal Agency.*

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68

RESOURCE

Digital Wellness Lab, Boston Children's Hospital. Digital citizenship and media literacy. [digitalwellnesslab.org](https://digitalwellnesslab.org).

**ANCHORS** *Skill 11 — Digital Citizenship & Media Literacy.*

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# 04 SOURCES BY SKILL

Every Can Do U skill and the research behind it. Each number ties back to that source's full entry in the bibliography.

## FRAMEWORK-WIDE

55 CASEL Framework

57 EASEL Explore SEL

underpin all thirteen skills.

## 01 Self-Awareness

*Knowing who you are*

05 Harter (1999)

01 Bandura (1997)

17 Ruble et al. (1980)

19 Festinger (1954)

60 Greater Good in Education

61 OpenStax (2024)

## 02 Emotional Regulation

*Understanding & managing your feelings*

03 Durlak et al. (2011)

54 CASEL (2024)

10 Lieberman et al. (2007)

08 Harter & Buddin (1987)

09 Pons et al. (2004)

11 Izard et al. (2001)

12 Denham et al. (2003)

13 Widen & Russell (2008)

14 Russell (1980)

15 Tangney & Dearing (2002)

16 Saarni (1999)

59 Brackett (2019)

34 Weems (2024)

35 Zhao & Sang (2025)

## 03 Growth Mindset & Resilience

*Believing you can grow*

02 Dweck (2006)

07 Yeager et al. (2019)

62 Dweck (2015)

63 APS Observer (2019)

## 04 Self-Management & Executive Function

*Think before you act*

32 Johnson et al. (2023)

56 Center on the Developing Child

64 Zelazo et al. (2016)

36 Finders et al. (2021)

20 Blair & Raver (2015)

## 05 Empathy & Perspective-Taking

*Seeing through other eyes*

33 UNICEF Innocenti (2021) 31 Sultan & Khan (2025)

06 Wellman et al. (2001) 37 Zeng et al. (2025)

65 Cotton (1993)

## 06 Relationship Skills & Communication

*Building healthy connections*

18 Dijkstra et al. (2008) 38 Tepordei et al. (2023)

39 Maunder & Monks (2019) 66 Kids Mental Health Fdn.

40 Erol & Köksal (2025)

## 07 Responsible Decision-Making

*Thinking it through*

03 Durlak et al. (2011) 58 OECD (2019)

41 Zhang et al. (2016) 42 Taylor et al. (2017)

## 08 Conflict Resolution

*Navigating disagreements peacefully*

58 OECD (2019) 21 Jones (2004) 43 Cao et al. (2023)

22 Bryant (1992) 23 Garrard & Lipsey (2007)

## 09 Goal Setting & Personal Agency

*Believing you can shape your future*

01 Bandura (1997) 44 Sides & Cuevas (2020)

24 Schunk (1990) 67 ERIC Goal Setting 45 Saks (2024)

### 10 Mindfulness & Stress Management

*Finding calm in the chaos*

- 29 Malboeuf-Hurtubise et al. (2024)
- 30 Flook et al. (2023)
- 46 Crescentini et al. (2016)
- 47 Henriksen & Gruber (2024)

### 11 Digital Citizenship & Media Literacy

*Navigating the digital world wisely*

- 48 O'Reilly et al. (2024)
- 68 Digital Wellness Lab
- 49 Frontiers Educ. (2024)
- 50 Jones et al. (2023)

### 12 Adversity, Coping & Community Care

*We can handle hard things together*

- 04 Felitti et al. (1998)
- 51 Webster (2022)
- 52 Ortiz (2019)
- 53 Haczkevicz et al. (2024)

### 13 Life Navigation

*Navigating change with confidence*

- 25 Eccles et al. (1993)
- 26 Schlossberg (2011)
- 27 Pianta & Kraft-Sayre (2003)
- 28 Benner (2011)

68

SOURCES · 3 TIERS · 13 SKILLS

Every claim in the curriculum traces to a published study, framework, or issuing institution.



CAN DO U · RESEARCH

# RESEARCH SOURCES.

Every claim in the curriculum traces to a published study, framework, or issuing institution — gathered here in full so the foundation is visible at a glance.

PREPARED  
June 2026

SOURCES  
68 across 3 tiers

FOR  
Can Do U (9–12)