

LOOPING

USER MANUAL
& RESEARCH NOTES



Ambitious goals. Continuous learning.

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New user: read pages 3 to 9, then use the app guide. The remaining pages are a reference, not required homework.

The purpose of LOOPING

Our mission is to help people explore what they can achieve by building their ability to learn, act, adapt, and begin again.

In a world that can feel chaotic and full of new possibilities, LOOPING supports people directing their own work and learning. Choose something you want to achieve, even if you do not yet know how. You decide the challenge, pace, and definition of progress.

Improve at two levels

First, act toward a goal: build a portfolio, learn a skill, or develop a business. Second, examine what happens and improve your approach. Progress can include both the result and a better way to pursue it.

This is recursive improvement: use a lesson from one attempt to change the next, then observe and adjust again. Practice noticing obstacles, choosing actions, learning skills, and returning after disruption. Setbacks do not automatically teach; you make sense of the evidence.

Keep the whole person in view

Rest, emotions, energy, relationships, and external constraints shape what is possible. A better approach may involve less work or asking for help. Reflection may also change the goal itself as priorities and opportunities change.

Use notes to remember what happened, History to review it, and tomorrow's bridge to carry an adjustment forward. The app provides structure and records; you make the judgments.

This mission describes our purpose. It is not a claim that LOOPING produces unlimited, exponential, or scientifically guaranteed improvement.

Start using LOOPING

Begin with a goal that matters to you. The daily cycle turns it into a useful action, a visible result, and a lesson you can carry into the next attempt.

Your first ten minutes

1. Choose one priority connected to your goal. Name something you can complete or meaningfully advance today.
2. Write the next physical action. For example, open the proposal and draft its first heading.
3. Choose one to three loop tasks. These are the activities you may return to during this work period.
4. Choose a start cue. Link the action to an event or place you can actually use.
5. Start a short focus period. Five or fifteen minutes is a reasonable first trial. You can continue if it is useful.
6. Save the result. Note anything useful you learned and write the next step before leaving the task.

A complete small example

Priority: send a clear project update.

Next action: open the update document and list the three decisions.

Start cue: after my first meeting, sit at the desk and open the document.

Proof: a saved draft containing the decisions and open question.

These task counts and timings are adjustable product defaults. Research does not establish one ideal loop size or timer length.

Choose your loop

A loop is a small set of activities supporting your chosen goal or a real responsibility. It gives you somewhere useful to return. Begin with one task; add a second or third only when it helps the work.

Define what done means

Make the finish line observable. “Work on the course” leaves the stopping point unclear. “Solve two practice problems and check the errors” tells you what to do and what to inspect.

Broad intention	Useful loop task
Write more	Draft the opening 200 words
Study the topic	Answer three questions from memory
Handle finances	Reconcile five transactions
Find a job	Adapt one application to a real role

Switch deliberately

Move to another loop task when you reach a stopping point, need a different type of effort, or face a genuine block. Leave a one-line return note first. Avoid switching just because a new task feels easier to imagine.

Keep unrelated ideas in a separate parking list. Review them later. A useful system can hold an idea without turning it into an immediate obligation.

Urgent care, safety, and real external obligations take priority over the loop. Replan when the situation changes.

Make starting easier

Choose a cue that fits your actual environment. Leaving home can help some people, but it is optional. A chair, cleared work surface, document, spoken reminder, or regular event can serve the same practical purpose.

Write one cue and response

Use this form: “When [a specific event happens], I will [a visible first action].” Cue-based planning has helped follow-through in experimental research, although results depend on the task and setting. [R2, R3]

- When I finish breakfast, I put the notebook on the desk and write the question.
- When I arrive at the library, I open the saved reading page.
- After the school run, I open the application draft before checking messages.

Remove one obstacle

Prepare the source file, charge the device, place the materials within reach, or move a distracting app out of the opening sequence. Change the obstacle closest to the first action. A complete home reset is not a prerequisite.

Use an accessible alternative

If travel, disability, care responsibilities, cost, or safety makes an outside location impractical, choose a start ritual where you are. Test what helps you begin without creating another demanding task.

A repeatable cue is a trial, not a rule to obey under every condition. Keep it only if it makes starting easier.

Focus and leave useful proof

A focus period gives the next action a boundary. Choose a length you can attempt today. The Android app offers 5, 15, 25, and 45 minutes. None of these intervals is a scientifically established optimum.

During the focus period

- Work on the selected task. Keep the material needed for it visible.
- Capture unrelated thoughts briefly if necessary, then return.
- Pause for a real need. A timer should support attention without overriding discomfort or essential responsibilities.

Record what now exists

Proof is a small, reviewable result: a paragraph, checked calculation, working screen, completed practice exercise, or decision with a stated reason. A short description is enough. Do not upload confidential work merely to prove that you did it.

Time and output answer different questions. Twenty minutes records effort. A revised paragraph shows what the effort produced. Neither alone establishes quality.

Check and leave a return note

Inspect one aspect of the result. Is the calculation correct? Does the explanation answer the question? For learning, try recalling the answer before reopening the source. Then leave the next action and where to resume. [R8, R15]

Brief breaks can support attention in some tasks; they do not guarantee better performance. Choose breaks that actually restore you. [R9]

Return after interruption

Treat a break in the plan as information about what happened. Restart from the next available action. You do not need to recover the entire lost morning before doing something useful.

The two minute restart

1. Name the interruption in one sentence: “I opened messages and stayed there,” or “An urgent call displaced the session.”
2. Check the present need. If you need food, rest, help, or a changed plan, respond to that need first.
3. Choose a smaller entry action. Open the document, reread the last sentence, or write the next question.
4. Try two minutes. Then decide whether to continue, change the task, or stop for the day.

Keep the record accurate

A restart does not erase the interruption. Record both if they matter. Useful awareness can improve your next plan, but it does not turn unfinished work into completed work.

Use a practical tone

“What made returning easier?” produces a testable question. “What is wrong with me?” does not identify a change to test. Experiments on self-compassion support improvement motivation in some short-term settings; they do not validate this exact restart routine. [R14]

Two minutes is a small entry point chosen for the product. It is not a measured neurological reset.

Close today and prepare tomorrow

Split closing into a short evening step and a brief next-morning review. This keeps record keeping from becoming a large bedtime task.

At night

- Remove the specific residue likely to obstruct tomorrow: an open decision, blocked workspace, or missing material.
- Write a tomorrow bridge: the next action, the needed material, and a likely start cue.
- Record bedtime if you know it. Mark optional evening observations only if they are useful to you.

Aim for about one minute. If even that is too much, write only the bridge. “Open the draft at section two and write the first example” is sufficient.

The next morning

Spend about three minutes closing the previous day. Record the day state, known times, completed work, and any observation needed for the next decision. Keep the date attached to the record.

If a missing detail cannot be recovered easily, leave it Unknown. Do not invent a number or spend today reconstructing yesterday. Optional fields create no catch-up debt.

A useful bridge

“After I sit down with water, open the saved lesson at exercise four. First action: attempt the first question without notes.”

The one-minute and three-minute targets are practical limits on tracking effort, not research-tested doses.

Keep a small honest record

Record enough to make the next decision. You can use the app or a notebook. Choose one primary place so that conflicting versions do not become another task.

Record	What it means
Day and date	Day number plus the calendar date
Day state	What kind of day actually occurred
Priority and next action	The planned result and visible entry step
Completed work	Tasks completed or useful proof produced
Known times	Only the times or durations you observed
Evening and bridge	What needs preparing for the next start

Keep observation separate from explanation

Observation: started at 10:20 after a meeting.

Hypothesis: the meeting created a useful start cue.

Conclusion: one day is insufficient to know.

Next action: test the same cue on two comparable days.

Sleep, stress, care demands, pain, and interruptions can explain the context. They should not be converted into invented productivity points. Avoid collecting personal health detail unless it helps a decision you want to make.

Unknown means not recorded. Zero means observed none. Use the distinction consistently; a blank should not silently become zero.

Adapt the day to your capacity

Ambition needs a workable approach to real life. Plan around your actual time, energy, emotions, and responsibilities. Keep a normal workday, a disrupted day, and a planned rest day distinct in your records.

A minimum viable workday

Choose one useful action with a clear finish line. It might take five minutes: correct one error, read and summarize one paragraph, or prepare the file needed tomorrow. If appropriate, save the result and stop.

This smaller plan is a deliberate adjustment. Record what happened without pretending the original full plan was completed.

A planned rest day

You may choose no work and no score. A bridge can be helpful, but it is optional. Rest does not need an output to count as rest.

When demands change

During illness, recovery, travel, or unexpected care work, reduce the plan or pause it. Resume with a manageable cue when circumstances permit. Productivity tracking should not displace sleep, essential care, or professional support.

Make personal rules testable

Some people work better outside home; others need a home-based routine. Food location, room tidiness, background sound, and timer length should be personal trials, not universal requirements.

LOOPING does not prescribe supplements, diets, medication changes, or treatment for attention difficulties. Its role is to support everyday planning.

Review your week

Review once a week for roughly ten minutes. Bring a few records and one piece of work. Ask both whether the work advanced your goal and what the attempt taught you about your approach.

1. Observe the evidence. Look at the result, its quality, and the conditions around it. Leave missing details Unknown.
2. Choose one controllable factor. Change the cue, task size, material, or feedback step that seems most useful to test.
3. Try again. Put the adjustment in your next action or tomorrow's bridge, then use it on a comparable opportunity.
4. Review what happened. Keep a useful change, modify an uncertain one, or stop one that adds burden.

A practical example

Goal: build a portfolio. Observation: three sessions began with twenty minutes of searching for materials. Hypothesis: choosing the material in advance may make the start easier.

Change one factor: select the source the night before. Keep the task and planned work period similar. On the next three opportunities, note the start delay and what you complete. Keep, change, or stop the preparation step based on what happens.

Use the existing records

Keep brief observations in your notes, review them in History, and carry the adjustment in tomorrow's bridge. This is a manual review practice, not an automated coaching feature. One improved week does not prove causation.

Progress monitoring has evidence across varied goals. It does not establish that this exact review routine or more tracking fields will improve your results. [R1]

Run one small experiment

Use a short experiment to improve one part of your approach. You may test an obstacle or explore a new possibility. One week can show whether a change is workable; it usually cannot establish a reliable causal effect.

Write the test before starting

Question: does preparing the document the night before help me start?

Change: leave the correct file open and the next action visible.

Measure: minutes from the chosen cue to the first action.

Comparison: similar days when I did not prepare.

Review date: next Sunday.

Keep the rest reasonably stable

Avoid changing the cue, location, timer, task type, and sleep schedule all at once. If several things change, record that limitation. Choose a measure that directly addresses the question.

Review the evidence

Count known observations and identify missing days. Inspect the range as well as any average. A shorter start delay may be useful even if total work hours do not change. Ask whether the preparation itself cost too much effort.

Choose the next step

Keep a helpful change, repeat an uncertain trial, or stop one that adds friction. Negative results are useful because they prevent an unhelpful rule from becoming permanent.

Carry the next decision into your next attempt. Use existing notes and tomorrow's bridge, or keep a separate experiment note if needed. This is informal personal learning, not a clinical trial.

Optional Loop Integrity score

Scoring is optional. The following weights are a transparent LOOPING design choice, not a validated scientific or clinical scale. Skip the score if it encourages anxiety, gaming, or extra administration.

Component	Max	What to observe
Mission execution	30	Work against the stated plan
Momentum maintenance	20	Continuity and deliberate returns
Environment management	15	Preparation supporting the work
Physical regulation	15	Follow-through on chosen care routines
Phone discipline	10	Use against your stated boundary
Reflection and awareness	10	Brief accurate review and next step

Choose written behavior anchors before scoring. One simple starting scale is 0%, 50%, or 100% of each maximum for not carried out, partly carried out, or carried out. Use the same definitions across comparable days.

Add the six known component scores for a total out of 100. If a component is Unknown, leave the total incomplete. Do not rescale the remaining categories to imply a complete score.

Context may explain execution without adding points. Insight does not replace unfinished work. A planned rest day may be unscored. Scores should not compare people, determine worth, or justify financial or health decisions.

Version 1 app records support the daily method. This optional rubric can be kept separately; it is not required to use LOOPING.

Android test build guide

Android and iPhone are listed as Coming Soon on the website. This section describes the existing Android test build, LOOPING: Daily Momentum, version 1.0.1. It stores records on your device without an account. Its tabs are Today, Focus, Close, History, and Settings. Field edits save automatically.

Today

1. Enter the daily priority and next physical action.
2. Add one to three loop tasks. Use each task checkbox when that task is complete.
3. Keep the task list small enough that returning to it is useful.

Focus

1. Choose 5, 15, 25, or 45 minutes and start the timer.
2. Use pause and resume when needed. Finish ends the session.
3. Use Begin again with 2 minutes when a smaller entry is helpful.

The timer retains its timing information if you leave the screen. It is silent in the background: version 1 does not send a completion notification or alarm. Reopen the app to check the timer.

What the app cannot infer

A running timer does not prove that you were focused, and a checked task does not verify its quality. Keep the record aligned with what happened. The app does not read your documents or monitor other apps to assess your work.

Use the method without a timer whenever timing adds pressure or interrupts useful work.

Close and History screens

Close at night

Use Night shutdown to record whether residue was cleared, write tomorrow's bridge, and enter bedtime if known. Phone spiral and overeating are optional observations. Leave them unused if they are not relevant to your planning. Use Save night shutdown to mark the review complete.

Residue means something left behind that could obstruct the next start. Choose a practical definition for your situation. It need not mean cleaning an entire room.

Close the previous day in the morning

Morning close opens the previous date by default. Check the date before editing. Choose Unknown, Steady, Interrupted, or Recovery and enter known wake or exit times. Sleep, work time, and proof are optional. Use Learning / context for a brief observation or possible adjustment, then Save morning close to mark the review complete.

Use a substitute start cue if leaving home is not part of your routine. Do not force a misleading exit time into the record. Unknown details can stay blank.

History

History shows records by day number and local calendar date. Open a record to review or edit it. Correct an error when you know the correction; do not fill a gap with a guess to make the history look complete.

If you travel or change device time zone, check the displayed date around midnight. The date on the saved record should describe the day you mean to record.

Settings

Settings includes Quick guide, Privacy, Export JSON, Import JSON, and Delete all data. The next page explains what these mean for your records.

Website access and local records

Explore the website

Start on the [Homepage](#), then explore the visual [Program](#). Download the [Free guide](#) whenever you need it. [Apps](#) lists Android and iPhone as Coming Soon.

Registration and your account

[Beta registration](#) is optional. Use [Account](#) to sign in with ChatGPT. Your account profile is saved online. Registration and guide access do not require newsletter consent.

Your workspace stays on this device

Open [Workspace](#) to begin. Daily records stay in that browser's local storage; signing in does not upload or synchronize them. Another browser or device has separate records. Clearing site data or using a private session can remove records.

Keep a backup

Use Your data in the browser for JSON export, import, and deletion. In the Android test build, use Settings. Finish active Android timers before exporting. Android imports replace local records after confirmation; timers from a backup do not resume.

Export before importing or clearing data. Keep backups somewhere you control. Deleting current records does not delete exported files. Browser and Android backups are not interchangeable. Android uninstall or data clearing can remove its local records; automatic Android backup is disabled.

Optional newsletter

[Newsletter signup](#) is separate and optional. Signups are being saved, but newsletter email delivery has not started. You can use the guide and register for the beta without subscribing.

An example week

This fictional example follows someone building a professional portfolio. It shows work toward a goal and learning about the approach. It is an illustration, not user research or a promised result.

Day	Plan and observation	Next decision
Mon	Draft a portfolio case study; opening saved	Leave the next heading ready
Tue	Searching for materials delayed the start	Note the delay and its context
Wed	Two-minute restart led to a short edit	Keep the smaller entry action
Thu	Started late; reason not recorded	Leave the reason Unknown
Fri	Reviewed draft and corrected one claim	Count the reviewed version as proof
Sat	Planned rest	No work or score required
Sun	Reviewed work and repeated search delays	Test source preparation next week

What the example supports

The case study advances the portfolio. The review changes how the next session will begin. These are the two levels of improvement: develop the work and refine the approach.

What it does not establish

The records do not prove that preparation or a restart caused better work. The next week tests the revised approach. If it adds burden without helping, change it or stop.

Troubleshooting

I keep postponing the start

Check whether the next action is visible and small. “Work on project” may need to become “open the draft and write the first question.” Prepare the needed material once, then attempt the action.

I keep switching tasks

Reduce the loop to one task for the next session. Write down the other idea and return. If the task is genuinely blocked, identify the missing input or a specific request for help.

Tracking has become another project

Keep only the priority, completed work, and tomorrow bridge for several days. Leave optional details Unknown. Review whether the lighter record still supports useful decisions.

My score is low even when I understand why

Keep the explanation separate from execution. Adjust tomorrow’s plan, or stop scoring if the number does not help. A score is an optional summary of chosen behaviors.

I do more time but the work is not improving

Inspect a result, find a specific weakness, and obtain useful feedback. Change the task or quality check before increasing hours.

I cannot sustain even a small routine

Review the demands and support available. Persistent difficulties may need practical accommodations or professional help. An app cannot determine their cause or replace that support.

How to interpret the research

The mission of LOOPING is an aspiration. Its daily practices draw on research about planning, monitoring, attention, learning, and recovery. Evidence for individual components does not validate the combined system or a recursive improvement claim.

What this review contains

This is a targeted review of 15 selected sources checked on 17 September 2026. It is not a registered systematic review or an exhaustive survey of the internet. The appendix provides every research source used in this manual and identifies access limits.

The research notes contain source-level findings and reported statistics. They do not contain raw participant data, private founder logs, or results from a trial of LOOPING.

Read study types differently

Randomized experiments can support causal conclusions within their settings. Observational studies identify associations. Reviews and meta-analyses combine prior research, so their conclusions depend on those studies and their differences.

Read numbers carefully

A standardized effect such as $d = 0.40$ is not a 40% productivity increase. A percentage-point change is different from a percentage change. Effects from different papers cannot be added or multiplied into an expected app benefit.

Task counts, timer presets, the two-minute restart, brief closing routine, optional score, and missing-data rules are practical design choices. Their exact form remains unvalidated.

Research evidence map

These selected findings inform design choices. The boundaries in the final column limit what can be claimed for an individual user.

Evidence	Reported result	Main boundary
R1 Monitoring 138 randomized studies 19,951 people	Average goal-attainment effect $d = 0.40$ 95% CI 0.32 to 0.48	Varied goals and interventions; no test of LOOPING
R2 Cue-based plans Three studies	Specific when-and-where plans supported starting intended actions	Mostly student samples and short tasks
R3 Planning prompt 3,272 employees	Date-and-time prompt increased vaccination by 4.2 percentage points, adjusted	One health behavior; not a productivity forecast
R4 Habit formation 96 volunteers	Automaticity increased at different rates with repetition in stable contexts	Observational self-report; simple behaviors
R5 Task switching Four experiments	Alternating tasks incurred time costs; cues reduced costs	Laboratory tasks; no universal minutes-lost figure
R6 Interruptions 48 participants	Interrupted workers reported greater stress and effort despite faster completion	Simulated email task; short exposure
R7 Notifications Attention experiment	Notifications disrupted task performance without phone interaction	Specific task; necessary alerts may still matter

CI means confidence interval: a statistical range around an estimate under the study's model. It is not a range of guaranteed personal benefit.

Research evidence map continued

Evidence	Reported result	Main boundary
R8 Unfinished goals Laboratory studies	Specific plans reduced measured interference from unfinished goals	Does not show every to-do list eliminates worry
R9 Brief breaks Vigilance experiment	Occasional task changes prevented a decline in attention	No optimal timer schedule established
R10 Sleep restriction 48 adults	Repeated restriction produced accumulating performance deficits	Controlled healthy sample; no personal sleep prescription
R11 Bedtime writing 57 adults	Five-minute to-do writing preceded faster sleep onset than completed-task writing	One night; no no-writing control
R12 Time management 158 studies 53,957 people	Moderate associations with performance and wellbeing	Mostly cross-sectional; causation unresolved
R13 Obstacle planning 21 studies	Pooled goal effect $g = 0.336$; bias sensitivity estimate 0.242	Heterogeneity and publication-bias concerns
R14 Response to failure Four experiments	Accepting responses supported motivation to improve	Short-term outcomes; exact restart untested
R15 Learning review Ten techniques	Practice testing and distributed practice received high utility ratings	Learning outcomes; not an app validation

R1, R12, R13, and R15 are secondary research. The other sources report original studies. Sample counts are omitted where the inspected source did not support a reliable extraction.

Research notes

Use the scale of the evidence

The vaccination planning trial reported an adjusted 4.2 percentage-point increase, with a 95% confidence interval of 0.5 to 7.8. Its date-only prompt was not statistically significant in the full sample. Planning details and context mattered. [R3]

The obstacle-planning meta-analysis estimated $g = 0.336$, with a 95% confidence interval of 0.229 to 0.443. A publication-bias sensitivity analysis reduced the estimate to 0.242. The result supports a modest trial of obstacle planning, not a guaranteed transformation. [R13]

Avoid turning averages into deadlines

In the habit study, 82 of 96 volunteers supplied sufficient data; 62 models were fitted and 39 fitted well. Modelled time to 95% of the automaticity asymptote ranged from 18 to 254 days, partly beyond the 84-day observation period. This is not a deadline for forming your work routine. [R4]

Treat sleep and recovery cautiously

In the single-night writing study, mean sleep onset was 15.82 minutes after to-do writing versus 25.09 minutes after completed-activity writing, $d = 0.63$. These results do not establish that a one-minute app close treats insomnia. [R11]

Repeated sleep restriction can impair performance while subjective sleepiness fails to reflect the full decline. Protecting rest is therefore a sensible design principle; the app does not set individualized sleep targets. [R10]

Use your records to ask a better next question. A useful personal pattern remains a hypothesis until it survives further observation and alternative explanations.

Source references

References identify the papers behind the bracketed IDs. DOI links open the original source or its publisher record.

R1 Progress monitoring

Harkin, B., Webb, T. L., Chang, B. P. I., Prestwich, A., Conner, M., Kellar, I., Benn, Y., & Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 142(2), 198-229.

Original research abstract reviewed through PubMed.

doi.org/10.1037/bul0000025

R2 Cue based plans

Gollwitzer, P. M., & Brandstätter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73(1), 186-199.

Full original paper reviewed from Stanford-hosted PDF.

doi.org/10.1037/0022-3514.73.1.186

R3 Real world planning prompts

Milkman, K. L., Beshears, J., Choi, J. J., Laibson, D., & Madrian, B. C. (2011). Using implementation intentions prompts to enhance influenza vaccination rates. *Proceedings of the National Academy of Sciences*, 108(26), 10415-10420.

Original article, sample and Table 2 reviewed through PMC.

doi.org/10.1073/pnas.1103170108

R4 Habit development

Lally, P., van Jaarsveld, C. H. M., Potts, H. W. W., & Wardle, J. (2010). How are habits formed: Modelling habit formation in the real world. *European Journal of Social Psychology*, 40(6), 998-1009.

Original publisher abstract reviewed; online publication 2009, journal issue 2010.

doi.org/10.1002/ejsp.674

R5 Task switching cost

Rubinstein, J. S., Meyer, D. E., & Evans, J. E. (2001). Executive control of cognitive processes in task switching. *Journal of Experimental Psychology: Human Perception and Performance*, 27(4), 763-797.

Original research abstract reviewed through PubMed.

doi.org/10.1037//0096-1523.27.4.763

Source references continued

R6 Interrupted work and strain

Mark, G., Gudith, D., & Klocke, U. (2008). The cost of interrupted work: More speed and stress. Proceedings of CHI 2008, 107-110.

Original four-page paper reviewed from author's university site.

doi.org/10.1145/1357054.1357072

R7 Phone notifications

Stothart, C., Mitchum, A., & Yehnert, C. (2015). The attentional cost of receiving a cell phone notification. *Journal of Experimental Psychology: Human Perception and Performance*, 41(4), 893-897.

Original research abstract reviewed through PubMed.

doi.org/10.1037/xhp0000100

R8 Planning unfinished work

Masicampo, E. J., & Baumeister, R. F. (2011). Consider it done! Plan making can eliminate the cognitive effects of unfulfilled goals. *Journal of Personality and Social Psychology*, 101(4), 667-683.

Original research abstract reviewed through PubMed.

doi.org/10.1037/a0024192

R9 Brief breaks

Ariga, A., & Lleras, A. (2011). Brief and rare mental “breaks” keep you focused: Deactivation and reactivation of task goals preempt vigilance decrements. *Cognition*, 118(3), 439-443.

Original research abstract reviewed through PubMed.

doi.org/10.1016/j.cognition.2010.12.007

R10 Sleep and performance

Van Dongen, H. P. A., Maislin, G., Mullington, J. M., & Dinges, D. F. (2003). The cumulative cost of additional wakefulness: Dose-response effects on neurobehavioral functions and sleep physiology from chronic sleep restriction and total sleep deprivation. *Sleep*, 26(2), 117-126.

Original publisher abstract reviewed.

doi.org/10.1093/sleep/26.2.117

Source references continued

R11 Bedtime writing

Scullin, M. K., Krueger, M. L., Ballard, H. K., Pruett, N., & Bliwise, D. L. (2018). The effects of bedtime writing on difficulty falling asleep: A polysomnographic study comparing to-do lists and completed activity lists. *Journal of Experimental Psychology: General*, 147(1), 139-146.

Original article and Table 1 reviewed through PMC; online 2017, issue 2018.

doi.org/10.1037/xge0000374

R12 Time management and wellbeing

Aeon, B., Faber, A., & Panaccio, A. (2021). Does time management work? A meta-analysis. *PLOS ONE*, 16(1), e0245066.

Original open-access paper reviewed from publisher.

doi.org/10.1371/journal.pone.0245066

R13 Obstacles and action plans

Wang, G., Wang, Y., & Gai, X. (2021). A meta-analysis of the effects of mental contrasting with implementation intentions on goal attainment. *Frontiers in Psychology*, 12, 565202.

Original publisher article and bias analysis reviewed.

doi.org/10.3389/fpsyg.2021.565202

R14 Response to failure

Breines, J. G., & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Personality and Social Psychology Bulletin*, 38(9), 1133-1143.

Original publisher abstract reviewed 17 September 2026.

doi.org/10.1177/0146167212445599

R15 Learning techniques

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.

Original publisher extended abstract reviewed 17 September 2026.

doi.org/10.1177/1529100612453266