Symbiotic Psychology: The Harmonious Synergy Between Mind, Body, Emotions, and Awareness

Cognitive-Emotional Health Education: A Primary and Secondary School Overview

(rev 2026-10-26a)

By: Andrew O. Jackson

Do not fixate on the broken and mangled hand,
for it is indeed a soreness to any beholder.
The message is not within the hand, nor within the moon
and stars at which it points,
but rather lies within another Universe that surrounds us
known only through its silent revelations.

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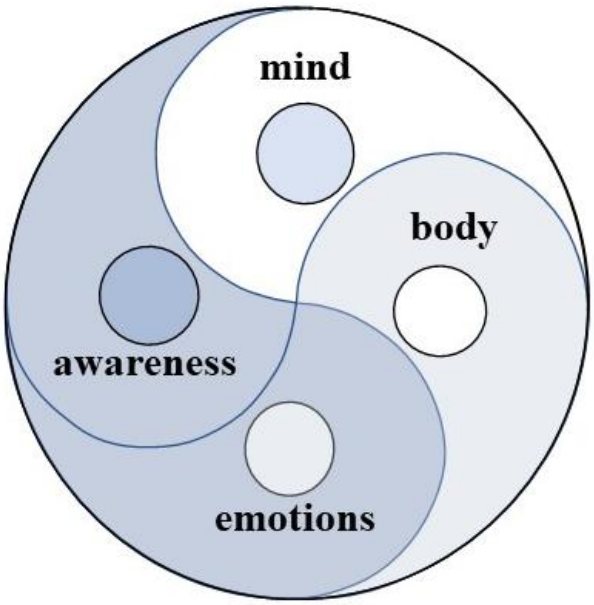

Cognitive activities of the mind precipitate the physiological changes and states of being in the brain and body that drive behavior and that are consciously perceived as emotions.

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Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior (2,000-word supplement)

Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student and Athlete's Evolutionary-Self of Strength, Stamina, Cunning, and Success (8,000-word supplement)

Cognitive-Emotional Theory: Three Articles and an Essay. Symbiotic Psychology Press

Emotional Feedback: An Evolved Human Cognitive-Emotional Re-Processing, Control, and Regulatory Mechanism (1,300-word article)

Cognitive-Emotional Development and Cultivation (700-word essay)

Spock's Reason vs. Emotion: A Fictitious and Dangerous Linguistic Construct of the Human Mind (1,600-word article)

Article: Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior (2,000-word article)

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The Tao of Athletic Success Workout Introduciton/Eploration. Symbiotic Psychology Press

The Yin-Yang of Cognitive-Emotional Dynamics and the Personal Power of Qi (Outline). Symbiotic Psychology Press (4,400 words)

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Cover Photo: *"Continuous Improvement."* Andrew, with his wife Barbie and their two cats, Mindy and Jennifer, spent four summers "gunkholing" the north shore of Lake Huron, one of the Great Lakes between the United States and Canada. Before their journey, Andrew spent two years restoring, modifying, and updating *"NorthStar,"* their 1979 Tartan 27-II. Even so, repowering with a new engine was necessary after their first year, and a windlass after that, and…and…...
Photo courtesy of Andrew O. Jackson.

Dedications and Acknowledgements

Mr. Abraham, De Forest H.S. agriculture teacher…. a greatest of teachers

Madeline H……a teacher of knowledge and wisdom

Fa. Jerry……. a wise man of faith

Rex J., Dean J., Steve E., Richard H., Bob K..…. good times with good friends

Rene S.J.…….a friend in need is a friend indeed

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as well as, my character and propensity for scouting out my own path to recovery

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Abraham and Esther Hicks ….my inner circle of life and originator of *emotional guidance*

Barbie Jackson, my first mate in charge and keel to our hectic and joyous lives

Honey Bunch, Jennifer, Mindy, Lili, and Thomas…. cats' rule

To others with whom I was not my best…. I apologize

While we walk together a short while in this life

May we feel the sun and follow our stars

May we enjoy a winter's blizzard and a summer's storm

This short while, while we walked, together

Not until the illusion of emotions is understood will
the power of emotions be revealed.

Preface

Language acquisition and literacy education teachers are indoctrinating our students into a psychological *theory* of reflexive and animalistic emotionally driven behavior as found in literature, religion, psychology, law, and philosophy to the determent of a child's health, well-being, and success. This linguistic short cut misconstrues emotions' evolutionary role in re-processing a student's cognitive activities and processes that do drive behavior. Cognition, not emotion, precipitates the changes and states of neurological, biochemical, and physiological being that does drive behavior (and is perceived as emotions).

Emotionally driven behavior is a 3000-year-old debilitating paradigm of our Ancient Philosophers and modern academia. If our language, literacy, and psychological academia would understand and accept that cognitive behavior therapies (CBTs) work because cognition, not emotion, precipitates the changes and states of biochemical, neurological, and physiological being that drives behavior, the efficacy of psychological and pharmaceutical therapy would be enhanced and our educational institutions would no longer limit our children's potential and function as a school to prison pipeline.

Unique to humanity is an evolved cognitive-emotional re-processing, re-structuring, and re-developing mechanism where negative feeling cognitive-emotional behavior is distilled into good feeling cognitive-emotional behavior. Because of evolution, these good feeling cognitive-emotional activities correlate with an individual's health, well-being, and successful decision-making prowess. Cognitive-emotional education is about developing a student's cognitive skills, habits, and beliefs that are necessary to (1) harness the evolved cognitive-emotional bio-feedback mechanism and (2) re-process emotionally negative cognitive behaviors into emotionally positive cognitions to where a student can then (3) act within this good feeling, and

positive internal cognitive-emotional environment that signify health, well-being, and success.

Rather than being a segregated component of preschool, primary, and secondary education taught by specialized mental health professionals, cognitive-emotional health education, should be an integral aspect of every class, sport, and extracurricular activity. Every pre-school, primary, and secondary education teacher must have credits in cognitive-emotional health education and be able to recognize the cognitive-emotional re-processing gymnasium and exercises their own classroom will provide for their students.

If philosophy, religion, science, and law are ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? Justice founded upon falsehood is itself false and unjust. Without incorporating any understanding of human's evolved cognitive-emotional re-processing mechanism, language acquisition and literacy education sabotage philosophy, religion, science, and law and limit the growth and development of the culture and society in which they serve. It is human evolution (apart from animal) that has created the cognitive-emotional mechanism that precipitates the neurology, biochemistry, and physiology consciously perceived as emotions and which are then used to re-process, re-construct, and re-organize cognitive activities into the better emotional feeling state of being that signifies health, well-being, and success... if the skills, abilities, and beliefs are nurtured to do so.

How long will the academic institutions of education, language, linguistics, literature, psychology, philosophy, and law continue teaching an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018) within conditions of incarceration that only amplify their

psychological injuries; and when indiscriminate "random" shootings, bombings, murder, war, and personal dehumanization continues? When will academic professors review, analyze, and question the psychological environments their teachings foster within all these atrocities because they are oblivious to emotions' evolutionary design? Lack of academic and personal questioning and critique, and the continual education of emotionally driven behavior found in pre-school, primary, secondary, and collegiate institutions only continue the misfortune of these "children of a lesser God" (Medoff, 1979).

Andrew O. Jackson
Symbiotic Psychology Press
P.O. Box 930153
Verona, WI 53593 U.S.A.
https://symbioticpsychology.com/
info@symsyc.com

Note: Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This publication is about those physiological changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and emotional-feelings.

References (freely available as downloadable PDFs from my websites:

Jackson, A.O. (2022). *Cognitive-Emotional Re-Processing Control Paper with Supplements*. Symbiotic Psychology Press.

Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation (15,500-word paper)

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Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student's Evolutionary-Self of Strength, Stamina, Cunning, and Success (8,000-word supplement)

The success of any educational institution cannot be defined solely by their students' ability to cognitively achieve; success must be defined by their students' ability to cognitively achieve with the presence of health, vigor, and joy and with the necessary cognitive skills, abilities, and motivation to nurture these conditions throughout life by employing one's own cognitive-emotional bio-feedback mechanisms.

Ancient Greek philosophers and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally negative cognitive activities are re-processed, re-structured, and re-developed into emotionally positive cognitions, a being of emotional suffering, slavery, and vulnerability is transformed, transmuted, and renovated into a being of joy, freedom, and power with the imaginative, artistic, and creative mind necessary to fashion and manifest their wanted, desired, and intended world, reality, truth, and favored fortune.

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All my work is dedicated to a promising young University of Wisconsin long distance runner who committed suicide.

Sarah Shulze (2000-2022)

We taught her how to run, but not how to live.

Current cognitive-behavior therapies (CBTs) are based on the flawed belief that emotions are causal to neurological, biochemical, and physiological changes and states of being within the brain and body that drive behavior. Because of our education and neurolinguistic programming into the world of aberrant and dangerous emotions driving destructive behavior, academia have erroneously concluded that emotions must be controlled, managed, and regulated, even with the use of pharmaceuticals, if necessary. It is the dysregulation of cognition, not emotion, that is causal to the aberrant changes and states within a student's neurological and biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because cognition, not emotion, changes the neurological and biochemical physiology that drives behavior and is perceived as emotions.

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Nurturing Literature's Poetic Dance

Emotion does not drive behavior as literature portrays in its poetic dance. Emotion is first an effect a reflection and awareness within the mind providing another dimension to its cognitive memories, thoughts, beliefs, logic, and imaginations that do precipitate the neurological and biochemical physiology in the brain and body that is driving behavior. If philosophy, religion, science, and law are ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? Justice founded upon falsehood is itself false and unjust. Without incorporating any understanding of human's evolved cognitive-emotional re-processing mechanism, language acquisition and literacy education sabotage philosophy, religion, science, and law and limit the growth and development of the culture and society in which they serve. It is human evolution (apart from animal) that has created the cognitive-emotional mechanism that precipitates the neurology, biochemistry, and physiology consciously perceived as emotions and which is then used to re-process, re-construct, and re-organize cognitive activities into the better emotional feeling state of being that signifies health, well-being, and successful decision-making prowess and ability... if the skills, abilities, and beliefs are nurtured to do so.

Not until the illusion of emotions is understood
will the power of emotions be revealed.

1.0 Letter to Educational Academia: The Dangers, Hazards, and Liabilities of Homer's Theory of Emotionally Driven Behavior

Subject: The Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior

Reference:
Jackson, A.O., (2022a). *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation.* Symbiotic Psychology Press (15,500 words).

Note: Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This discussion is about those physiological changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and emotional-feelings.

Dear Educational Academia,

Ancient Greek philosophers and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally negative cognitive activities are re-processed, re-structured, and re-developed into emotionally positive cognitions, a being of emotional suffering, slavery, and vulnerability is transformed, transmuted, and renovated into a being of joy, freedom, and power with the

imaginative, artistic, and creative mind necessary to fashion and manifest their wanted, desired, and intended world, reality, truth, and favored fortune.

1.1 Emotional Dysregulation

Current psychological therapy understands emotions as potentially aberrant and dangerous because it holds that emotions, moods, attitudes, and feelings change the neurological and biochemical physiology that drives behavior. Therefore, these emotions, moods, attitudes, and feelings must be controlled, regulated, and managed, and if necessary, this should be done with pharmaceuticals. Because emotions can lead to aberrant and dangerous behavior, emotions are not to be trusted. Cognitive behavior therapies use the intellect to reason out appropriate and desirable cognitive and emotional responses and behavior.

The very first sentence in Homer's *Iliad* laid these erroneous emotional, linguistic foundations for today's evidence-based therapies:

"Goddess, sing me the anger, of Achilles, Peleus' son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment" (Homer, 800-700/2009).

Achilles' *anger* brought countless sorrows. Achilles' *anger* sent many valiant souls to Hades. In this text, the emotion of anger is causal; that is, anger is the cause of Achilles' behavior. This erroneous cognitive-linguistic construct of the mind continues to this day in literature and spoken language and has been an unquestioned foundation of modern evidence-based therapies such as:

1. rational emotive behavior therapy (REBT) (Ellis & Ellis,2019)
2. cognitive behavior therapy (CBT) (Beck, 2011)
3. mindfulness (Farb, et al., 2014)
4. mindfulness-based cognitive therapy for depression (Segal et al., 2018)
5. eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018),
6. forgiveness therapy (Enright & Fitzgibbons, 2015)
7. positive psychology (Lopez & Snyder, 2009)
8. emotional intelligence (EI) (Salovey et al., 2004)

9. interpersonal psychotherapy (Stulberg et al., 2018)

These therapies use a definition of cognition that addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future consequences and events. These therapies re-process these cognitive activities (Gross, 2014) to help a person attain a better emotional situation (James, 1890; Prinz, 2004) in their lives.

However, is emotion the cause of the physiological changes in the brain and body that drives behavior, which is then perceived as *emotion?* (Does that make sense?)

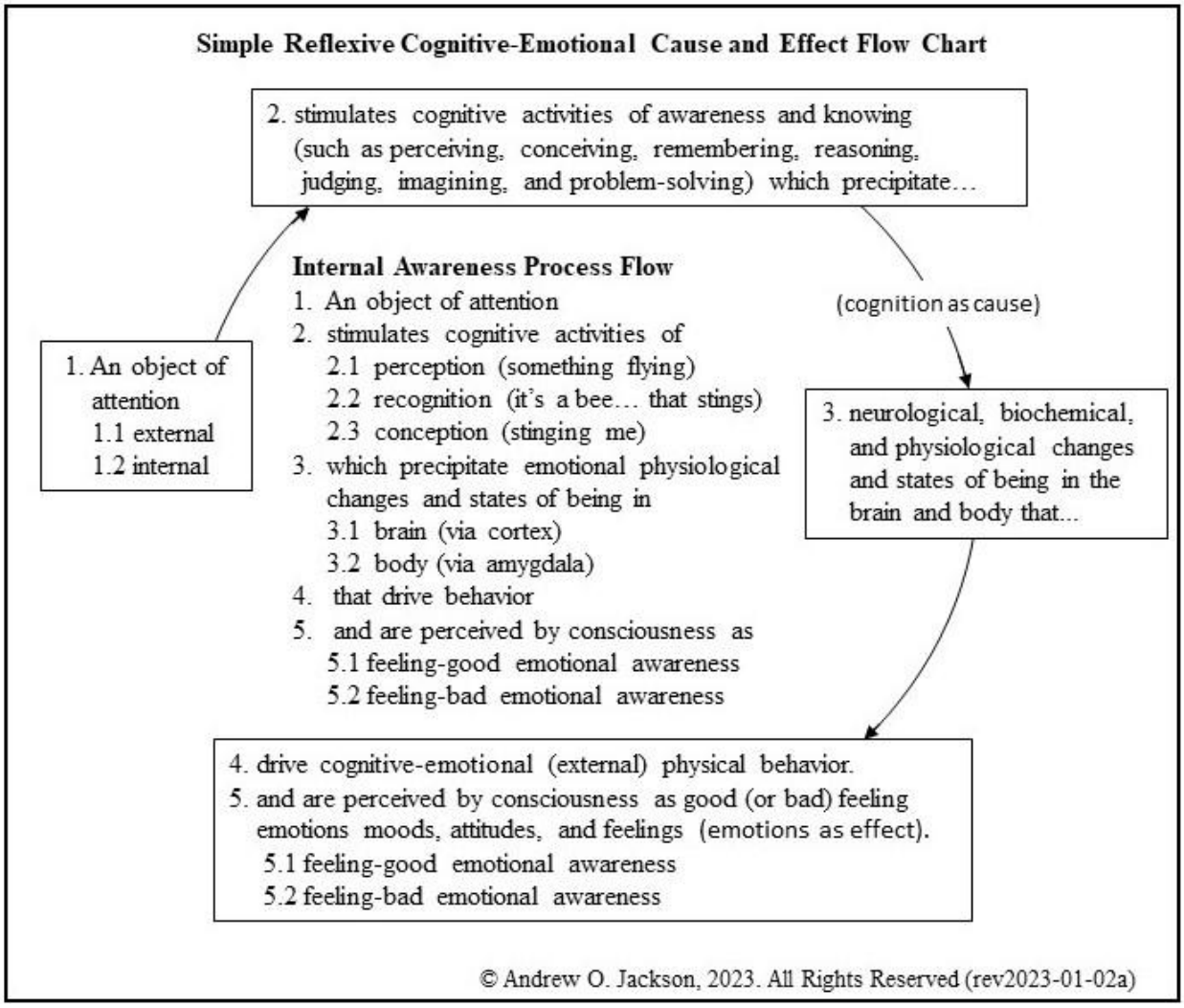

Figure 1: **Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart**

Furthermore, should emotions be regulated, controlled, or managed using pharmaceuticals (Gross, 2014)? Is there an emotional disorder (Barlow, 2014; Maletic & Raison, 2017)? When changes in physiology are integrated into psychology's cognitive-emotion process flow diagrams (**see Figure 1 and Figure 2**), all these questions must be readdressed by science, linguistics, literature, philosophy, religion, and law because *emotion does not change the physiology perceived as emotions* cognition does. Well-being and the success of any professional therapy, mental or physical, is not defined by the absence of illness but by the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and

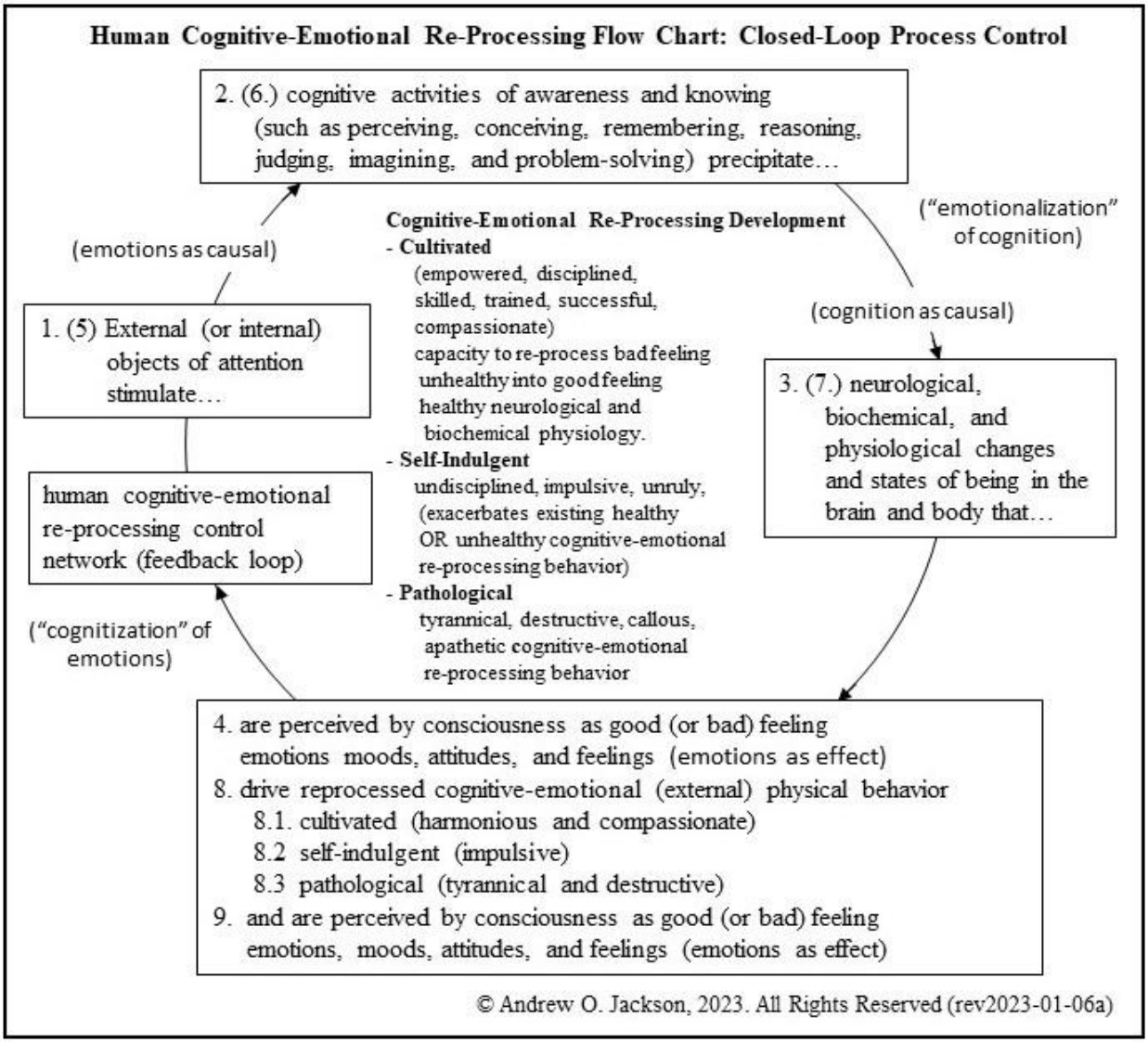

Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

motivations to nurture these conditions by employing one's cognitive-emotional biofeedback control mechanism (**see Figure 2**).

1.2 Cognitive Dysregulation

Emotion-as-effect theory (Jackson, 2022a) argues that cognition, not emotion, changes the neurological and biochemical physiology that drives behavior. Therefore, cognition must be controlled, regulated, and managed. The emotional experience is the perception of neurological, biochemical, and physiological changes of the brain and body precipitated by cognition. A relationship between emotions and physiology has evolved where good-feeling emotions correlate with healthy physiology, and bad-feeling emotions correlate with unhealthy physiology. Cognitive behavior therapies work because cognition changes the neurological and biochemical physiology that is then perceived as emotions. Cognitive-emotional behavior therapies trust these emotions, moods, attitudes, and feelings to understand and guide appropriate, desirable, and healthy cognitive behavior.

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of regulation because of an emotional disorder, the emotions-as-effect theory understands emotions as an evolved sensory system (akin to the senses of pleasure and pain), giving conscious feedback on the healthy/unhealthy state of neurological and biochemical physiology. Cognition, not emotions, precipitates the neurological and biochemical physiology of the brain and body that drives behavior. Instead of being regulated by cognitive behavior, emotions, moods, attitudes, and feelings are used to guide cognitive behavior and decision-making to enhance the individual's health, well-being, and success. The dysregulation of cognition, not emotion, is causal to the aberrant changes in an individual's neurological and biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because cognition changes the neurological and biochemical physiology that is then perceived as emotions.

The dysregulation of cognition, not emotion, is causal to the aberrant changes in a student's neurological and biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to

disease and illness. Cognitive-behavior therapies work because cognition changes the neurological and biochemical physiology that is then perceived as emotions.

The current science of emotional dysfunctional theory and control necessitates the following eight warnings:

Warning 1: Denial of the emotional biofeedback mechanism

Emotional disorders (Barlow, 2014) such as depression, anxiety, suicide, mania, bipolar disorder, borderline personality disorder attributed to emotional dysfunction theory are not emotional disorders but cognitive disorders that deny an evolved emotional biofeedback control mechanism. Because of a belief in emotional control, management, and regulation, the neurolinguistic influence of "emotional dysregulation" on a person's neurological and biochemical physiology convolutes emotions' evolutionary role to pivot off emotionally negative cognitive behaviors towards emotionally positive cognitive behaviors (and its resonating outward expression and behavior). If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, the emotional biofeedback and control mechanism is further sabotaged in fulfilling its evolutionary role.

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, television, books, songs, and music is dependent on a certain denial of the evolved emotional bio-feedback and control mechanism to guide cognitive activity towards well-being. This suspension of emotional understanding can bleed into daily life and disrupt emotions' role in guiding cognitive behavior, critical analysis, and effective decision making.

Warning 2: Camouflaged aberrant cognitive behaviors

Any psychological or pharmaceutical therapy that changes a student's natural and evolved cognitive-emotional correlations can camouflage aberrant cognitive behaviors normally exposed through emotional dissonance. These unabated cognitive behaviors can continue to change neurological and biochemical

physiology until they erupt uncontrollably into dangerous, psychotic, suicidal, and schizophrenic behaviors.

Modern psychology (and research) attributes the power of causality to emotions without integrating a person's capacity to re-process cognitive behavior that solicits other emotional responses. If these emotions, stemming from an "emotional disorder," are managed pharmaceutically, science is again usurping emotions' evolutionary role in accentuating aberrant and destructive cognitive behavior to an individual's conscious attention and awareness.

Warning 3: Unrecognized defense against illness, infections, disease, and injury

Neurological, biochemical, and physiological abnormalities that are emotionally perceived may not originate from psychological cognitive activities. Instead, they may be attributed to illness, infection, or disease. However, by consciously working to feel good, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being physiologically healthy and vigorous. Therefore, evolution has set up another layer of resistance to fight off illness, infection, and disease by consciously working to feel good rather than succumbing to emotionally negative physiological activity.

By cultivating a cultural attitude that dismisses the emotional "dashboard light" of negative emotions and does not recognize the role of negative emotions in informing one's consciousness that extra effort must be made to maintain an emotionally good-feeling attitude, science is creating a physically weak society. People who have developed cognitive abilities needed to maintain an attitude and mood of emotionally positive feelings empower themselves to survive pandemics such as the COVID-19 pandemic because of good feeling emotions' correlations to healthy physiology, critical analysis, and successful decision making. In addition, athletes depend on their mental and physical prowess, strength, and stamina which have an evolved correlation with good feeling emotions, moods, and attitudes. If an athlete is ignorant of, or indulging in their negative emotional awarenesses that are

indications of a weakened physiology, they are prong to injury and substandard performances during practice and competition.

Warning 4: Misguided action upon an external world

If an individual or patient is never taught:

(1) how to use their cognitive-emotional biofeedback control mechanism and

(2) that good- and bad-feeling emotions, moods, attitudes, and feelings are about their cognitive activities, and

(3) how these good and bad feelings have evolved correlation with the health and well-being of their neurological and biochemical physiology, or

(4) even more detrimental, is taught to ignore, constrain, or inhibit this evolutionary biofeedback control mechanism,

they will continually associate and give credit (or fault) to the origins of their emotions, moods, attitudes, and feelings to an *external* world.

An individual or patient will then act upon their external world according to their interpretations, understandings, and beliefs derived from their personal experiences, education, and training through life – even to the detriment of their health, well-being, and success. Feeling good or bad is not about what "I" am doing: "I feel this way because of what 'they' and the external world of circumstances, events, and happenings are doing to me. And if they and the world do this to me, how can I act other than what I understand, know, and believe." We live in a world that validates through religion, media, and law credit or fault (reward or punishment) to those who "make me feel" this way. Feeling good has become about changing, controlling, or acting upon "them" and the external world and punish those who make me feel angry, depressed, or wronged as religion, media, law, and personal experiences have taught and continues to teach.

Warning 5: Misguided "feels-good-is-good" morality

Because joy has an evolved correlation with health, well-being, and success, we have evolved to be joyous beings. Yet a self-centered feels-good-is-good

morality must be tempered within a compassionate awareness of the symbiotic connection between all humanity that demands cognitive-emotional re-processing skill, education, and training. Rather than rigorously adopting and adhering to a set of, religious, political, academic and culturally defined set of beliefs and understandings that deny an individual's education and development of an evolved cognitive-emotional mechanism for re-processing of one's own behaviors, our educational institutions (parents, schools, religions, governments, etc.) must teach, develop, and empower a feels-good-is-good cognitive-emotional dynamic that can rationally and comprehensibly debate the moral dilemmas facing each new generation.

Warning 6: Literacy can adversely affect natural cognitive-emotional development

The current linguistic semantics of emotional behavior depicted in secular and religious literature can reinforce a self-indulgent reflexive behavior driven by emotions. This reptilian portrayal of emotional behavior ignores any conscious re-processing cognitive activities towards a behavior accentuated by a better feeling thought. To enjoy the thrill and excitement of a fantasy world and understand and comprehend the more complex emotional behaviors within the intricacies of some advanced character and plot progressions, a reader must be even more willing to suspend their disbelief and accept a self-indulgent reality of emotions driving behavior. Literacy becomes problematic when natural cognitive-emotional re-processing development is usurped by a singular reality of reflexive and self-indulgent emotionally driven behavior void of any re-processing skill, education, and training.

Warning 7: Justice based on falsehood is itself false and unjust.

If law is ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? The mental skills and agility that most people have developed since birth to navigate successfully through the societal nuances and intricacies of what feels

good-is-good (and what feels bad-is-bad) is mainly absent in the millions of incarcerated people. Here, as a result of reinforcement of negative thought patterns along with a misunderstanding of emotions as a bio-feedback mechanism to promote health, well-being, and success, cognitive activity has never moved up the emotional staircase into the pleasures of successful and compassionate decision making and living.

Any successful and sustained rehabilitation is dependent on understanding the brain's neuroplastic nature by our teachers, our parents, our schools, our religious figures, and by our politicians who are blindly, or maybe purposely, setting up rules and laws with punishments that only further degrade human intellectual and emotional wisdom and well-being. Our criminal laws and justice are not designed to rehabilitate but to punish and our jails and prisons tend to reinforce the neuroplastic development of a dysfunctional mind. With the proper education, training, and beliefs, the neuroplastic brain, can be rewired from emotionally negative decision processing that accentuates destructive behavior to emotionally positive decision processing that accentuates rewarding, useful, and constructive behavior and results (Begley, 2013).

Warning 8: Biased and skewed cognitive, emotional, and physiological research.

What is the impact of an emotionally driven behavior linguistic education, as well as other genetic and environmental (especially parental and cultural) factors affecting an individual's skills, abilities, and beliefs to re-process cognitive-emotional awareness have on experimental designs? How reliable are existing psychological dependent studies if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics is unaccounted for?

Feeling good cognitive-emotional behavior must have an evolved correlation with an individual's healthy and robust biochemical and neurological physiology in the brain and body (Jackson, 2022a). Negative feeling cognitive-emotional behavior, although in the short is a necessary survival mechanism, in the

long run negative feeling emotions, moods, and attitudes correlate with the negation of physical and mental health, well-being, and successful decision-making prowess. Because of this, research on human physiology in medicine is dependent upon an individual's psychological capacity to re-process, re-structure, and re-develop one's own cognitive-emotional feelings, moods, and attitudes to a healthier state of being. If this capacity is unaccounted for in experimental designs on human populations, how valid or biased and skewed are the results?

Every individual has an evolved and human (apart from animal) cognitive-emotional re-processing, control, and regulatory mechanism. If this mechanism has been subdued, camouflaged, or even made ineffective through an erroneous emotionally driven behavior linguistic education and these variables have not been experimentally accounted for and factored in, how reliable is psychological, psychiatric, and physiological science and medicine?

1.3 Conclusion

Language acquisition and literacy development through our primary, secondary, and collegiate education are neurolinguistically programming a culturally defined psychology of emotions and advancing a paradigm of emotionally driven behavior at the detriment to a child's health, well-being, and success. Without our primary, secondary, and collegiate language teachers incorporating any understanding of human's evolved cognitive-emotional re-processing mechanisms, language acquisition and literacy education sabotage philosophy, religion, science, and law and limit the growth and development of the culture and society in which they serve. It is human evolution (apart from animal) that has created the cognitive-emotional mechanisms that precipitate the neurology, biochemistry, and physiology consciously perceived as emotions and which are then consciously used to re-process, re-construct, and re-organize individual cognitive activities of memories, thoughts, beliefs, logic, and imaginations into the better emotional feeling state of being that signifies a person's health, well-being, and success… if the skills, abilities, and beliefs are nurtured to do so.

Passionately,

Andrew O. Jackson
MS Technology Education
MS Management Technology
http://emotional-evolution.com
https://symbioticpsychology.com/

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2.0 Letter to the Board of Education: Empowering *ALL* Students with the Cognitive-Emotional Gymnastics to Thrive

Subjects:

1. What is the purpose of education if not to provide the tools and training for a successful adult life?
2. Success in education is more than cognitive achievement.
    a. Instruction in the skills, abilities, and principles for a student to re-process, re-structure, and re-develop unhealthy negative feeling cognitive-emotional activities into healthy good feeling cognitive-emotional activities that signify mental and physical health, well-being, and successful decision-making prowess.
3. Empowering *ALL* students with the cognitive-emotional gymnastics and abilities to develop and maintain their physical and mental health, well-being, and prowess for successful decision-making.
    a. Providing remedial cognitive-emotional education for socially, intellectually, and physically disadvantaged students
    b. Breaking the school to prison pipeline
4. Cognitive-emotional education as integral to every subject, class, and extra-curricular activity.
    a. Every pre-school, primary, and secondary education teacher must have credits in cognitive-emotional health education and be able to recognize the cognitive-emotional re-processing gymnastics and exercises their own curriculum will provide for their students.

Dear Board of Education,

What is the purpose of education if not to provide the tools and training for a successful adult life? And where is success without the joy and passion that signifies mental and physical health and well-being? Can education be called a success if it does not understand and train every student's cognitive-emotional re-processing mechanism, an

internal cognitive-emotional control that has evolved to actualize and maintain mental and physical health, well-being, and successful decision-making competence? (Reference *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation*. Jackson, 2022a)

Education should not be confined to developing a student's cognitive skills without understanding the importance and significance of cognition's connection to emotions (Prinz, 2004; Smith, 2016). Cognition, physiology, emotions, and consciousness have evolved as a synergistic team. Because of these synergies' relation to the success of human development and effective decision making, the nature and employment of these synergies should be an integral part of each subject/class within our children's educational curriculum. This means every moment in all classes and subjects provides a teaching opportunity to develop and reinforce students' skills and abilities to utilize emotionally negative cognitive and behavior awareness. This emotionally negative awareness is essential to define and accentuate joyous cognitive and behavior endeavors for their own (and society's) health, well-being, and prosperity (Knight, 2013).

We, as a society, have failed to develop the necessary education and training of a unique and wonderful cognitive-emotional bio-feedback mechanism. As a result, many home environments cannot provide even the basic emotional bio-feedback understanding and training, creating a considerable challenge and burden on our educational institutions (Doroshow, 2019). The consequences of an ineffective emotional understanding within our cultures, society, and educational institutions can be readily seen in our prisons, hospitals, and the perpetuation of dependency on our welfare institutions. Violence and a failure to succeed in life result from a student's lack of understanding and appreciation of how their cognitive-emotional bio-feedback mechanism is an evolved aspect of human development and effective and successful decision making.

Emotions have evolved for millions of years. They had become a very effective tool giving valuable feedback on the nature of one's cognitive activities. Yet, when Homer wrote the *Iliad*, he began a false inscription of emotions' evolved role in effective decision making and behavior to develop and maintain a student's health, well-being, and success. The importance of knowing, understanding, and teaching our children how emotions have

evolved to carry out these primary functions in every aspect of human development and behavior cannot be overstated.

2.1 Internalized Deception: The Allegory of Plato's Cave (Allegory, 2020)

Have teachers' core beliefs of emotions – which may have been linguistically molded from childhood through family interactions and in later years through reading literary works such as Mark Twain's *The Adventures of Tom Sawyer*, *Dickens's Great Expectations*, Poe's *The Raven*, and Austen's *Pride and Prejudice* – impacted current understanding and scientific research about emotions and cognition?

A shared cultural and linguistic development of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these popular English literary works. As students mature and are introduced to the more advanced works of William Shakespeare and others, comprehension is even more dependent upon prior assimilation of cultural and linguistic paradigms. Conceptions of emotionally driven behavior are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotions (Greenberger & Padesky, 2016).

The understanding of emotions that drive the characters of Shakespeare is not the same understanding of emotions within a new science where emotions have evolved for the health, well-being, and success of the individual student.

I am asking each board member to evaluate their paradigm of emotions, the very paradigm of emotions that educators are indoctrinating their students with as they teach them how to read and write. Educators must take responsibility and understand that what began innocently in first grade to learn how to read, write, and understand literature continues within the academic halls of psychology and psychiatry. The emotional paradigm from *Dick and Jane Readers*, or facsimilia thereof, through Shakespeare without a careful introspection of how emotions must have evolved, fosters a society of crime, violence, and suicidal mania. Educators must begin their analysis because the psychological academia

only continues the core beliefs of emotional understanding that were instilled in them years ago in our educational institutions' primary and secondary classrooms.

2.2 The Illusion of Emotional Dysfunction Theory

Emotions, one of the foundational pillars of psychological theory, are commonly conceived as aberrant and destructive forces which drive biological changes (Gross, 2014). This letter introduces a new perspective that shows (1) a misconception of emotional behavior and (2) a corrected representation of emotional behavior reveals their evolved biological role in maintaining individual health, well-being, and success.

According to current psychological theory, destructive and aberrant emotions must be managed because of emotions' influence upon neurological and biochemical physiology (Gross, 2014). The development of emotional intrigue found within the interplay of literary characters aligns with the paradigm of emotions as expounded in today's psychological theories. Many literary plots are driven by the characters' mismanagement of their emotions or by how characters are controlled and driven by their emotions of the moment. This false narration of emotional neurological and biochemical physiology is carefully re-examined in *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation,* (Jackson, 2022a).

2.3 Emotional Evolution

From an evolutionary perspective, there must be a positive correlation between (1) a cognitive awareness of strength, vigor, and well-being, (2) an actualization of the physiology of strength, vigor, and well-being, and (3) the neural networks associated with the emotions of pleasure. Biochemistry, both at the molecular level and the neural network level, must sustain the correlations between (1) the cognitive knowing of, (2) the actualization of, and (3) the feeling of strength, vigor, and well-being as well as (4) consciousness's perception of good feeling emotions., if these correlations did not exist in this way, a being would have a low probability of survival.

Imagine what would happen to a drunk person who (1) thinks of themselves as strong and capable, but (2) in actuality they are quite confused and clumsy, and (3) they feel great and very confident! They perceive themselves as capable of driving across town in rush hour traffic. What is their probability of survival? These arguments are further developed in *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation,* (Jackson, 2022a). We have evolved to be joyous beings. A student's mental and physical health depends on their seeking and finding emotionally feeling good cognitive activities of knowing and awareness, such as, perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition) where understanding and comprehension can project future consequences and events. From a biological perspective, if it emotionally feels good, it is good.

2.4 Cognitive Regulation vs. Emotional Regulation

There is a crucial difference between a new paradigm of "emotions guide cognitive behavior" and the current textbook understanding of "cognitive behavior regulates emotions." Within the construct of "cognition regulates destructive emotional behavior," it is the intellect that identifies, determines, and defines destructive emotional and biological behavior, as well as identifies, determines, and defines the cognitive behavior which causes this destructive emotional behavior. Within the construct of "emotions guide cognitive behavior," the very presence of negative emotions identifies, determines, and defines destructive cognitive and biological behavior. If emotions are the perception of neurological and biochemical physiology (Prinz, 2004), then negative feeling emotions are the indication of genuine aberrant and destructive cognitive and biological behavior.

The distinction between emotional regulation and cognitive regulation is critical. In severe mental illnesses such as psychotic mania or suicidal depression, whether emotions are regulated, or cognition is regulated can be very consequential, especially with pharmaceutical therapeutics. Both the student and the teacher use emotional feedback as a meaningful measurement and understanding of the cognitive processes being utilized by consciousness. But emotions that are demonized as aberrant, destructive, and so out-of-

control that they must be regulated and brought under control cannot also be used as a trusted feedback mechanism. This mechanism evolved over millions of years for the individual's health, well-being, and survival. Medications and practices that aim to regulate and control emotions invalidate the therapeutic process that relies on this mechanism for healing.

2.5 Cognitive-Emotional Wisdom

Cognitive-emotional wisdom is to have the cognitive and emotional understanding and ability to avoid acting from the lower platforms of despair, depression, and anger. Cognitive-emotional wisdom means having the cognitive tools, agility, and beliefs to move up the emotional staircase and act from the higher platforms where good feelings of clarity, health, and vigor reside. The following **Section 8.0: "Cognitive-Emotional Wisdom"** discusses various cognitive-emotional areas relevant to today's culture and society. But it is **Section 7.3: "The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium"** that contains the heart of developing a primary and secondary school curriculum with activities that reinforce the synergies between mind, body, emotions, and consciousness.

"Human Cognitive-Emotional Re-Processing Control, Cultivation, and Education" was written to help educators understand that there are other answers to their students' emotional turmoil that modern psychology has failed to promote. As educators comprehend these new concepts and understanding in cognitive-emotional dynamics, current illusions about emotions will be lifted. Educators will be able to appreciate emotions' scientific significance through their own internal reflections and experiences and thereby understand the linguistic differences between the emotions of Shakespeare and the emotions of science and evolution and why these differences must be developed within their school district's curriculum.

Some of the keyword and phrase indicators demonstrating a lack of comprehension that emotions are the perception of biological conditions caused by cognition are: aberrant and destructive emotions, emotional dysfunction, emotional disorder, emotional regulation, emotional addiction, anger management, "control your emotions," and "you are emotionally out of control." These, as well as depression, emotional trauma, and posttraumatic stress

disorder (PTSD), need to be used with the understanding that emotions are a perception of biological conditions caused by cognitive activities. This is the foundational basis of all cognitive behavior therapies (CBTs). This construct is further developed in the following **Section 8.9: PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship**.

2.6 Defining Success

How long will the academic institutions of education, language, linguistics, literature, psychology, philosophy, and law continue teaching an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018) within conditions of incarceration that only amplify their psychological injuries; and when indiscriminate "random" shootings, bombings, murder, war, and personal dehumanization continues? When will academic professors review, analyze, and question the psychological environments their teachings foster within all these atrocities because they are oblivious to emotions' evolutionary design? Lack of academic and personal questioning and critique, and the continual education of emotionally driven behavior found in pre-school, primary, secondary, and collegiate institutions only continue the misfortune of these "children of a lesser God" (Medoff, 1979).

The success of our teachers in life – whether they are our parents, teachers, and other students in school, religious leaders, bosses at work, or the powerful academia, political, and business leaders who set the stage for our lives – is in their ability to empower us with the skills and abilities to think and to feel good, and to help us move our thought and debate up into the mammalian brain. Here, a what feels-good-is-good mentality can evolve into broader and greater awareness of both short and long-term consequences, and decision-making and action can mature into greater complexity and imagination. With such education and personal development, an evolved neurological and biochemical physiology of what feels-good-is-good can have a compassionate foundation for existence.

Cognitive-emotional education provides a basic understanding of the theory, skills, and abilities that are necessary within a curriculum that empowers ALL students – especially those who are socio-economically disadvantaged – with the tools needed to not only survive but thrive in today's chaotic world of uncertainty, misinformation, and cultural division.

Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation, (Jackson, 2022a) (15,500 words) and *"Cognitive-Emotional Health Education: A Primary and Secondary School Overview"* (Jackson, 2022b) (38,000 words) can be freely downloaded from https://emotional-evolution.com/.

Sincerely,

Andrew O. Jackson
MS Technology Education
MS Management Technology
http://emotional-evolution.com
https://symbioticpsychology.com/

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3.0 Letter to Parents, Teachers, and Students: Joyous and Healthy Cognitive-Emotional Skills, Beliefs, and Attitudes

Subject: Joyous and Healthy Cognitive-Emotional Skills, Beliefs, and Attitudes

Am I Me?

I am that which I am aware of.
I am that which I am conscious of.
Is it I who choose,
my thoughts,
what I feel,
what I do?
Do I determine who I am, what I am, what I do?

Do I choose?

Or do they,
those who wish my obedience?
Do they orchestrate my mind?
my thoughts,
my attention,
my emotions and what I do?
Do they determine that which I am?
that which I desire,
that which I want,
that which I do?

Am I me, or am I them?

Do I choose?

Dear Parents, Teachers, and Student,

A parent, teacher, or student's core belief of emotions – which may have been linguistically molded from childhood through family interactions and in later years through reading literary works such as Dickens's *Great Expectations*, Poe's *The Raven*, and Austen's

Pride and Prejudice – have created a false construct of emotions' actual reality. That is, the emotions of a character in a story that drives them to love, fight, or conquer the world… are an illusion. Emotions simply do not exist that way.

A character in a plot feels emotions. They have emotional-feelings. They perceive emotions (James, 1890; Prinz, 2004; Smith, 2016). Essentially, all emotions that a character feels are emotions that "feel good" or emotions that "feel bad." But the bodily changes we emotionally feel, that is, the neurological, biochemical, and physiological changes, and states of being that a student feels in love, in depression, in the fight, flight, or freeze response such as a faster beating heart, a quickening of the breath, the sweat running down their forehead, the knot in their stomach, all these bodily changes are not caused by emotions. They can be emotionally perceived. We call these perceptions emotions. But these changes in the body and brain's neurological and biochemical physiology are not caused by emotions. The mind causes these body changes. Or, to be more precise, these changes in physiology are caused by neurological and biochemical activities of the cognitive mind (Jackson, 2022a) and are emotionally perceived. Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This discussion is about those biochemical, neurological, and physiological changes and states of being that are processed through the emotional system and emotional perceived by consciousness.

3.1 What Is the Cognitive Mind?

The cognitive mind deals with thinking – with thoughts of awareness and knowing. Cognition deals with the processes of awareness and knowing such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future consequences and events.

A character in a plot perceives something out of place in the woods. They recognize some recently broken branches. They imagine that a bear came rumbling through looking for food. Their thoughts are later confirmed when they come across a thicket of brush with freshly ripened blueberries. And right in the middle is a very protective mother bear with her cubs.

Cognitively speaking, this character (1) *perceived* a bear with cubs. They (2) *recognized* it as a bear with cubs. And, they (3) *conceived* what it meant to intrude upon a mother bear with cubs. Then came (4) the physiological changes in the brain and body resulting from these cognitive activities that are perceived as (5) emotions. What emotions did our character feel when they came across a bear and cubs in the woods? Much of what our character would feel depends on their past experiences. What are some different pasts that a writer might give to our character to interpret their situation? With that past, what physiological changes would be generated, perceived, and interpreted as what emotions? An excellent source for identifying emotions and their cognitive counterpart is "*The Book of Human Emotions: From Ambiguphobia to Umpty – 154 Words from Around the World for How We Feel"* by Tiffany Watt Smith (2015).

3.2 What Are Emotions?

Emotions are a perception, a sense akin to the sense of sight, sound, taste, smell, and touch. The sense of emotion feels and interprets physiological changes in the brain and body. Emotions feel good, or emotions feel bad. Emotions are a perception of the brain and body's biochemical, physiological changes and states of being. And contrary to popular folklore and their characterization in a movie, novel, or video, a student, teacher, or parent is not driven by their emotions. They are driven by changes and states of being precipitated by cognitions.

A student is driven by their changing biochemistry, neurology, and physiology. But these physiological states are precipitated by cognitive activities which includes the perception of emotions. Although, like the reverberation of a microphone next to a speaker, the perception and awareness of an emotion itself can be causal to more cognitive activities, say imagination of fear, which can generate greater changes and states of physiology which is then perceived as more and greater fear. When an individual perceives their own emotion, and this emotional perception is causal to and activates more cognitive activities that further precipitate changes in physiology, then emotions can be said to drive behavior. But still, it is the perception of emotions, a cognitive activity, that changes the neurological and biochemical physiology (**ref. figure 1**). In a generalized meaning, emotions sense physiological changes and states of being in the brain and body. Or changes and states of physiological being can stimulate an emotional

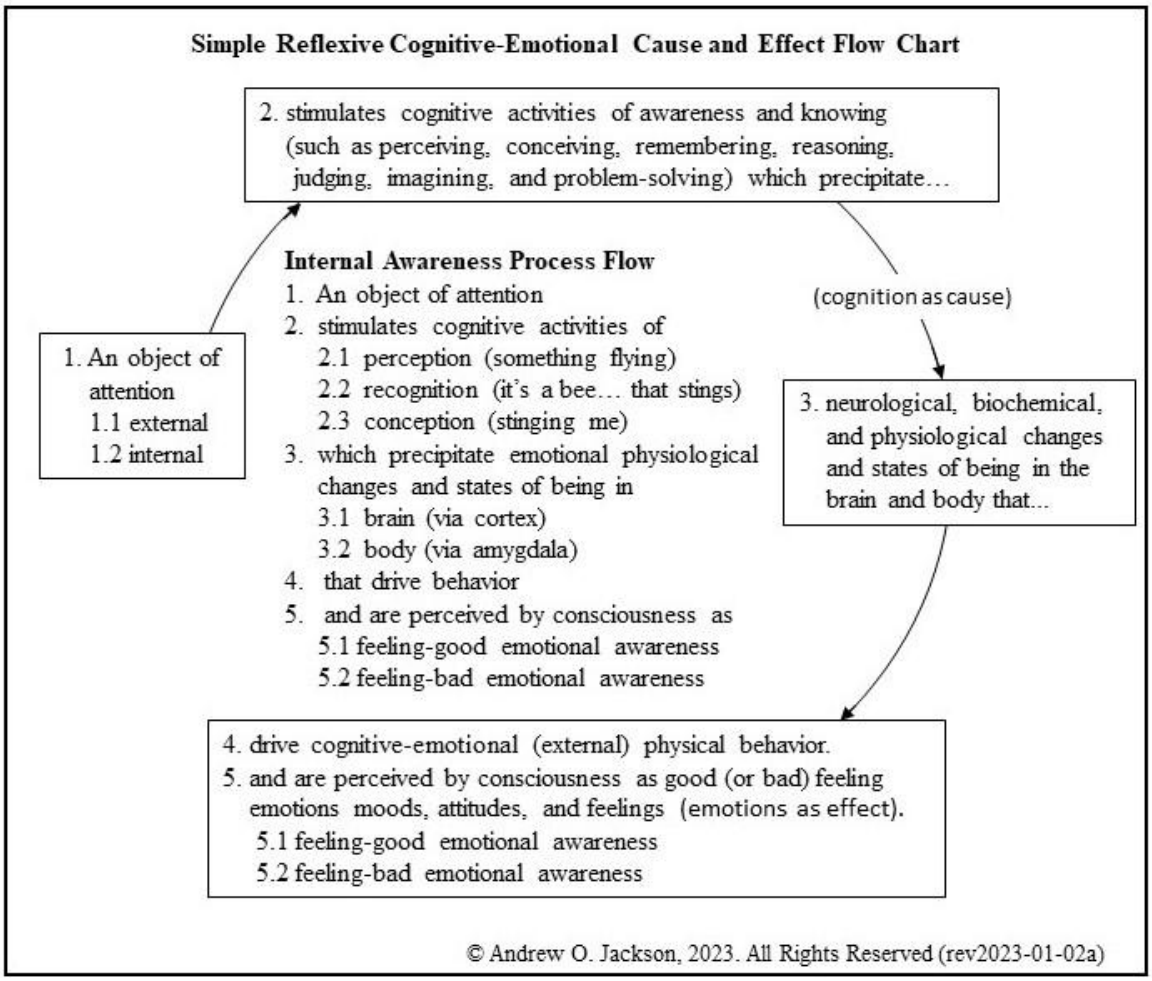

Figure 3: Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart

awareness. Emotions did not create these changes in physiology. Cognition created them. And as a reminder, cognitive activities of the mind are activities of awareness and knowing, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition).

A script may have a character who is "emotionally out of control." Technically that person is not "emotionally" out of control but "cognitively" out of control. They have lost control over their cognitive thought, imagination, and conceptualization activities. Their mind is running rampant. Their thoughts and imaginations are wildly changing the body's biochemistry. These changes in biochemistry make the heart beat faster, the breath quicken, the

sweat bead up and runs down the cheek, and the stomach knot. These changes in neurological and biochemical physiology are what the character perceives as emotions.

This is analogous to perceiving the wind. How do you perceive wind if the moving air is invisible. A sailor can look at the waves or feel the wind on their skin. A person can look at the effects of the wind like blowing leaves and branches on trees and the moving of clouds across the sky or dust, sand, and other debris across the ground. Emotions are like a wind vang or wind sock at an airport. As the windsock's motion does not cause the wind, emotions don't drive a character's behavior in a play, book, or video. Emotions indicate or bring to conscious awareness the changes and states of physiology that does drive behavior.

3.3 Emotions: The Perception of Physiological Changes and States of Being

An observer has a perception of, and an understanding of, what it means to come across a hungry bear in the woods. To say the observer has an emotional reaction – or an emotional event – to the bear is true, but it is also inaccurate. The observer had a series of cognitive events. They saw an animal. They recognized it as a bear. They imagined that the bear was hungry. They conceived of the idea of themselves as being the bear's dinner. These conceptions brought about biochemical changes in the body. Maybe their heart raced, their breath quickened, they became agitated – they are having an emotional event – and they got the hell out of there. Emotions did not cause these bodily changes; bodily changes were perceived after the fact as emotions. Emotions cannot be both the cause and the effect of the same event. Fortunately, our observer survived to tell another tale.

Evolution is about retaining those characteristics and behaviors that enhance a being's probability of survival by living long enough to pass these behavior patterns down to the next generation. Through millions of years of evolution, a specific relationship has evolved between mind, body, emotions, and consciousness. This correlative relationship is such that when the mind (1) thinks the body is strong and (2) the body actually is strong, (3) good feeling emotions are perceived by consciousness. This correlative relationship had to have developed this way, or a being would tend not to survive very long.

Imagine what would happen to a student who is drunk and (1) thinks of themselves as strong and capable, but (2) in actuality they are quite confused and clumsy and (3) they feel

great and very confident! They perceive themselves as quite capable of driving across town in rush hour traffic. What is their probability of their genetic survival? These arguments are developed further in *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation,* (Jackson, 2022a).

3.4 A Feels-Good-Is-Good Neurological and biochemical physiology

A student's emotions are indicators of their health and well-being. Emotions tell them the harmony of their body's physiology – is it strong or weak. Negative feeling emotions are the body's way of saying, "you are creating conditions within your body that will cause, if it hasn't already, weakness, lethargy, clumsiness, and ineptness." These conditions make the body ripe for illness and disease. Positive feeling emotions are the body's way of saying, "you are creating healthy, strong, and vigorous conditions in your body." Not only is the body ready to thrive in the external world, but its internal world has a greater capacity to fight off illness and disease.

This bears repeating.

By entertaining negative emotional thoughts, a student weakens their body's neurological and biochemical physiology. By entertaining positive emotional thoughts, a student strengthens their body's neurological and biochemical physiology. This correlation between mind, body, and emotions is that which must exist for homo-sapiens to have survived their evolutionary challenges. For your body's health, "what feels-good-is-good" and "what feels bad is bad" (Jackson, 2022a).

A "feels-good-is-good" attitude is acceptable if a student lives in a world of one. But they are not. A student must do more than find thoughts, actions, and behaviors that feel good for their physical health. They must discover thoughts, actions, and behaviors that feel good for their physical health and feel good for themselves as a student living in a society. Driving in a fancy car and having expensive clothes to wear may feel *really good,* but being thrown into jail for theft will not do their career any good – if not just plain destroying it. Jumping off a cliff is really exciting until the landing. How does that feel? There is more to say on this in **Section 9.0: "Cognitive-Emotional Bio-feedback – The Dark Side."**

3.5 Cognitive-Emotional Wisdom

Cognitive-emotional wisdom is to have the cognitive and emotional understanding and ability ***to avoid acting from*** the lower platforms of despair, depression, and anger. These negative emotional places of being have evolved to signify a weakening of a student's neurological and biochemical physiology. This makes them easier prey to diseases, illnesses, and prong to accidents and injury. (Authors Note: If these last statements are in doubt because I don't provide any empirical evidence, set up your own "mental" experiments and "conceive" some possible results. Look what Einstein did with mental experiments. Or you can do some research for a class.)

Cognitive-emotional wisdom means having the cognitive tools and agility to move up the emotional staircase and ***act from*** the higher platforms where good feelings of clarity, health, and vigor reside. **Section 8.0: "Cognitive Emotional Wisdom"** discusses various cognitive-emotional wisdom themes relevant to today's culture and society. These themes should make for some good debate among your classmates and teachers.

Emotions have evolved to guide cognitive activities. Emotions have evolved to inform their owner that cognitive activities are all and well or that cognitive activity needs to change for the health and well-being of the individual. Negative feeling emotions are telling a student that their biochemistry is going out of harmony and weakening the body's neurological and biochemical physiology.

Negative emotions are akin to the "check engine" light on the dash of a car; "something is going wrong." Now should the light be "managed" or "controlled" because the *light* has a "disorder" or "illness" and is being "destructive" and "aberrant"? Is that what the light is saying? Should we cover it up or ignore it because it is too annoying? Should we "drug the light" so it no longer is doing its job? Is the problem with the light? No. The "check engine" light says something is going wrong within the engine. The problem is in our cognitive "engine," not in our emotional "light."

Section 7.3 "The Students Super-Hero, Cognitive-Emotional Re-Processing Toolkit" contains the heart of a lifestyle that reinforces the synergies between mind, body, emotions, and consciousness. Strengthening these relationships might just be the advantage a student needs to succeed in today's chaotic world of prejudice and misinformation.

Understanding and working these cognitive-emotional strengthening exercises are fundamental to those where these skills are not part of their home and cultural environment.

3.6 Emotional Entertainment vs. Emotional Wisdom

Every society and culture have their form of emotional entertainment. That is, they offer opportunities for a student to be taken on an emotional ride for the fun of it. Allowing a book, a movie, a show, or some other form of entertainment to take a student on a cognitive-emotional rollercoaster ride is the essence of what entertainment is about. All is fine and good if these emotional ups and downs are for entertainment purposes only. And, most importantly, the rider can get off when they want to.

A critical note here. An emotional rollercoaster ride takes a student's cognitive activities for a ride, and their emotions only reflect these unmanaged cognitive activities. They have disengaged their emotional bio-feedback mechanism that has evolved to manage and guide their cognitive activities for their personal health, well-being, and success.

But what if a student cannot get off life's rollercoaster? What if there is no longer a choice? Instead of allowing their emotions to be taken for a ride, their emotions have been hijacked by life's events, and they can no longer manage life's cognitive-emotional rollercoaster. Maybe they never learned how – nor developed the skills – to use their cognitive-emotional bio-feedback mechanism to transform life's rollercoaster of events into entertainment (Castaneda, 1985).

Instead, they are caught in a living nightmare where suicide seems to be the only exit. Also, remember, emotions are the perception of biological conditions caused by cognition. Therefore, it is not that emotions are no longer "under control" but that a student's mental activities are no longer responsive to their evolved cognitive-emotional bio-feedback mechanism.

To have emotional wisdom means a student has the ability and capacity to focus on those thoughts, ideas, imaginations, and observations that feel good, or simply, on what they want and desire. Emotional wisdom means using negative emotions – which signify cognitive activities dwelling upon "that which a student doesn't want" – to help themselves identify what they want. Again, a student knows what they don't want, which feels bad, so now use that

awareness to "find a better feeling thought." (Hickes, J. & Hicks, E., 2006) To have emotional wisdom also means understanding the difference between the cognitive construct of an emotional ride for entertainment, where one can get on and off, and the cognitive construct of emotions-as-effect theory, where one uses their emotions to guide cognitive activities.

Every individual must understand a careful distinction as to which cognitive construct of emotions is in play. Are emotions being allowed to be taken for a ride for entertainment purposes? And with this construct, is it understood that, in actuality, it is the mind that is being taken for a ride? Or, should the construct of emotions as an evolved biological guide to manage cognitive activities be utilized? Every person needs to develop the cognitive dexterity, understanding, and capacity to change between "emotional entertainment" and "emotional wisdom."

Entertaining mediums such as books, movies, shows, concerts, and many other forms ask one to suspend their evolved emotional construct that guides cognitive behavior towards that which feels good. When being entertained, one is asked to lay aside their cognitive-emotional bio-feedback understanding and follow the rollercoaster ups and downs of the many characters and themes of the presented story. All is well and good if a student re-engages their cognitive-emotional bio-feedback mechanism once the entertainment is over.

3.7 Quick Review

There are two modes of emotional engagement and how the individual utilizes emotions. One is "emotional entertainment," and the other is "emotional wisdom." Within the mode of "emotional wisdom," a student engages their evolved biological, emotional mechanism to continually evaluate their cognitive activities. If their cognitive behavior feels good, a student allows the continuation of these activities. If their cognitive behavior feels bad, they use this emotional negative awareness as motivation to find – or even create – new thoughts, imaginations, and awareness that feel better. This process of "finding a better feeling thought" continues until they feel good again.

Within the other mode of "emotional entertainment," a student suspends their evolved cognitive-emotional bio-feedback mechanism and allows their cognitive activities to bend and sway with the meanderings of their cognitive activities. These states of being are usually

allowed for entertainment purposes such as going to a movie, play, or musical concert. Other happenings include attending sporting events or reading a book. Or, how about skiing, golfing, swimming, biking…the entertainment list is endless.

Emotional guidance is surrendered within all these activities, allowing a student's cognitive activities to flow and sway with the event. This unabated cognitive activity creates an influx of various neurological and bio-chemical events paving the way for an emotional rollercoaster ride of hyper-cognitive-emotional activity. All is well and good if a student can get off the ride and reengage their emotional wisdom where cognitive activities are evaluated, sorted, and culled, accentuating the feeling good and emotionally positive awarenesses.

Note: The cognitive-emotional bio-feedback mechanism and emotional wisdom are similar cognitive constructs. The cognitive-emotional bio-feedback mechanism refers to using one's emotions to evaluate cognitive activities. Emotional wisdom implies the use of cognitive-emotional bio-feedback plus an awareness of various complexities of social order and disorder. This means the importance and need for moral awareness, development, and education. The importance of moving this internal discussion and debate up from the reptilian brain and into the mammalian brain cannot be overemphasized. See **Section 8.0 Cognitive-Emotional Wisdom** and **Section 9.0 Cognitive-Emotional Bio-feedback – The Dark Side**.

3.8 Tyrannosaurs: The Tyrant Lizards

Humans have evolved to be joyous beings. The evolutionary nature of the cognitive-emotional bio-feedback mechanism is to sift through any mental turmoil to find, develop, and create the thoughts, beliefs, and behaviors that feel good. These good feeling behaviors indicate and promote a healthy and robust biochemical, physiological environment. But when the construct of a cognitive-emotional bio-feedback mechanism is vacated in life, leaving only a construct of emotional entertainment, reality becomes a theatrical set that must be manipulated.

Instead of the relative ease of guiding one's mind to find emotional stability, it becomes necessary to manipulate the play of life and all those who make their entrances and exits. Life becomes a task of gigantic proportions that demands power and tyranny to control and direct

others. Life has now receded to the land of the dinosaurs where a feels-good-is-good morality has a minimal understanding and "my might" makes "me right."

We have the remnants of a biological brain that evolved into one of the most fantastic and powerful beasts that ever lived on this planet: the reptiles and the dinosaurs. Our reptilian relationship now makes for a metaphor for quick and reflexive action without much thought. Our reptilian brain is of this nature…. Don't think…. Be aware…. Act. This behavior is vital in sports where any delay in contemplating and understanding may delay any action needed for success, or in war on the battlefield where a delay in action may mean death. If it feels good, it is good. Might is right.

There are those who bring this type of warfare to the classroom, hallways, and playgrounds. These schoolyard tyrannosaurs or tyrant lizards dominate their environment because their reptilian mentality has taken over their higher functioning mammalian brains. They *react to* the environment in a constant emotional entertainment (and warfare) mode rather than *act upon* the environment with emotional wisdom.

The world makes the reptilian rather than they make the world. What is seen makes them angry, happy, sad, or whatever. What is heard makes them angry, happy, sad, or whatever. What somebody else did makes them…. There is no engagement or contemplation of emotional wisdom. They have fallen into a trap where all the world has become emotional entertainment and war. They have become victims of their lower-order functions, which they now need to control their environment to find happiness. They need to direct their play. They need the power to direct and manage each scene because all the world now determines the emotions, moods, attitudes, and feelings "I" feel. If "I" feel good, it is good. If "I" feel bad, it is bad. "My" might makes "me" right.

For these tyrannosaurs, feeling good no longer comes from cerebral efforts of the mind to seek and choose good feeling thoughts and then to act from this good feeling awareness. To the tyrannosaurs, feeling good only comes from being emotionally entertained. This means they need to control their environment so that any observation of their playground feels good. And if it feels good, it is good. Might is right because might is needed to make their playground right. There is no longer a higher order of thought where any complex discussions and understandings may pave the way for a "might for right" code of justice.

3.9 Stalking the Tyrannosaurs

These playground tyrants may yet serve a purpose for those educated to understand. These tyrants of brutality and violence and those who create anxiety, worry, and trepidation can be useful. ***They provide a cerebral challenge and field experience in finding one's own internal values, beliefs, and detachment that disempowers the tyrannosaurs' aggression.*** Success comes from detaching from the tyrant's reality and the tyrant's belief of their dominance and control. Success comes from disconnecting from their "Jurassic" world by creating and acting within one's own world with one's own thoughts, beliefs, and rules of engagement. (Actually, the age of dinosaurs is the Mesozoic Era.)

There are other tyrannosaurs whose realities may oppress with sadness by drawing a student into their vortex of sorrow and unhappiness. Like an undertow from waves breaking on the shore, their reality of oppressive thoughts and beliefs can suck a student down to their demise. Or, there are those tyrannosaurs who are "impossible people in positions of power" who make a student rage with anger and violence (Castaneda, 1984). These tyrant lizards provide an opportunity to practice detachment from a negative reality and develop one's emotional wisdom.

The concept of detachment means to detach from the harmful and undesirable realities of *their* world and to create the positive and desirable realities of *one's own* world. Detachment demands that a student finds, creates, and focuses on their own thoughts, beliefs, and attitudes that empower one's own freedoms, understandings, and values of their new world reality they wish to inhabit. To detach from one's emotions would be to disconnect from one's awareness of their cognitive activities. When negative cognitive flashbacks bring about powerful physiological changes and, therefore, powerful negative emotions, a student wants to detach, reframe, or pivot off of and put some distance from those cognitive activities. Our emotions let us know if we are successful or not. If not, more work needs to be done, and maybe another tool needs to be pulled out of **"The Super-Hero, Cognitive-Emotional Re-Processing Toolkit**" (Section 7.3).

Neuroplasticity is a term used to describe the brain's plastic ability to rewire itself, to reconfigure itself (APA, neuroplasticity; Costandi, 2016, Doidge, 2015). "Truths" and what "is

real" and the "way it is" that is supported by a network of nerves in the brain and body – called a neurological network – can change. The neurological networks needed to support the reality of the tyrannosaurs can change so that their world no longer exists in your world. This is detachment. This is the challenge the tyrannosaurs provide.

When the neurology changes that supported the age of the tyrannosaurus cease to exist, all their truths about "what is real" and "that is the way it is" cease to exist. The reality of yesterday is no longer actual today. Through effort, understanding, and use of an evolved biological, emotional mechanism, these old truths of what is real and how it is, demanded a specific behavior of survival in a Jurassic existence, no longer exists. The Jurassic playground can be left to those who still need and desire to play there.

Welcome to the new era of the mammalian brain where might is for righteousness. The greater capacity of the mammalian brain supports more complex and sophisticated neurology. This evolved mammalian neurology supports a more intricate thought, understanding, and behavior guided by an evolved biological, emotional mechanism.

Super-Hero characters in movies, comics, and books save the world, but are they disempowering their audience? If it stimulates a feeling of strength and power, the Super-Hero ride serves its audience and provides a touchstone emotion to strive for as a student. But, if the Super-Hero ride accentuates the need for somebody outside of oneself to save the day, then a student is being ruined as a power and force to create their destiny.

Be wary of those who proclaim others as the reason for your hardship. Be wary of those who claim that something outside of your control is the reason for your adversity. Be wary of those who have a magic pill to relieve your sorrow or pain. Be wary of the tyrannosaurs rex who proclaims themselves as ones who will make the world right for you. The only person who can alleviate your hardship, your adversity, your sorrow, who can make the world right for you, is you. And it is not that you are making the world right but creating a new time/space to occupy while leaving an old-world order behind.

3.10 Getting Off the Ride When the Show Is Over

The cognitive-emotional rollercoaster ride of a show, movie, or book is entertaining. But when the show is over, when the ride is over, it is time to re-engage the cognitive-

emotional bio-feedback mechanism. This means using emotionally negative cognitive activities to identify emotionally positive cognitive activities and then to move on to the emotionally positive. It means reinforcing an internal neurological world that accentuates the positive and negates the negative.

Those who don't get off the ride and re-engage their emotional bio-feedback mechanism are like a ship without a rudder and are at the mercy of the greatest winds and the largest waves. They are subjects to the forces of tyranny around them. They are neither master nor commander of their fate.

3.11 A Student's *"I" Team* of Super-Heroes: Mind, Body, Emotions, and Consciousness

Are today's students honoring the millions of years of evolution that make up their heritage? Mind, body, emotions, and consciousness have evolved together to work together as a team. This is the *"I" Team*. Education may be strengthening a student's cognitive abilities, but are students developing the superpowers of their *"I" Team*? Are students' minds, bodies, emotions, and consciousness learning to work together in synergistic harmony?

Today's humanity is the product of millions of years of successful evolution. Billions upon billions of beings have succumbed to a stronger foe, leaving only the strongest. Yet now, standing on that mountain top, will they falter? Humanity's heritage is strength, power, agility, cunning, creativity, intelligence, and success. This is our nature. The professional, the victorious, the successful, the prosperous have all tapped into this reservoir. How about the multitude? Is education providing the knowledge, skills, and abilities to unleash a student's ***evolutionary-self*** that holds their strength, power, and success?

For anyone to succeed in this life, they must develop their own superpowers. They must become their own Super-Hero. They must take charge of their own education because, unfortunately, their formal education, as yet, does not provide the tools and training they need.

I wrote *Cognitive-Emotional Health Education: A Primary and Secondary School Overview* (Jackson, 2022b) to give everyone the theory and understanding necessary to take charge of their own lives and comprehend and use their abilities to empower themselves. The essential reading to understand is **Section 7.3: "The Super-Hero, Cognitive-Emotional Re-**

Processing Toolkit." Here is an introduction to exercises or areas that people can exploit and empower themselves to succeed. There are experts in all of these areas for anyone to tap into for their personal development and success.

Some people are born into a world that inherently teaches these skills and abilities. Unfortunately, if they have fallen into the world of tyranny, their social capital has little understanding and compassion for those born without the same privileges and understandings. This letter has been a letter of encouragement for each student to take responsibility for their education. As an adult, each person will become responsible for their conditions even if they don't have the cognitive-emotional training to be responsible. A student is just a leaf blown helter-skelter by the winds of events if unaware of their evolved cognitive-emotional bio-feedback mechanism. Everyone does their best with what they have. If society demands more of its citizens, society must empower them with the tools to do and be more.

The time has come for students to graduate and utilize their tools and abilities to create their own lives. The time has come to be self-empowered and to build their own life and their own house of prosperity, justice, and freedom. The time has come for each student to build their own house. The time has come to create a home for their family and loved ones. The time has come to create a place based not on tyranny but love. That house is called a home.

I wish each reader good luck. Everyone must do their homework. Not I, nor anyone else, can take this journey for the other. Each person's journey to experience in their own special and unique way. It is up to each person to utilize their own evolved cognitive-emotional bio-feedback mechanism and make the adventures of living a good and joyous journey. Do this for yourself and all other beings on this planet.

Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation (Jackson, 2022a) (15,500 words) and *Cognitive-Emotional Health Education: A Primary and Secondary School Overview* (Jackson, 2022b) (38,000 words) can be freely downloaded from https://emotional-evolution.com/.

Passionately,

Andrew O. Jackson

Symbiotic Psychology

MS Technology Education

MS Management Technology

http://emotional-evolution.com

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4.0 Letter to Athletes: Your Evolutionary-Self of Strength, Stamina, Cunning, Intelligence, and Success

Subject: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success. Success or failure in competition, or in life itself, is a cognitive-emotional state first determined within the battlefield of the mind.

Dear Athlete,

You are the product of millions of years of successful evolution. Billions upon billions of beings have succumbed to a stronger foe, leaving only the strongest. You now stand at the top of that mountain. Your heritage is one of strength, power, agility, cunning, creativity, intelligence, and success. You have all that within you., The victorious, the successful, the prosperous, and the best and most favored athletes in all sports have all tapped into this reservoir. How about you? Do you want to know how to unleash your ***evolutionary-self*** that holds your strength, power, agility, cunning, creativity, intelligence, and success?

A master or champion must perfect the physical movement, motion, and action within their sport along with the emotions, feelings, and attitudes within that perfect movement, motion, and action.

Athletes have worked for years, with thousands of hours of practice building their mental and physical strength, stamina, and agility. Yet, with all that, there is something more. That something is the *synergy* that can be had when mind, body, emotions, and consciousness are working in harmony. *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation,* (Jackson, 2022a) explains how everyone, including athletes, can understand how the mind, body, emotions, and consciousness work as a team. Each system evolved from billions and billions of conquests where only the strong, the powerful, the cunning, the

clever, and the wise have survived. The time has come for each athlete as a student to tap into that wealth of power that lies quietly, silently… dormant… within everyone.

4.1 The *"I" Team:* Mind, Body, Emotions, and Consciousness

The mind, body, emotions, and consciousness have evolved together to work together as a team. This is each athlete's *"I" Team*. An athlete is physically strong, but are they *"I" Team* strong? Is their mind, body, emotions, and consciousness working together in a synergistic harmony? Are they honoring the millions of years of evolution that make up their heritage?

Don't think it. Think and feel it!

The key to understanding the harmony between mind, body, emotions, and consciousness is to understand exactly what emotions are. Emotions are an athlete's conscious perception of their body and brain's neurological and biochemical physiology created by the cognitive activities of the mind (Prinz, 2004; Smith, 2016). Emotions are not just something that feels good or feels bad, although that becomes a significant distinction. Emotions are a function of thoughts, perceptions, imagination, judging, reasoning and memories.

An athlete's emotions have an evolved relationship with their mind and body such that when they (1) are thinking of strength, agility, and stamina and their body actually (2) is strong, agile, and resilient, (3) their emotions feel good. Different emotions are perceiving different biochemical conditions of the body such that as an athlete continues to feel good, their body's neurological and biochemical physiology will maintain its harmonies of strength, power, agility, cunning, creativity, intelligence, and success. Any negative emotions, feelings, and attitudes are indications that the mind is sabotaging its synergistic harmonies. Champions in any sport and life don't go negative but for a brief moment while regaining their aura of invincibility. (Reference *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* Jackson, 2022a.)

An athlete's emotions are indicators of their health and well-being. Emotions tell them that the harmony of their body's neurological and biochemical physiology is becoming strong or weak. Negative feeling emotions are the body's way of saying, "you are creating conditions within your body that will cause, if it hasn't already, weakness, lethargy, clumsiness, ineptness, sickness and injury." Positive feeling emotions are the body's way of saying, "you are creating healthy, strong, and vigorous conditions in your body."

By entertaining negative emotional thoughts, an athlete weakens their body's physiology and its synergistic harmonies with the mind and consciousness. By entertaining positive emotional thoughts, athletes strengthen their body's neurological and biochemical physiology and synergistic harmonies. This correlation between mind, body, and emotions is such that it must exist for homo-sapiens to have survived their evolutionary challenges (Jackson, 2022a). For an athlete's biological health, well-being, and success, what feels-good-is-good and what feels bad is bad.

A self-empowering feels-good-is-good attitude is acceptable if an athlete lives in a world of one. But they are not. An athlete must do more than find thoughts, behaviors, and attitudes that feel good for their physical health. They must discover thoughts, behaviors, and attitudes that feel good for their physical health and feel good for themselves as a person working within a team. A positive, good feeling cognitive-emotional attitude is infectious and creates a synergy of harmonious and powerful energy within you and within your teammates. This feels good synergy and harmony among teammates makes the whole team powerful, strong, agile, cunning, creative, intelligent, and successful. Any continual cognitive-emotional negative feelings of anger, blame, guilt not only destroys one's own vitality but the vitality and success of the team and will lead to the team's failure from individual injuries, mistakes, miscues, and an ineffective and poor performance. Each person has a responsibility to re-process their own cognitive-emotional behavior into a healthy, more competitive, and better feeling place. Every moment is a segment of time and an opportunity to intend a feeling good and desirable outcome.

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of domination because of slavery to emotional anger, fear, weakness, and

poverty, a warrior must understand emotions as an evolved sensory system, akin to the sense of pain, giving conscious feedback on the health and readiness of their body and mind for successful conflict.

4.2 Confusing Physical Pain with Emotional Pain.

A pulled muscle, a strained knee, or a bruised hip are minor injuries most athletes are probably well acquainted with. "No pain, no gain" may make sense with developing your physical prowess. But what about emotional pain? What does emotional pain mean? Should an athlete just ignore and bury it and hope it will go away? Maybe. But that is developing emotional ignorance and ignorance of their body's health, harmony, and well-being and the destruction of any synergistic harmonies they need for competition and to maintain a healthy and injury free body.

It is far better to be emotionally aware and consciously take steps to maintain an emotional sense of well-being, confidence, and invincibility. One may just have an emotional bruise that will heal quickly. But just as physical trauma is serious business, emotional trauma from life's journey, especially the emotional trauma from brutal injuries and accidents during practice or competition, must be understood and carefully nurtured. Emotional trauma from sports injuries can easily affect an athlete's performance long after physical recovery. (Ref: **Section 8.9: "PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship**."

Negative feeling emotions are an athlete's body's signal that "you are screwing up." Mind and body are getting out of sync. Biochemically and physiologically, something is going out of harmony. Maybe an athlete's coordination will be off, which affects their timing, and therefore their muscles will not be doing exactly what they thought they would and should, and BLAM! "You lose." Hopefully "lose" does not mean a season or career ending injury. It all depends on how deep an athlete buried their emotionally negative cognitive activities.

The ways and means of evolution tend to eliminate those who do not respond to their cognitive-emotional bio-feedback mechanisms. In sports, those who do not attend to their emotional signals may simply be left with their shot, their kick, their swing, their vault, their

"whatever" looking like a rookie. The "air ball" in basketball is a great example. So is a missed field goal in football, a missed goal in soccer, and a lousy putt in golf.

What you saw was misperceived.
Therefore, your aim was misconceived.
Your muscles were deceived,
because your emotions were not believed.

4.3 Emotions and Personal Injury

With the presents of emotional pain or emotional trauma, an athlete is more likely to get injured. Something – whether it is their muscles, nerves, the senses like perceptional awareness, or whatever – something is not working in harmony. The *"I" Team* is in trouble. When an athlete competes and pushes themselves to their limit…. when they are putting tremendous load and pressures and heavy demands on their body…. when they need all their parts working together in harmony…. what are ANY unresolved negative emotions going to do to upset one's performance? How bad are these unresolved negative emotions affecting an athlete's strength, power, agility, cunning, creativity, intelligence, and success?

Make right your emotional might;
without that light, there is no sight.
Tonight… fight smoke tonight
OR
Tonight…. Be Smoke tonight!
Emotional pain – is no gain.
Is no gain with emotional pain!

Emotions mean something. They are significant. Negative emotions mean, "Something is *NOT* working together! Something is *NOT* in harmony as it was before! Something – don't know what – is going to give! BLAM! POW! SNAP! …YOU are out for

the season! Your emotions were telling you something was not right. Will you learn and listen to their "emotional speak" now?"

When an athlete emotionally feels good, they are allowing a synergistic harmony of the mind, body, and consciousness that then has the capacity to respond to the demands needed for those extra-ordinary performances required in competition.

4.4 Emotional Strength Is Being Emotionally Aware and Wise

Do the pressures of the next challenge make an athlete reach into their evolutionary soul to bring forth all their strength, power, agility, cunning, creativity, intelligence, and success? Is there so much excitement and anticipation to keep still? This is the emotionally positive what-if-game of success. There is no what-if with such excitement and anticipation; there is only this is "my game!"

Or, have an athlete's thoughts turned them numb to where their brain is no longer working? Has the spectacle of the game, tournament, or contest created an unresponsive brain unable to compete – like a pinball machine gone "*TILT*"? Are an athlete's thoughts creating nervous energy to the point that they can't sit still, not because of excitement, but because of nervousness and fear? Somewhere in mind is a thought on an emotionally negative what-if-game of failure.

An athlete's power comes from being and maintaining an emotional state of feeling good. Negative emotions are also wonderful. They have their place. They tell a student exactly what they ***do not want*** (Knight, 2013)**.** But don't stay there dwelling on what is not wanted. Make a diamond out of the charcoal. Use that negative emotion to find thoughts and actions that feel good and go there! For an athlete to succeed, they must go where their strength and power are.

Synergistic harmonies make an athlete better than they are.

Section 7.3: "The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium" outlines a list of exercises to use and get off the cognitive-emotional negative weak and

lethargic and onto the cognitive-emotional positive strong and powerful. Emotions are like a perpetual coach signaling which is which. These are an athlete's Super-Hero exercises to get their mind, body, and emotions all working together as a synergistic whole. Synergy is where 1+1 = 3 or 5 or even a lot more. The greatest athletes in the world get to a place of magic where their mind, body, emotions, and consciousness work as a synergistic whole. These athletes become the MVP because they inspire the whole team to become greater than a sum of individuals.

4.5 A Prevent Strategy Is a Losing Strategy

A prevent defense; a prevent offense, a prevent anything-fence usually means somebody is focusing on something they do not want to happen. A prevent strategy means an athlete is trying to prevent something from happening, that is, focusing on what they do not want and therefore it probably will happen. If an athlete, or anybody, dwells upon "that which is not wanted," especially during a competition, that event will likely occur. It may not be a conscious activity, but evolution has set up a wonderful emotional bio-feedback mechanism where negative emotions will inform an athlete of their possible demise. Being emotionally aware and astute is a primary skill and ability that every athlete absolutely must develop.

If the coach demands a prevent anything-fence, each player must focus on what they want to accomplish and make happen rather than on what they do not want to happen. The same goes with any athlete; they must focus on what they do want to happen rather than on what they do not want to happen.

Contrary to normal diminishing one's focus within "that which is not wanted," the engineering mind and the gamer mind (as in chess) seem to develop positive emotions while identifying and holding a problem in stasis and simultaneously searching for and allowing solutions to "come to mind." Bobby Knight (The General), head coach at the University of Indiana with three NCAA Basketball Championships and eleven Big Ten Conference Championships, explains in his book, *The Power of Negative Thinking* (Knight, 2013) the

importance of realizing what a student/coach/player/athlete does not want. But then he uses that information to research, find, and coach that which he does want to happen.

When focusing upon what they don't want – when negative emotions are present – an athlete is weakening the synergistic harmony between their mind, body, emotions, and consciousness. To maintain synergy, an athlete must focus on what they so want.

Don't prevent what you don't want. Make happen what you do want!

What is your "prevent offense or defense" in your sport where you are weakening your physical and mental abilities and laying the foundation for injury and defeat? What emotional shadow do you leave lurking around because "it's not a big deal?" It is a big deal. What shadow are you not paying attention to? What lingering thoughts are you ignoring that eventually may lead to your downfall?

- Maybe your downfall will come from nagging thoughts of an old injury.
- Maybe competition brings forth garbage and conflicts, and instead of being fun and exciting, competition is misery and pain.
- Maybe a recent argument with a girlfriend or a divorce will trip you up.
- Maybe you and your fans are still celebrating beating the undefeated, number one team in the nation in the semi-finals while your next opponent – in the finals – is busy preparing to beat you.
- Maybe your first game of the season is with a "cupcake." While you are just "going through the motions" of practice, your "cupcake" is tapping into their strength, power, agility, cunning, creativity, intelligence, and success of their evolutionary and synergistic selves and becoming more than they are by working hard and by putting all their focus and energy into beating you!

What unresolved shadow is waiting to take you off your game? What shadow is lingering in the dark? Resolve those hidden shadows by using them (Knight, 2013). See these issues as the charcoal that brings forth diamonds. They tell an athlete what they don't want.

Now each athlete must do the work to find and then focus on what they do want and make diamonds that sparkle like a star they wish to be. When an athlete is successfully dwelling and focusing upon what they do want, desire, and intend, they will feel the good feeling emotions that strengthen the synergistic harmony between – and within – their mind, body, emotions, and consciousness. But it takes the heat of a great battle to really get the thrill and excitement of that good feeling energy flowing through your veins and into your desire for a victory.

The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

4.6 Becoming a Master: You are Your Own Opponent

The actual game, match, meet, or challenge is with yourself. You are your real opponent. Are you dwelling upon what you want or don't want? Are you strengthening and unleashing your *"I" Team* or not? Your emotions will let you know. Your emotions are telling you if you are creating the synergistic harmonies between – and within – your mind, body, emotions, and consciousness…or not.

Bruce Lee never resolved the emotional dissonance brought on by the conflicts within his mind and thus was never able to move beyond the confines of a physical universe and become the master he so desired to be.

Every time you succeed in using an emotionally negative feeling thought to find and move into its converse emotionally positive feeling thought, it is a significant victory. Celebrate every emotional transformation. Transforming emotionally negative cognitive activity into emotionally positive cognitive activities is your most important victory. This skill will carry you to success throughout your life in whatever endeavor you may explore.

Now is the time to include emotional awareness and cognitive transformation training with your physical training. Here, winning means finding your heritage, your evolutionary-self of strength, power, agility, cunning, creativity, intelligence, and success that comes with pivoting off negative emotional feeling cognitive activities and onto positive emotional feeling cognitive awarenesses and activities. This means that sports, competition, and life itself are supposed to be FUN! If you are not enjoying your sport and its activities, you are not tapping into your greater strength, power, agility, cunning, creativity, intelligence, and success.

By getting off the emotional pain train, you will reconnect with your evolutionary-self and the synergy within. The synergy between mind, body, emotions, and consciousness will unleash a new and greater strength, power, agility, cunning, creativity, intelligence, and success. This is your evolutionary heritage. This is your evolutionary-self. This is your *"I" Team.* This is you.

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

Good Luck,

Andrew O. Jackson
MS Technology Education
MS Management Technology
http://emotional-evolution.com
https://symbioticpsychology.com/

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Part II: Cognitive-Emotional Development

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5.0 Emotions as Effect and Closed Loop Emotional Control Theory

Emotions, moods, attitudes, and feelings are felt. They are perceived. Although good and bad feeling emotions, moods, attitudes, and feelings vary in duration and awareness of associative cognitive and physical behaviors, states, and changes, they all are the perception, by consciousness, of a neurological and biochemical physiology within the body and the brain precipitated by an evolved and nurtured cognitive neural circuitry.

Because emotions, moods, attitudes, and feelings are perceptions of an internal state of neurological and biochemical physiology precipitated by cognition, emotions, moods, attitudes, and feelings, reflect, and give insights into, the nature of this cognitive behavior. Also, because emotions, moods, attitudes, and feelings are a perception of states and changes of physiology and are not causal to these states and changes, emotions, moods, attitudes, and feelings are neither destructive nor constructive. But instead, they are indicators towards the presence of very real destructive and constructive – and causal – cognitive behaviors.

Correlations between cognition, healthy neurological and biochemical physiology, and good feeling emotions, moods, attitudes, and feelings result from millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions, moods, attitudes, and feelings and an unhealthy neurological and biochemical physiology. Now the question is, how are these correlations between cognition, physiology, EMFs, and consciousness understood, nurtured, and developed within a society for a student's health, well-being, and success through their successful decision-making and creativity? (**Reference Figure 3, page 74)**

Cognition addresses the processes and activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension (of thoughts, ideas, and beliefs can project future consequences and events. We perceive touch, taste, sight, hearing, and smell with our senses. Each of these activities has its system of nerves or neurology, i.e., a neuro-network. We also perceive states and changes within the body and brain as emotions, moods, attitudes, and feelings.

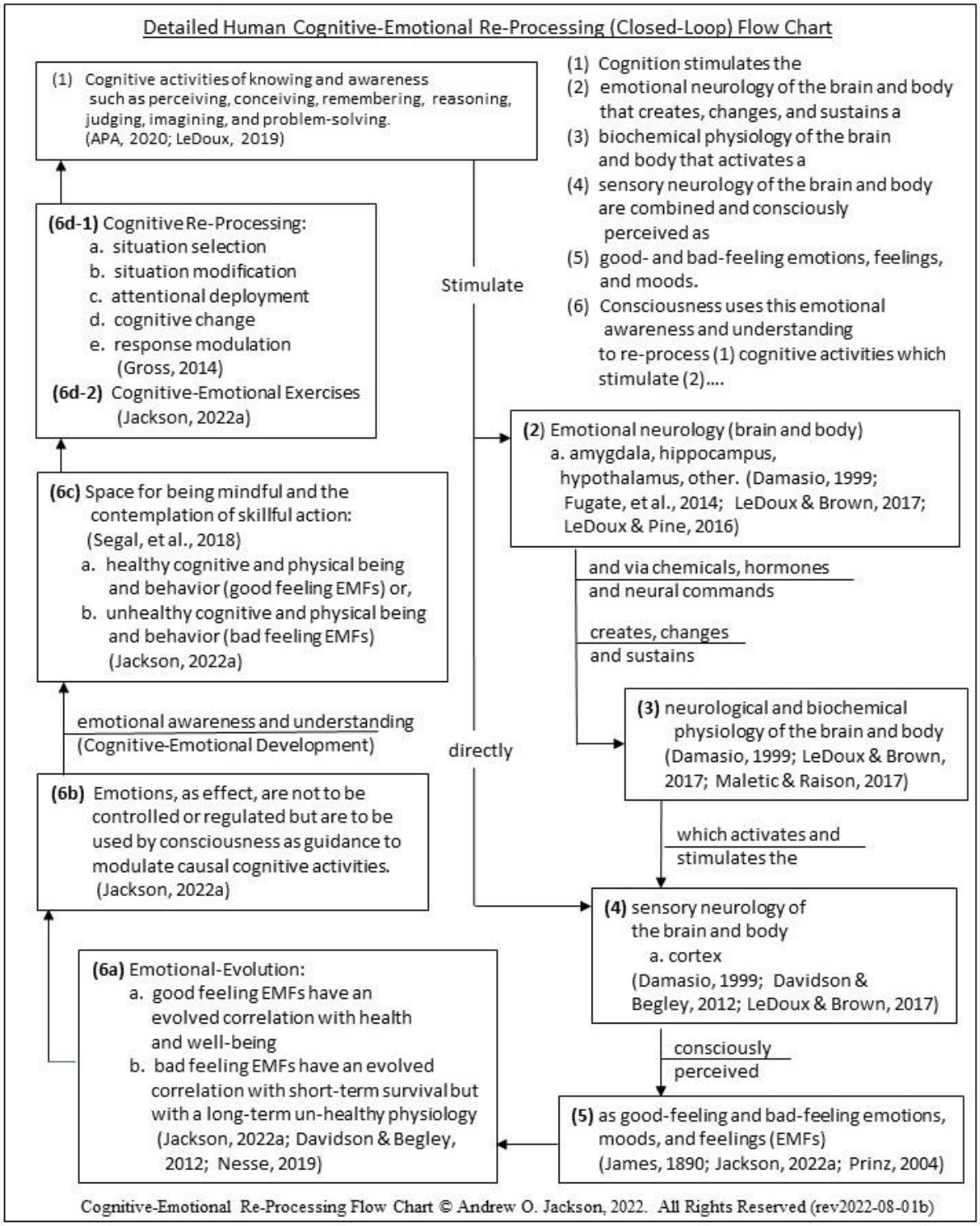

Figure 4: Detailed Cognitive-Emotional Re-Processing Flow Chart: Closed-Loop Control

(1) Within a cognitive-emotional event, cognitive activities of awareness and knowing stimulate (2) emotional neurology. This neurology is not the neurology of emotional perception but creates, changes, and sustains (via chemical, hormones, and neural commands) the (3) neurological and biochemical physiology of the brain and body. This physiology activates (4) sensory neurology of the brain and the body that consciousness (5) perceives as good- and bad-feeling emotions, feelings, and moods. (6) Consciousness uses this emotional awareness and understanding to re-process cognitive activities to a better emotional feeling place (that has an evolved correlation with healthy and robust neurology, biochemistry, and physiology.

Note: LeDoux, Brown, and Pine's research has concluded that cognition can simulate the sensory neurology directly ((LeDoux & Brown, 2017; LeDoux & Pine, 2016; LeDoux, 2020). However this process intertwines itself within a body's physiology, these emotional sensory stimulations must sustain a biochemical and neurological physiology such that good feeling emotional perceptions' correlate with health and well-being and bad feeling emotional perceptions with the negation of health and well-being for humanity to have survived the evolutionary mill.

5.1 Cognitive vs. Emotional Control: Linguistic Semantics vs. Process Schematics

A thermostat in a room that controls the room's temperature is a process called "temperature control." Yet what is being managed are various internal variables within the furnace/air conditioning units. The room temperature is the controlled variable, and the heat and cool outputs are the manipulated variables (Marken 2020; Ogata, 2010; Palm, 2014). If more heat is needed in the winter, the furnace is activated, and if more cooling is required for the summer, the air conditioner is activated. A cruise-control on a car controls the car's speed is a process called "speed control," but what is being managed is a variety of internal variables within the engine and transmission. The car's speed is the controlled variable, and the power output is the manipulated variable; for the car to maintain the desired speed going up a hill, more power is needed, and going down, less. But, within the furnace, air conditioner, and car, multiple internal functions are being "controlled" and "manipulated. Only by understanding the process schematics within each system does the cause-and-effect

terminology of temperature control and speed control lead a student to comprehend what (and how) each process within a system can be manipulated to maintain the desired outcome (goal). Both control systems are *closed-loop* control systems because they depend on feedback information (room's temperature, car's speed) to manipulate the behavior of each system's internal processes to achieve the desired result (goal). The term "closed-loop control" means there is a feedback loop. An *open-loop* control system (like a gas burner on a stovetop) does not have a feedback loop to regulate gas flow to the flame, say to turn down the flame under a pan when frying eggs are starting to burn. Whereas the temperature in the oven can be set to the desired goal, and the system will adjust the heat output to maintain that fixed temperature in a closed-loop control system (Marken 2020; Ogata, 2010; Palm, 2014).

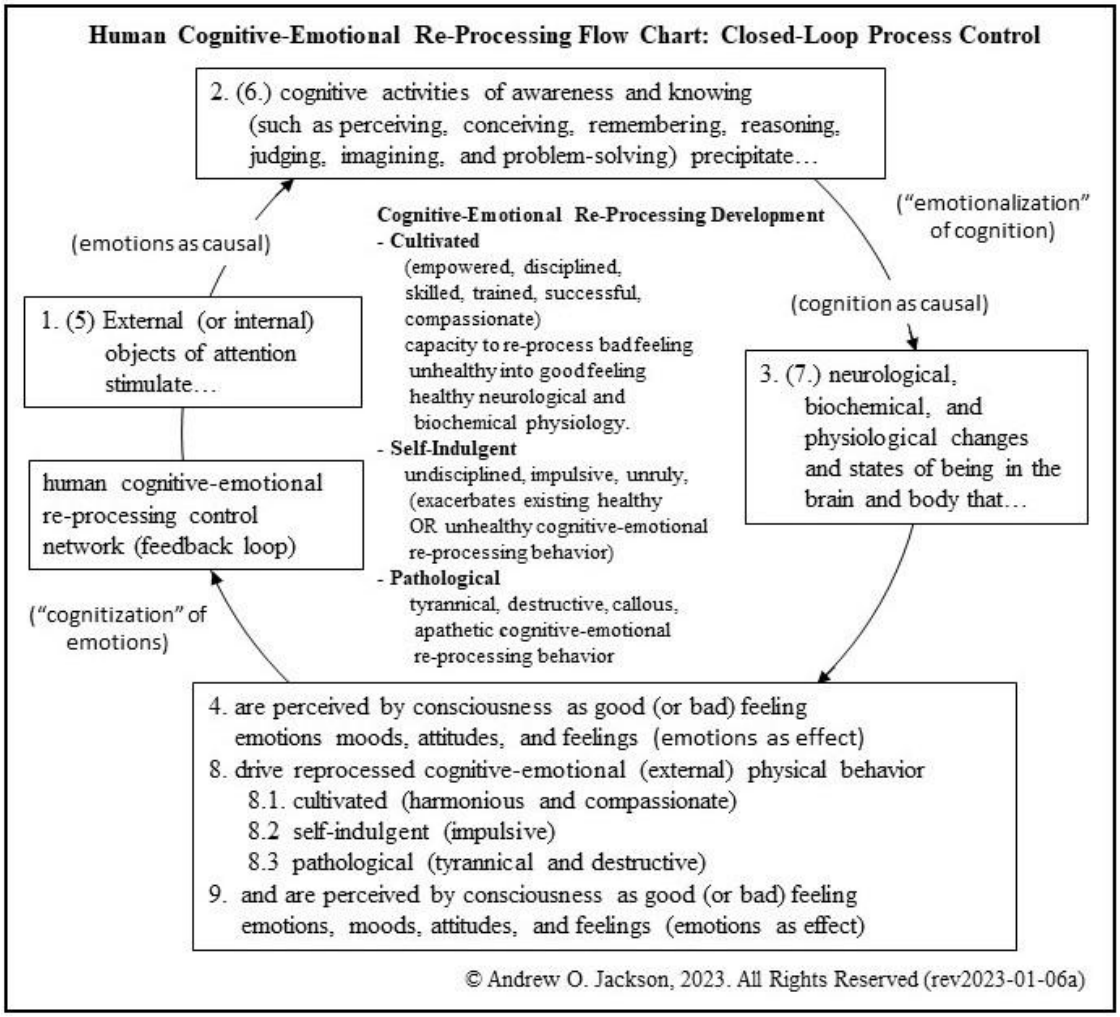

Figure 5: Human Cognitive-Emotional Re-Processing Flow Chart

This text is about individual self-empowerment, where one's own consciousness perceives, comprehends, and manipulates one's own cognitive processes towards self-determined and desirable goals and outcomes. Where one's emotional-feelings may be an un-measurable quantity in research psychology, internally to the individual, they are readily perceptible. In control systems engineering, the psychological terminology of "emotional control" is correct. But linguistically confusing. Emotional control is the self-perception, measure, evaluation, and use of emotions to control, manipulate, and re-process cognitive activities within a "closed-loop" control system **(reference Figure 5)**.

Open-loop emotional control is more indicative of current secular and religious literature, psychology, medicine, law, and philosophy where emotions are not used within a feedback loop to stabilize the system (**reference Figure 6**). Problems within a student's health, well-being, and success become more viable when emotions are not used as feedback

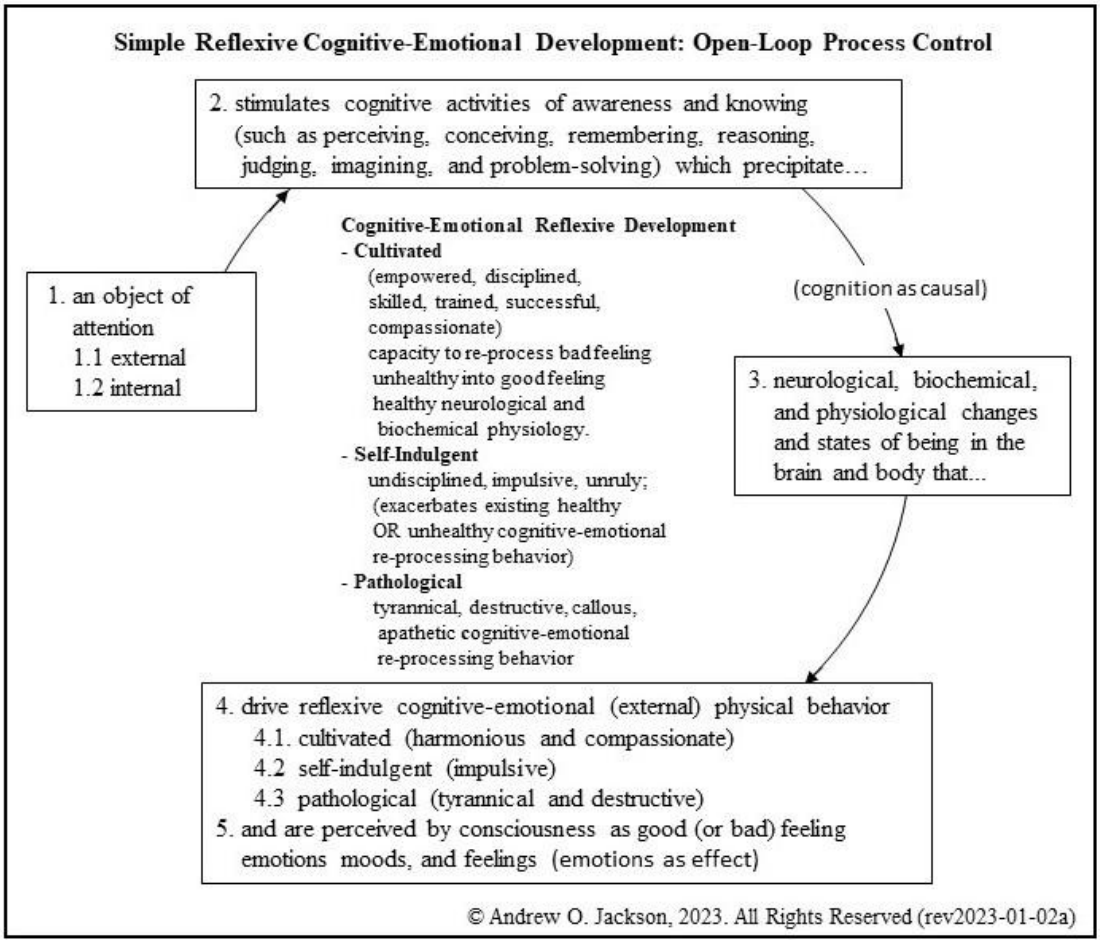

Figure 6: Simple Reflexive Cognitive-Emotional Development

to control, manipulate, and re-process cognitive behavior. The resulting neurological and biochemical physiology of the open-loop process is more susceptible to external environmental disturbances disempowering the individual. Only by understanding the process schematics within a student's cognitive, biochemical, and physiological states and changes, and resultant emotional behavior does the cause-and-effect terminology within cognitive-emotional behavior control lead a student to comprehend what cognitive activities within themselves can and should be self-manipulated and re-processed to maintain one's own desired emotional state. Every psychological therapy has its unique construct of cognitive behavior and system for cognitive manipulation, re-processing, and change to reach a desired emotional goal. Each provides its methodology for emotional regulation and control as in engineering control theory. Within all these "emotional control" therapies, cognition precipitates the neurological, biochemical, and physiological changes and states of being in the brain and body that an individual perceives as emotions. Our education institutions must ensure that each student has developed the capacity to use their own emotional perceptions to re-process, re-construct, their own cognitive behaviors towards their own health, well-being, and success and for the health, well-being, and success of the culture and society in which they live (Jackson, 2022a).

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Emotions, moods, attitudes, and feelings may be the most critical measure of a student's success, but teachers cannot grade that which they are not allowed to measure.

6.0 Emotions, Moods, Attitudes, and Feelings: The Perception of Physiological States

A student is the product of millions of years of successful evolution. Billions upon billions of beings have succumbed to a stronger foe, leaving only the strongest alive today. Every individual today stands at the top of that mountain. A student's heritage is one of strength, power, agility, cunning, creativity, intelligence, and success. A student has all that in them. The victorious, the successful, the prosperous, the innovative, and the best and most favored individuals within every aspect of life have all tapped into this reservoir. A child on the pe-school playground or a student of any age and ethnic background can tap into this same power as the greatest of all individuals. Every pre-school, primary, and secondary education institution can teach and instill the necessary skills, abilities, and understandings to be healthy, wealthy, and successful. It is about understanding humanity's evolved cognitive-emotional dynamics, and utilizing our emotions, moods, attitudes, and feelings as they have evolved, not as we are currently taught.

6.1 Respecting the Cognitive-Emotional State of Being: A Sports Analogy

In sports, most athletes and their coaches do not understand the value and extreme importance of their cognitive-emotional being. If a basketball player misses a free-throw or a quarterback has an errant pass, or a golfer misses a putt because they haven't gotten their cognitive-emotional being properly into the game, so what? But, if a freestyle skier in a half-pipe or aerial, or an alpine skier in the downhill, or a diver off a three-meter board or platform misses a jump, or a mountain climber makes a misjudgment, they can die. If a Formula One driver misses a beat…. By their very nature, some sports demand an athlete give greater respect to their cognitive-emotional states of being. The time has come for all individuals, especially primary and secondary school teachers and coaches to develop and honor this same respect.

World-class athletes have worked for years, with thousands of hours of practice building their physical strength, stamina, and agility to become great. Business executives, lawyers, engineers, and other professionals have spent thousands of hours training and developing the necessary cognitive skills for a successful career. What is missing from all that tremendous amount of effort and work is intentional emotional understanding, awareness, and training. Emotions have evolved to bring to an individual's attention and awareness of their cognitive state of being and their ability to execute and function at their highest level.

This personal power for health, well-being, and successful decision-making prowess ***can be taught and developed*** when mind, body, and emotions are consciously working in harmony as nature has intended. These systems result from millions of years of successful evolution where only the strong, the powerful, the cunning, the clever, and the wise have survived. The time has come for each individual to tap into that wealth and power that lies quietly, silently… dormant… within all of us. But before that can successfully happen, teachers, parents, and student must understand how the educational, culture, and society have misled them in their understanding and use of emotions, moods, attitudes, and feelings.

Emotions are not the problem. Ignoring emotions is the problem. Out of control, irregular, and mismanaged cognitive activities (thoughts, thinking, imagination, and rationale) ignorant of emotions' wisdom is the problem.

6.2 Physiological States of Being Precipitated by Cognition, Not Emotion

The key to understanding the harmony between mind, body, emotions, and consciousness necessary for health, well-being, and success is to understand what emotions exactly are. *Emotions are an individual's conscious perception of their body and brain's neurological, biochemical, and physiological changes and states of being precipitated by cognition*. Cognition is the knowing and awareness activities of the mind such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition; Prinz, 2004; Smith, 2016). Cognitive activities of the mind cause physiological changes in the brain and body that are perceived as emotions,

moods, attitudes, and feelings (Jackson, 2022a). Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This paper is about those physiological changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and emotional-feelings.

6.2.1 The Hot Stove Analogy

The physical pain of a hand on a hot stove brings about a very natural reflexive response. The pain is a signal to remove the hand from the hot stove. The body's natural reflexive response is vital to the hand's maintenance, health, and working order. If the hand remains on the hot stove because the pain is ignored, tolerated, or even camouflaged with medications, the hand will become damaged and eventually useless. The feeling of pain is significant to the health and survival of the body, as are the emotionally negative feelings precipitated by continual negative thoughts and other cognitive activities. Emotionally negative feelings signal getting the mind off the "hot stove."

Current psychological science says dysfunctional emotions that are out of control and in disorder (as in depression or mania) need regulating, control, and management (with the use of medications if necessary) because emotions are causal to these disorders, problems, and illnesses. Emotions are not causal to the problem. Ignoring emotions is the cause of the problem. Out of control, irregular, and mismanaged cognitive activities like thoughts, thinking, imagination, and rationale precipitate the problematic biochemical and neurological physiology. Emotions are an effect, a symptom of these illnesses. Emotions are bringing to conscious awareness the individual's current negative cognitive activities, that if allowed to continue, these activities of the mind will have damaging physiological consequences.

To ignore one's emotional state of being is to ignore one's physical health and well-being with possible disastrous consequences

6.2.2 The Dashboard Analogy

Emotions are like the "check engine" light on the dash of a car. The light signifies problems within the mechanical "physiology" of the engine. The light is not the cause of the problem. The light is not aberrant or destructive but has mechanically "evolved" to bring any potential problems within the engine to conscious awareness. If these mechanical problems are left unresolved, they will lead to mechanical breakdown and failure – like what is observed in the neurological and biochemical physiology of clinical depression that can lead to suicide and other cognitive-emotional dysfunctions and disorders such as psychotic mania and schizophrenia tendencies.

The "check engine" light on the dash of a car is not causal but an effect. The issue is within the engine, not the light. The light is the messenger informing the operator of potential engine damage (if remedial action is not taken) because of existing physical conditions. The light is not destructive and does not need control, management, or regulation. The light provides an invaluable service for the health and well-being of the engine. To ignore the light or to act upon the light – that is, to control, manage, or regulate the light itself – would be detrimental to the engine's survival.

An athlete is not "feeling It" unless the emotional-feelings are there being felt.

6.3 What Is "Feeling It"?

Emotions, moods, attitudes, and feelings all have the property of feeling good or feeling bad. The difference is that emotions typically have an associative cognitive (or thought) process and associative physical behavior. Tiffany Watt Smith wrote, "*The Book of Human Emotions: From Ambiguphobia to Umpty – 154 Words from Around the world for How We Feel"* (Smith, 2016). Each emotional word has a cognitive description relating a feeling to a thought process. Some word and emotion combinations are unique to a country because a word has its own cognitive linguistics of that country, activating its own physiological changes and associative emotional feeling.

Moods and attitudes generally have some cognitive or thought process association like emotions, but are typically thought of as longer-lasting and existing over days, weeks, or even with depression, months, and years. A belief, which is just an accepted set of thoughts, can continually activate a physiology with an associative mood or attitude for a lifetime. And as with emotions and feelings, moods and attitudes have a "feels good" or "feels bad" quality. One note here. "Feeling better" doesn't necessarily mean a "good feeling" exists. A student could feel better as in feeling "not as bad." For instance, anger feels better than despair.

"Feelings" is used as a general non-descriptive aspect when no exact or precise cognitive association (thought) with what a student is feeling. "I have feelings for someone," usually means someone is liked. But "I have a feeling about someone," tends to have a negative connotation. In education such as the arts, and preforming arts and in sports, "feeling It" usually means that a student is doing exceptionally well and having success. Exactly what, in terms of cognitive activity, is being felt may vary between individuals. Still, there is a definite sense that they "know" what they are doing is good and will be successful.

Anybody can feel good. But feeling good with compassion within the understanding, awareness, and demands they face in competition or conflict is a cultivated skill.

6.4 The Evolved Biological Significance of Feeling Good (or Bad)

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution (Darwin, 1859). The following scenarios are indicative of evolution's impact on the development of an emotional directive mechanism if any human is to live to maturity, or thrive, and produce offspring to continue the survival of the species: (Note: If feeling good correlates with having a well-balanced and physiologically vital body, then feeling good while climbing a tree to gather food or balancing on slippery rocks in a rushing stream to fish may not be hazardous. However, if feeling good were to correlate with a weakened and lethargic neurological and biochemical physiology, such challenging actions would tend to be deadly. Such a false positive correlation between

emotions and vital neurological and biochemical physiology would be disadvantageous to survival.

(1) How would a genetic line survive if feeling good was correlated with (1) cognitive knowledge of strength, vigor, and adeptness and (2) an actual physiology of weakness and ineptitude? Such a correlation permits limited survivability when climbing trees, foraging on the savannah in search of food, or, in a modern example, when an intoxicated person confidently gets behind the wheel of a car to navigate through rush hour traffic. Where is the motivation to act when there is an actuality of vitality, vigor, and strength, but emotionally, there is a feeling of illness, lethargy, and weakness? It is logical to conclude that, evolutionarily speaking, feeling good correlates with vitality, vigor, and strength, and feeling bad correlates with illness, lethargy, and weakness.

(2) Imagine that basic life behaviors such as breathing or eating were so emotionally painful – or their lack was so pleasurable – to bring about suffocation, starvation, and death. Such an emotional and physiological correlation would lead to the demise of an individual and their genetic line. If this were a genetically predisposed or inherited condition or even a genetically developed predisposition to learn such behavior, such a false positive correlation between emotions and physiology would hinder personal and genetic survival. Therefore, there is a natural correlation between feeling good and exhibiting healthy physiological behavior and functions.

From an evolutionary perspective, feeling good means there is a positive correlation between the neural networks that activate (1) cognitive awareness of one's strength, vigor, and well-being, (2) an actualization of physiological strength, vigor, and well-being; and (3) the neural networks associated with the emotions of pleasure. The neurological and biochemical physiology of the individual, at both the molecular level and the neural network level, must sustain the positive correlations between (1) cognitive knowing, (2) actualization, and (3) feeling of having strength, vigor, and well-being, with (4) good feeling emotions. Simply put, if these correlations did not exist in this way, a person would have a low probability of survival. *Any attempt to understand and affect the internal human environment must be taken with an understanding of the changing neurological, biochemical, and*

physiological conditions of that environment as indicated by an evolved emotional neurocircuitry of the human brain and body. (Jackson, 2022a.)

Different emotions are perceiving different biochemical conditions of the body such that as a student continues to feel good, their body's neurological and biochemical physiology will maintain its harmonies of strength, power, agility, cunning, creativity, intelligence, and success. Any negative emotions, feelings, and attitudes are indications that the mind is sabotaging its synergistic harmonies. Champions in any sport (and in life) may get angry and go negative… but only for a brief moment. Any continual negative emotions, moods, attitudes, and feelings will be detrimental to their ability to perform in the long run

A student's emotions are indicators of their health and well-being. Emotions tell them that the harmony of their body's neurological and biochemical physiology is becoming strong or weak. Negative feeling emotions are the body's way of saying, "you are creating conditions within your body that will cause, if it hasn't already, weakness, lethargy, clumsiness, ineptness, and sickness." Positive feeling emotions are the body's way of saying, "you are creating healthy, strong, and vigorous conditions in your body." This correlation between mind, body, and emotions must exist for homo-sapiens to have survived their evolutionary challenges (Jackson, 2022a). For a student's biological health, well-being, and success, what feels-good-is-good and what feels-bad-is-bad. (For an extended discussion of a feels-good, is-good morality, see **Section 9.0 Cognitive-Emotional Bio-feedback – The Dark Side**.

In sports, an athlete's errant throw, a bad pass, a missed shot are all indications that the mind is not working in harmony with the body. The body doesn't follow what the mind perceives because of the conflicting biochemical, physiological states created by disharmonious cognitive-emotional activities. Even injuries can result from the physiology of the muscles and nerves not working in harmony. An athlete is especially prone to injury within the heat of competition when they feel the negative pressure to "do more." This disharmony can be recognized by a lack of good feeling cognitive-emotional bio-feedback.

Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive activity upon the lack of that which is desired, wanted, or intended that is the cause of suffering.

6.5 Successful Decision-Making Prowess: An Evolutionary Metaphor

How would a genetic line survive (1) if the body's need for water did not stimulate the mind to produce imagery of obtaining water or (2) if this imagery of obtaining water correlated with negative feeling emotions? If the body needs water, this need must correlate with the mental act of imagining water and with the positive emotions associated with finding and drinking water. There is a correlation between imagining the necessities of life and experiencing positive emotions. If instead, there was a correlation such that the imagery of food, water, and shelter brought about negative feeling emotions, then these basics of life would be avoided and lead to an evolutionary dead end. Therefore, for the survival of the species, there must be an evolved correlation between (a) the neural networks of the cognitive brain of imagination and (b) the neural networks of the cognitive-emotional biofeedback mechanism such that (c) it feels good when (d) the individual's imagination dwells upon the presence of food, water, and shelter, (e) which are wanted and desired by the body to survive.

A person cognitively dwelling upon the presence of that which is wanted triggers a healthy neurological and biochemical physiology within the brain and body that actuates a neural network combination perceived by consciousness as emotionally positive good feelings. When a person dwells upon a lack of that which is wanted, it triggers a short-term survival, but long-term unhealthy and damaging neurological and biochemical physiology within the brain and body that emotionally feels bad.

How would a genetic line survive if the imagination and belief of not obtaining food, water, and shelter were correlated with feeling good? Alternatively, how would a person (and their genetic line) survive if cognitive imagery dwelt upon that which is not wanted, and this mental activity did not correlate with negative feeling emotions? When a person dwells upon that which is not desired, it triggers a survival neurological and biochemical physiology of the brain and body (but with long-term negative physiological consequences) that is consciously

perceived as emotionally negative feelings. There must have been an evolutionary development that resulted in these correlations, or we would not have survived as a species.

Cognitive-emotional development within a student is a process of learning, practicing, and utilizing various cognitive-emotional re-processing techniques to where positive feeling emotions, moods, attitudes, and feelings accentuate compassionate physical acts and behavior.

6.6 Defining Emotion as an Effect (That Accentuates Behavior)

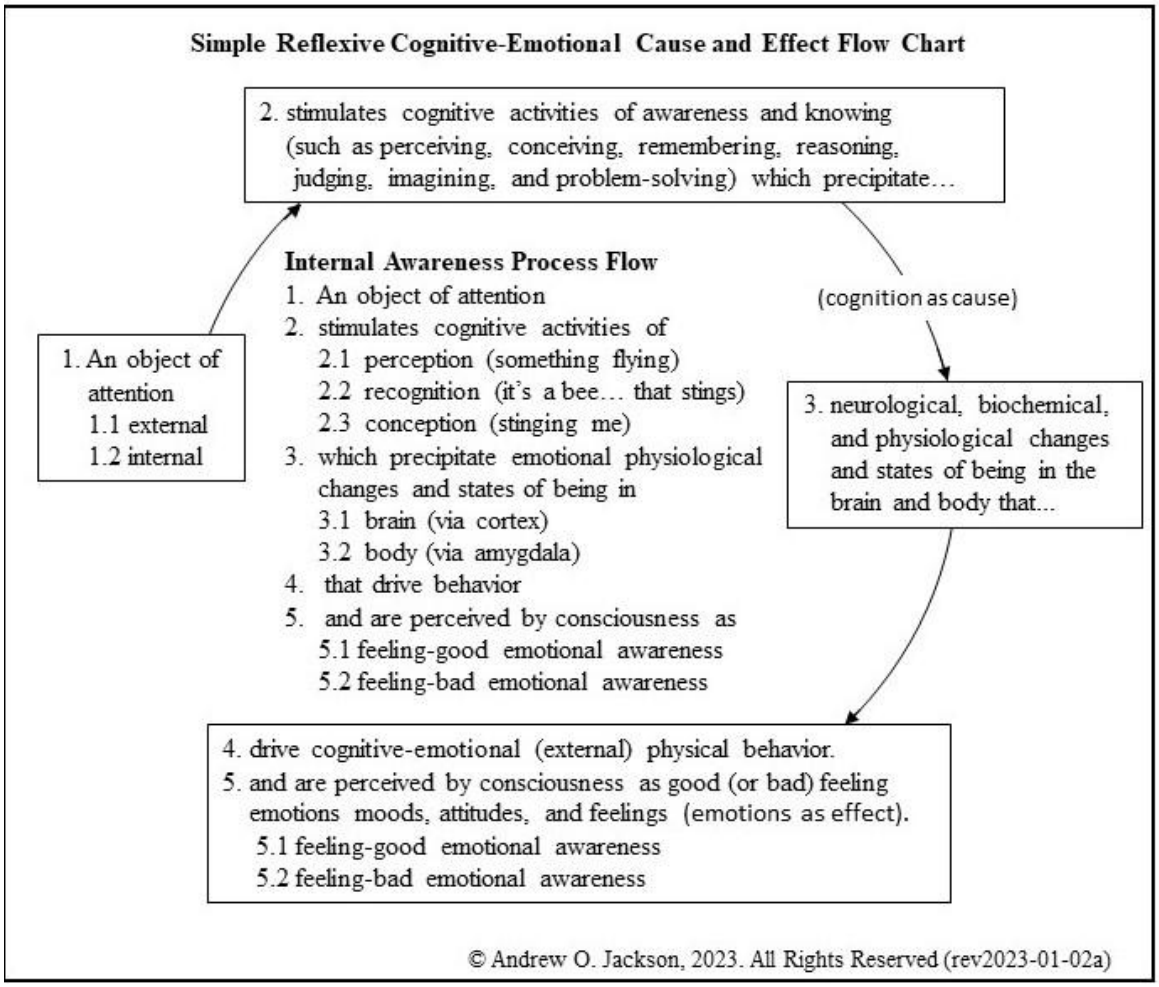

Figure 7: Simple Cognitive-Emotional Cause and Effect Flow Chart

There is a problem with commonly accepted emotional linguistic constructs in "emotionally driven behavior" as currently taught by pre-school, primary, and secondary school language acquisition and literary education teachers. behavior (**reference Figure 7**). For example, a student cannot have an emotional reaction to a snake unless there are first the cognitive activities of perceiving the snake, recognition that it is a snake, and conception that the snake can be harmful. Only after these cognitive activities actuate the emotional neurology of the amygdala, hippocampus, hypothalamus, and other portions of the brain can there be biological changes in the brain and body that are emotionally perceived (Davidson & Begley, 2012; Fox, 2008). Yes, an emotional response occurs (Gross, 2014), but this response is an awareness of the biochemical, neurological, and physiological changes and states of being in

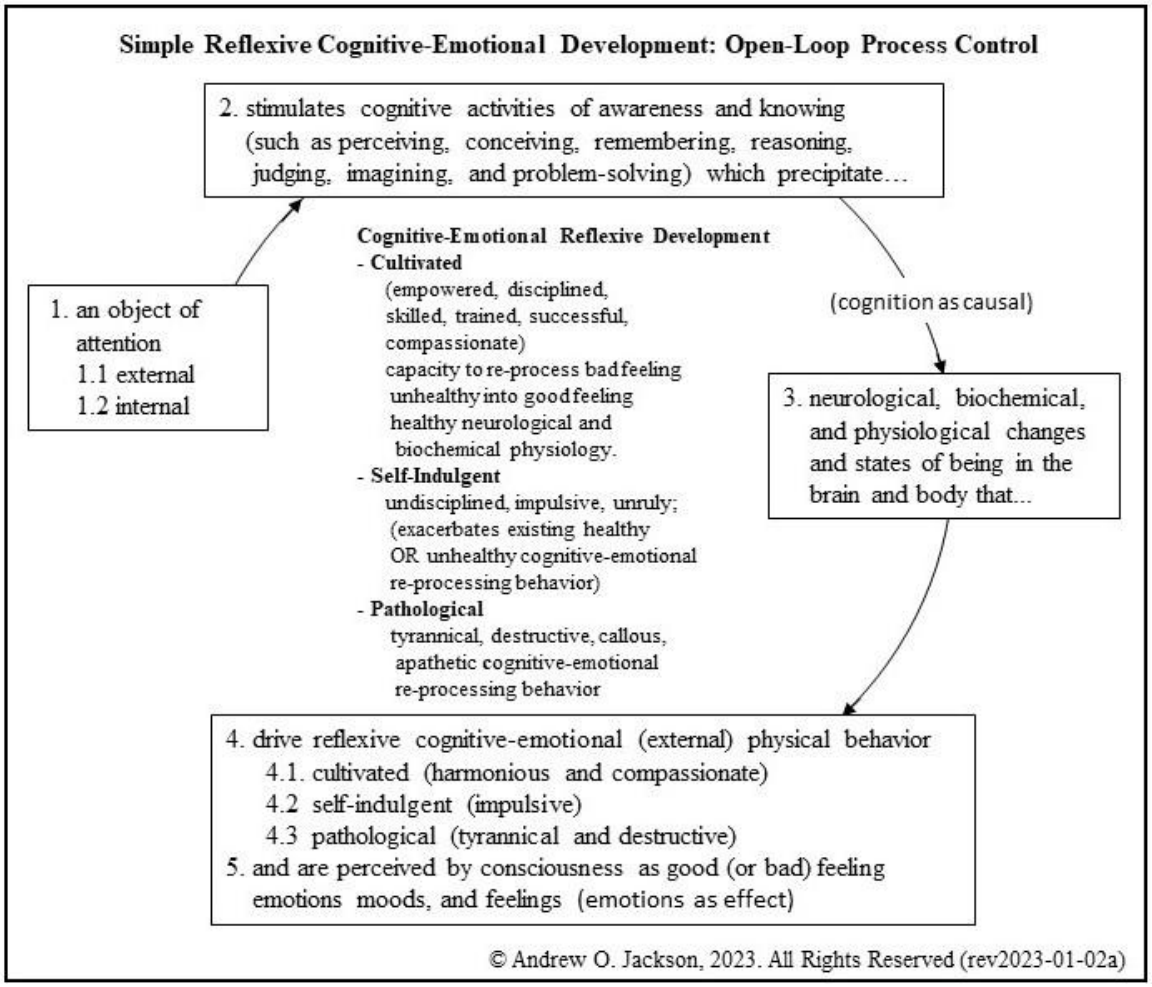

Figure 8: Simple Reflexive Cognitive-Emotional Development

the brain and body generated by cognitive activities. The emotional response is not causal to the biological changes that drive behavior. Cognition is causal to the biochemical, neurological, and physiological changes and states of being that drive. Emotional awareness is like a diacritic mark adding emphasis, meaning, and understanding to one's cognitive activities and should (in general terms) accentuate physical behavior only after cognitive re-processing results with a better feeling (and healthy) thought.

The snake can also be causal to a reflexive action (Panksepp, 1994). However, even here, that reflexive action cannot occur until there is first the cognitive perception – or cognitive imagination – of the snake. Cognitive-emotional development within a student is a process of learning, practicing, and utilizing a variety of cognitive-emotional re-processing techniques to where positive feeling emotions, moods, attitudes, and feelings accentuate physical behavior (**reference Section 7.3: The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium).** Lack of cognitive-emotional development is where emotions, moods, attitudes, and feelings (and behavior) are a result of a self-indulgent cognitive-emotional process lacking conscious re-processing capabilities (**reference figure 8**).

Although in sports, dance, music, and other highly trained physical behaviors (including military combat) where a feeling good, highly nurtured, developed, and cultivated cognitive-emotional reflexive behavior is essential, re-processing skills are still desirable for compassionate and healthy (feeling good) behavior (**reference Figure 9**). The military is well versed in programming the neuroplastic mind for military service where every aspect of a soldier's life is controlled, regulated, and provided for. This life stye is NOT the life of a civilian and upon military personnel decommissioning, redevelopment (reconfiguring the neuroplastic brain) of an individual's evolved and natural re-processing and reflexive capacities in a "shoe camp" for civilian life is crucial. Much can be gained in developing adult education for both military decommissioning and prison populations as part of their served time and BEFORE they are released. To allow both military and incarcerated populations to be re-enter the civilian population without an effective adult cognitive-emotional training and development program is criminal behavior on the part of our culture and society.

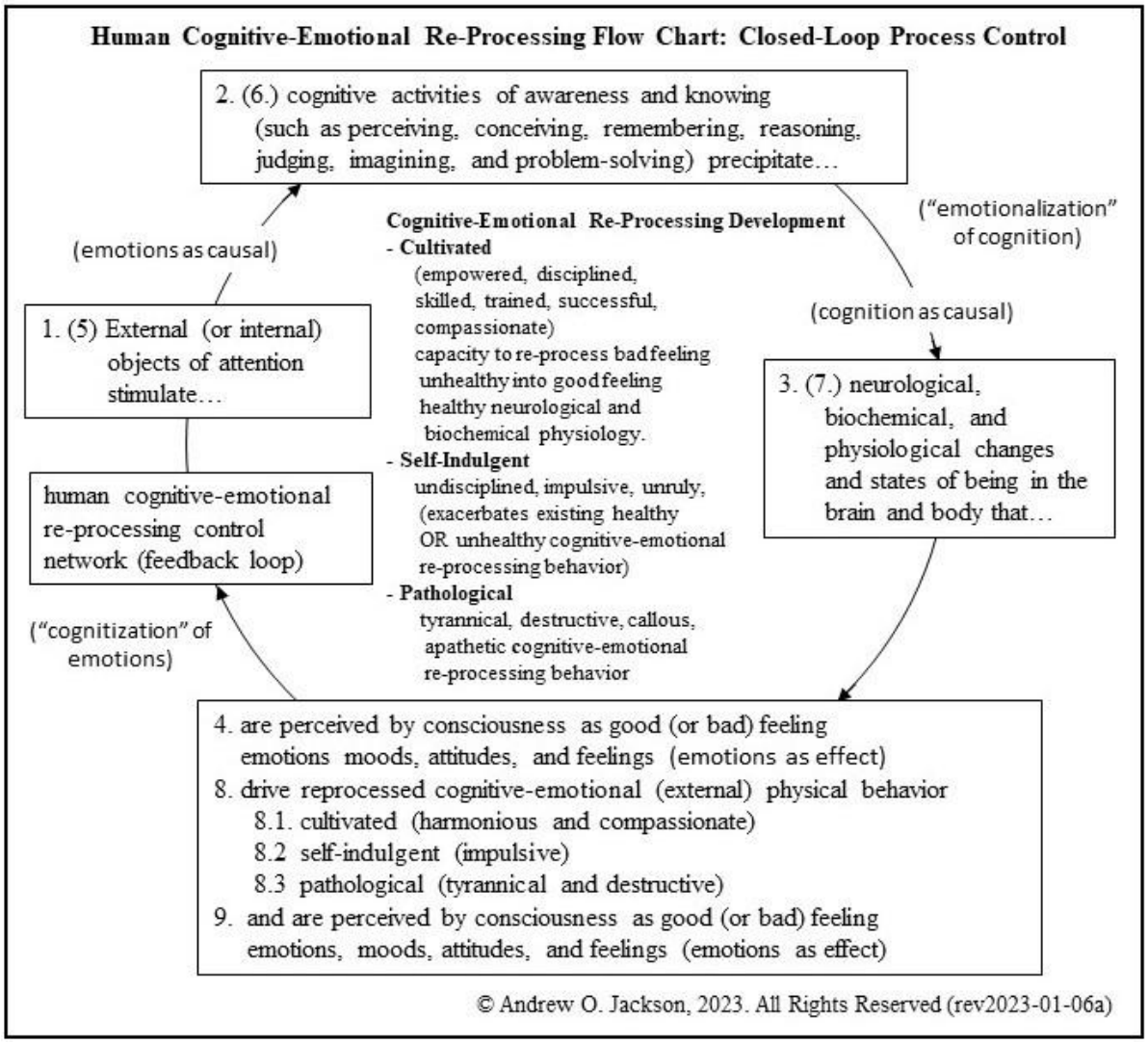

Figure 9: Human Cognitive-Emotional Re-Processing Flow Chart

The world of failure and misfortune that your (neuroplastic) mind understood yesterday will no longer exist tomorrow if you change your cognitive-emotional habits today.

6.7 The Challenge: Allowing the Restructuring of the Neuro-Networks of the Mind

The brain is a wonderful mechanism. Look at history and all the cultures and societies that have existed and do exist now. The ability of the brain to adapt to the beliefs and habits of a theoretical scientist at one extreme to the shamanistic workings of the indigenous tribes at another is astounding. The ability of the brain to adapt, grow, and configure into all of these

multitudes of cultures is called neuroplasticity. Neuro, the nerves, and their networks are plastic; they change and rewire into new networks as environmental conditions demand. This neuro-plastic adaptation process of rewiring itself takes time. Still, it allows a student, with motivation, to develop the conceptual understandings essential to cultivate their personal power and to work with their cognitive-emotional re-processing skills towards the desirable harmonies necessary to consistently be at their best (and to maximize their evolutionary potential in life).

This publication is an invitation and a challenge for teachers to expand their cultural upbringing and explore some concepts and ideas that differ from what they now know, understand, and apply. If a parent, teacher, or student wants and desires to excel, they must understand that the foundation of excellence lies within a cognitive world of thoughts and imagination and a universe of good feeling emotions, moods, attitudes, and feelings (Jackson, 2022a).

If the ideas and concepts presented here don't click right away, understand that the neuro-plastic brain has wired itself to accommodate a lifetime of education and training within the society and culture in which a they were raised. To understand (and do) something new and different from one's own culture means that the brain must have time to re-wiring itself and accommodate these new concepts, ideas, and understandings. If this publication brings too much conflict and disharmony, take a time out until conditions are appropriate to continue into this fantastic world of personal power and cognitive-emotional development.

The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

6.8 A Focus of Desire, Intention, and the Magic of "Feeling It": A Sports Analogy

One of the most beautiful and astounding plays in sports is in baseball. A batter drives an erratic ground ball to the shortstop, who miraculously catches the ball, jumps up, spins around, and delivers a fastball 30yards directly to first base for the out. One of the ugliest

plays is a soccer player, 15yards from the goal, kicks the ball 10yards over the net with a sigh of dismay. At the instant of execution, one player has extreme focus, intent, and desire to make a perfect play. The other has …what?

"Feeling It" means a student's physiology of muscles, nerves, hormones are all in harmony with their focus, desire, and intention to be successful in sports or academic competition. Students can learn how to "feel it." **Section 7.3: The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium"** is about training exercises to "feel It." But does a student have the motivation to do the work necessary to focus their desire and intention and create the emotional-feelings needed for success? If a freestyle skier launched 10yards into the air doing an aerial double full-full-full (a difficult aerial trick in which the skier does three flips while twisting four times in total, twice on the first flip), doesn't "feel It" and lands incorrectly, they can be seriously injured, paralyzed for life, and even die.

Young and beginning students have an advantage for developing a fortuitous life. Their zealous and avid passion for education can nurture and cultivate the proper cognitive-emotional learning and training to successfully navigate their whole life's journey. Because "feeling It" is a perception of a person's physiological state of being precipitated by cognitive activities, "feeling It" can be taught and re-created. "Feeling It" doesn't need to somehow, randomly "just happen" during a competitive event. Individuals can use their imagination, thoughts, and creativity and develop their unique processes for getting their cognitive-emotional activities into the state of "feeling It." Hopefully, students can develop their understanding, standard, and benchmark of emotional being necessary to re-create their best performances in the classroom. A teacher's positive and joyous attitude and presence in the classroom helps get each student into a good feeling prosperous emotional state of being. Although, ultimately it is up to the student to get into their own feeling good cognitive-emotional state of being. A teacher's role is to assist in their student's development of the necessary skills, abilities, and understandings to re-process negative feeling cognitive-emotional emotions, moods, attitudes, and feelings. A student getting mentally into the educational game is realized emotionally. If students aren't feeling successful, they won't be

successful. Unless they know consciously the good emotional-feelings of health, well-being, and success, they will never flourish.

What are a student's activities, exercises, and training compared to other successful students? Benchmarking what the best education in the world is doing is standard practice. But what of cognitive-emotional benchmarking? What are the best students' cognitive-emotional practices that allow for their success? Precisely what activities a world-class education uses aren't nearly as important as the emotions of the cognitive-emotional state students get into. Each student works from different cognitive-emotional networks developed from their personal life history. But students should understand that professionals who continually succeed have their own knowing and feelings of success, momentum, and the energy of "feeling It."

Neuroplasticity allows the brain to rewire itself as consciousness demands and allows from student's multitude of unique life experiences. Each emotion has its own set of cognitive and associative physiological attributes. Therefore, ultimately each student must monitor their cognitive-emotional activities to find their own best practices they need to follow to get into the cognitive-emotional state that gives them the best performance in their life's adventures.

After thousands of hours training a student's mind to perform and excel in an educational environment, the real question is how many thousands of hours have been spent understanding, practicing, and obtaining the necessary cognitive-emotional state of being needed for successful decision-making post-graduation. How much time has been devoted to and how many skills have been developed to get out of emotionally negative feeling states and maintain emotionally positive feeling states where "feeling It" represents health, well-being, and success? Remember, a student's emotional state directly reflects their physiological state of being. Any negative emotion is depressing the neurological and biochemical physiology needed for health, well-being, and success. An emotional positive state of being has an evolved correlation with healthy and robust physiology, where the mind and body work together in a synergistic harmony for successful decision-making (Jackson, 2022a). Again, how much time and effort has been spent learning how to pivot from a

negative cognitive-emotional state to a positive cognitive-emotional state of being, awareness, and knowing to flourish in a very competitive world?

6.8.1 Entertainment Purposes of Cognitive-Emotional Indulgence

The emotional experience is more than an entertainment where poets bend and sway their audiences' emotions up and down, as a roller coaster excites and thrills for the pleasure, or dismay, of its breathless riders. While reading a book, watching a movie, going to a concert, a sporting event, or participating in any event in general, a student typically allows their emotions to be swayed by the entertainment. This is all well and good as entertainment and for being entertained (and for one's cognitive-emotional development from "walking in another's shoes). But these habits of indulging cognitive-emotional free reign behavior can become a dangerous habit when the evolutionary nature of emotions is ignored, suppressed, camouflaged, or even altered with alcohol, caffeine, or any other drugs and medications.

As stated in the previous section, emotions, moods, attitudes, and feelings are not to be controlled, managed, and regulated as modern psychology has prescribed. Emotions have an evolutionary function to guide cognitive behavior towards healthy physiology. If emotional behavior is artificially sabotaged, a student will not be aware of impeding cognitive behavior. Likewise, allowing emotions unrestricted free reign for entertainment or any other purposes should always be done with an understanding of possible undesirable consequences.

In sports, the excitement of competition should provide the fun, excitement, and inspiration to create the synergistic harmony of the mind, body, emotions, and consciousness for a successful competition. A home-field crowd's loud noise and cheering can always lift spirits and hopefully a competitive advantage. Although this extra push can be advantageous, it can also take an athlete out of their "feeling It" competitive mode that they spent so much effort in training to attain. And on a competitor's home field, how is all this excitement and noise for the opposition going to translate? Take advantage of any competitive edge available. But honor and realize all the learning, training, and exercises needed to create and maintain one's own world of "feeling It" that signifies health, well-being, and successful decision-making prowess.

6.8.2 *Confusing Physical Pain with Emotional Pain*.

A pulled muscle, a strained knee, or a bruised hip are just minor injuries most people are probably well acquainted with. "No pain, no gain" may make sense with developing an athlete's physical prowess. But what about emotional pain? What does emotional pain mean? Should a student just ignore it and hope it will go away? Maybe. But that is developing emotional ignorance and ignorance about their mind and body's health, harmony, and well-being and the destruction of any synergistic harmonies they need for successful decision making.

It is far better to be emotionally aware and consciously take steps to maintain a real emotional sense of well-being, confidence, and invincibility. One may have an emotional bruise that will heal quickly. But as physical trauma is serious business, emotional trauma from life's journey, especially those from social abuse and conflicts in the home. And there is the emotional trauma from brutal injuries and accidents during sports practice or competition. All emotional trauma must be understood, carefully nurtured, and rehabilitated back to health. Emotional trauma can easily affect an individual's well-being throughout life or an athlete's performance long after physical recovery. (Ref: **Section 8.9: "PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship."**) Negative feeling emotions and flashbacks, moods and attitudes are the body's signal that cognitive activities of the mind are getting out of control and in the case of trauma, professional cognitive-emotional therapy may help a person develop their skills, abilities, and understandings to re-process, re-construct, and mold their (neuroplastic) mind into physical and mental health, well-being, and successful decision-making prowess.

The ways and means of evolution tend to eliminate those who do not respond to their cognitive-emotional bio-feedback mechanisms. Emotional ignorance can lead to sickness, accidents and injuries. In sports, those who do not attend to their emotional signals may be left with their shot, kick, swing, vault, or whatever looking like a rookie. The "air ball" in basketball is a great example. So is a missed field goal in football, a missed goal in soccer, and a lousy putt in golf.

What you saw was misperceived.
And your aim was misconceived.
And Your muscles were deceived,
because your emotions were not believed.

We are all "athletes" within our own unique competition. Every person has its own unique challenges and need for effective cognitive-emotional re-processing skills, abilities, and understandings to succeed and even thrive through life's adventures.

6.9 Negative Emotions and Injury, Illness and Disease Susceptibility

Negative emotions have an evolutionary significance. Positive, good feeling emotions have an evolved correlation with a healthy and harmonious neurological and biochemical physiology where the mind, body, emotions, and consciousness are working in symbiotic harmony. Negative, bad feeling emotions have an evolved correlation with an unhealthy and dis-harmonious neurological and biochemical physiology where the mind, body, emotions, and consciousness are *NOT* working in symbiotic harmony. If these harmonies and correlations did not evolve this way, homo-sapiens would not have survived the trials of evolution (Jackson, 2022a).

With the presents of emotional pain or emotional trauma, a student is more likely to suffer from poor decision-making capacity and be more susceptible to accidents, illness, and disease. Something – whether it is their muscles, nerves, sensory perceptional awareness, biochemical balances, or "whatever" – is not working in harmony. A student's physiology is in a weakened state. When a student is stressed, anxious, or depressed they are incapable of academically performing. When they are exposed to stress, disease, or illness, they need their mind, body, emotions consciously working together in harmony. ANY unresolved negative cognitive-emotional dynamics are going to disrupt their physiological health and well-being and decision-making capacity and ability to lead a successful life.

Emotions mean something. Negative emotions mean something is *NOT* working! Some physiological aspect within a student is *NOT* in harmony with their evolutionary

heritage of strength, power, agility, cunning, creativity, intelligence, and success. Negative emotions convey a message that something is not quite right. When will school board officials, state departments of education, and university academia listen to and understand the significance of their "emotional speak"?

6.10 Anger: The Good, The Bad, and The Ugly (Vincenzoni & Leone, 1966)

Most students have experienced the aggravation of (or the perception of) being mistreated. Anger is a self-defense mechanism to stop the cognitive downward spiral of the mind into greater chaos and self-destructive agony of mental despair, hopelessness, and physiological weakness. Anger gives a student a momentary adrenalin shot needed to regroup and hopefully, re-process, re-construct, or re-develop *their own* cognitions to a better feeling place.

The goodness of anger is that it helps individuals recognize their cognitive dissonance. Anger, as a negative emotion, is an indicator of physiological disharmony. The presence of negative emotion indicates that a student has internal cognitive work to restructure their thoughts and beliefs for a more effective and powerful physiology and successful decision-making prowess.

When anger becomes a habit for controlling and dominating others, anger will seep into and dominate an individual and become a need and method for controlling people in every circumstance, conditions, and events. Instead of using emotions as feedback and understanding one's own cognitive-emotional dynamics and internal physiology, emotions become about what other people are doing. Instead of negative emotions being about looking inward and changing one's own cognitive behavior, "my" emotions are about what other people are doing to me. "I" need to control and manipulate others because "they" are the cause of "my" internal discomfort and weakness. Such are the consequences of pre-school, primary, and secondary teachers instilling a belief in the erroneous psychological and philosophical theory of "emotionally driven behavior."

6.11 Being Mentally Prepared is Being Emotionally Aware and Wise

Do the pressures of the next academic challenge (or classroom conflict) inspire a student to joyously reach into their evolutionary soul and bring forth their evolutionary strength, power, agility, cunning, creativity, intelligence, and success? Is there so much excitement and anticipation to even keep still, as seen on many a playground. Or, have a student's thoughts turned them numb to where their brain and body are no longer effective? Has the spectacle of an academic class, test, game, tournament, or contest made the brain and body unresponsive with fear and dread and unable to function – like a pinball machine gone "*TILT*. Or, are a student's thoughts creating the nervous energy of excitement and anticipation to the point that they cannot sit still. Or is this behavior because of nervousness, fear, and the anticipation of failure.

A student's personal power comes from being and maintaining an emotional state of feeling good, of "feeling It." Negative emotions are also wonderful. They have their place. They are telling a student exactly what they ***do not want.*** But do not stay there dwelling on what is not wanted. Make a diamond out of the charcoal. Use that negative emotion to find thoughts and actions that feel good and go there! For a student to succeed, they must go where their strength, power, and energy are, where the mind is cunning and creative and can bring forth unseen opportunities in an instant.

Good feeling synergistic harmonies make a student better and more apt,
both physically and mentally, in what they do.

Section **7.3: "The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium"** outlines a list of exercises to get off the mentally negative, lethargic, and weak and onto the mentally positive, strong, and powerful. Emotions are like a perpetual tutor. The super-hero gymnasium outlines cognitive-emotional areas and exercises that synchronize the mind, body, and emotions to all consciously work together. Synergy is where 1+1 = 3 or 5 or even a lot more. The best students in the world are the best because they can get to a place where their mind, body, emotions, and consciousness work as a synergistic whole, a place where

they "Feel It." These students become leaders because they became greater than themselves and where the "unbelievable" is commonplace.

6.12 A Prevent, Don't Want Strategy Is a Losing Strategy and How to Make It a Winning Strategy: More Sports Analogies

A prevent, don't want mood or attitude usually means focusing on something ***they do not want to happen***. A prevent, don't want mood or attitude implies that a student, athlete, coach, or teacher is trying to prevent something from happening and concentrating on what they do not want, desire, or intend and therefore it probably will happen. This emotionally negative and narrow focus of attention does not allow for the awareness and creativity needed to generate the conditions and actions necessary to make that which is wanted, desired, and intended happen. If students dwell upon what is not wanted, they put energy, power, and focus into the "not wanted." This negative vortex of awareness doesn't feel good. This negative activity may not be a conscious cognitive activity of the mind, but evolution has created a wonderful emotional bio-feedback mechanism. Any negative emotional feelins, moods, and attitudes can inform a student of their disabling cognitive activities (Jackson, 2022a). Being emotionally aware, astute, and mindful are primary skills and abilities that every student and athlete absolutely must develop and that every educational institution must integrate into each and every classroom and curriculum.

The supervisor's direction in theater, band, music, and other performing arts are like sports; if the "coach" expounds upon what they don't want, each player must focus on ***what they want to accomplish and make happen*** rather than on what they do not want to happen. The same goes with any teacher directed student activity in the classroom; the student must focus on what they want to happen (which feels good) rather than on what they do not want to happen (which can feel terrible).

Contrary to normal diminishing one's focus within "that which is not wanted," the engineering mind and the gamer mind (as in chess or video games) seem to develop positive emotions while identifying and holding a problem in quiet stasis while simultaneously searching for and allowing solutions to "come to mind." Bobby Knight (The General), head

basketball coach at the University of Indiana with three NCAA Basketball Championships and eleven Big Ten Conference Championships, explains in his book, *The Power of Negative Thinking* (Knight, 2013) the importance of realizing what a coach or athlete does not want. He then uses that information to research, develop, and coach what he wants to happen. It is unfortunate that Coach Knight's negative, explosive, and socially unacceptable outbursts when perceiving an unacceptable performance within his team could not have been reformed instead of ending his career.

Don't prevent what you don't want. Make happen what you do want!

What is a student's "prevent offense or defense" in their academic world where negative feeling cognitive-emotional behavior can weaken their physical and mental abilities and harmonies and lay the foundation for "defeat"? What emotional shadow do they leave lurking around because "emotions are not a big deal"? What lingering thoughts is a student ignoring that eventually leads to their "downfall"? What unresolved shadow is waiting to take a student off their "game"? What shadow is lingering in the dark? Emotions are a big deal. Emotional shadows are significant. Resolve those hidden shadows by using them. There is power in emotionally negative thinking, but only if one knows how to use it. That is the responsibility of every educational institution, to teach, instruct, and instill within each and every student the skills, abilities, and understandings to re-process, re-construct, and re-develop their own emotionally negative cognitions. Negative issues are the charcoal that brings forth diamonds. They tell a student what they don't want. Now each individual must do the work to find and then bring forth the diamonds they want. When a student succeeds, they will feel the positive emotions that strengthen the synergistic harmonies between (and within) mind, body, emotions, and consciousness. Unfortunately for some, it may takes the heat of a serious conflict to get the thrill and excitement of that good feeling energy flowing through their veins and towards their success.

Emotions are significant. Emotions should never be ignored. A student must understand that good-feeling emotions, moods, attitudes, and feelings have an evolved

correlation with strength, power, stamina, speed, agility, cunning, intelligence, and wisdom. Emotions also indicate a student's personal power and the circumstances, conditions, and events their cognitive activities are harmonizing with. (Note: the over stimulating and disabling good feelings within mania and psychotic mania are a different discussion. Also not discussed here is the overzealous and joyful but uncontrolled classroom and the lack of students' focus and intent on classroom objectives.) Success in any endeavor demands that a student "feel *It.*" "Feeling It" is the good-feeling of focusing on what they want, desire, and intend to happen rather than upon what they do not want to happen and that they, we (the team) are going to be successful while simultaneously understanding that the ingredients for failure are also there.

The personal power of a master blinds the competition to the reality of their success.

6.13 Becoming a Master: You are Your Own Opponent

The real challenge in sports, academics, or even social conflict is within oneself. An individual is their own real opponent. Is the individual dwelling upon what they want or do not want? Are they strengthening and unleashing their *evolutionary-self* or not? Their emotions will let them know. Conscious awareness of their emotional being is telling them if they are creating the synergistic harmonies between – and within – their mind and body needed for health and success or not.

Daily, moment by moment, there is a competition between emotionally negative feeling thoughts and cognitive activity and emotionally positive feeling thoughts and cognitive activity. Every time a person succeeds in using an emotionally negative feeling thought to find and move into its converse, emotionally positive feeling thought is a significant victory. Celebrate every emotional transformation. Transforming emotionally negative cognitive activity into emotionally positive cognitive activities is a person's most significant accomplishment and valuable assit. It is the key to unleashing their evolutionary powers of strength, power, agility, cunning, creativity, intelligence, and success. And more

importantly, this skill will carry them to health, well-being, and "success" throughout life in whatever endeavor they may explore.

Now is the time to include emotional awareness and cognitive transformation training within every student's education. Here, success means a student finds their heritage… their evolutionary-self of strength, power, cunning, and success that comes with pivoting off emotionally negative feeling cognitive activities and onto emotionally positive feeling cognitive awarenesses and activities. This means that academics, sports, the performing arts, scholarly competition (and even conflict), and life itself is supposed to be FUN! If students are not enjoying their educational activities, they are not tapping into their most extraordinary physical and mental powers of strength, power, agility, cunning, creativity, intelligence, and success. And remember, it is not the teacher's responsibility to make a classroom fun, but to enhance their student's own abilities to re-process, re-construct, and re-develop their own joyous cognitions that align with the classroom's academic objectives.

By getting off the emotional pain train, a student will reconnect with their evolutionary-self and the synergy within. The synergy between mind, body, emotions, and consciousness will unleash a new and greater strength, power, agility, cunning, creativity, intelligence, and success. This is every individual's evolutionary heritage. This is their evolutionary-self.

The illusion of emotions is to believe that destructive and aberrant emotions are driving mental and physical behaviors instead of emotions being a perceived reflection of destructive and aberrant cognitive behavior precipitating physiological changes that drive physical behavior and acts. Consciousness controls this cognitive behavior, and emotions give it direction.

6.14 Review

Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This discussion is about those physiological

changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and feelings.

Emotions, moods, attitudes, and feelings are the perception of physiological states and changes in the brain and body precipitated by the cognitive activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future circumstances, conditions, and events. Cognitive activities change the physiological states of the brain and body that are then perceived as emotions, moods, attitudes, and feelings (EMFs). These feeling good emotions, moods, attitudes, and feelings correlate with health, well-being, and success (Jackson, 2022a).

This means that good-feeling emotions, moods, attitudes, and feelings have evolved to correlate with a harmonious, strong, and healthy physiology. Bad feeling emotions, moods, attitudes, and feelings have an evolved correlation with a dis-harmonious, weak, and unhealthy physiology of the body. For thousands of years in the east, the emotions of desire have been cursed as the cause of suffering. But the cause of suffering is not "desire," but focusing and dwelling upon that which is *not* wanted and *not* desired. An individual's pain and disappointment after a failure come from thinking, dwelling, and concentrating on what went wrong. The power of negative thinking (Knight, 2013) is to use negative emotions to help identify that which is not wanted and then use that knowing to identify, pivot, focus, and dwell upon that which is wanted, desired, and needed for "success" – which feels good.

If students are not enjoying their educational activities, they are not tapping into their most extraordinary physical and mental powers of strength, power, agility, cunning, creativity, intelligence, and success. And remember, it is not the teacher's responsibility to make a classroom fun, but to enhance their student's own abilities to re-process, re-construct, and re-develop their own joyous cognitions that align with the classroom's academic objectives.

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7.0 The Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student or Athlete's Evolutionary-Self of Strength, Stamina, Agility, Cunning, Creativity, Intelligence, Wisdom, and Success (rev2022-10-25a)

The world of failure and misfortune that your (neuroplastic) mind understood yesterday will no longer exist tomorrow if you change your cognitive-emotional habits today.

An individual isn't happy and joyful because they have found mental, physical, and social health, well-being, and success. They have found physical, mental, and social well-being and success and they are happy and joyful because they can re-process and distill negative feeling cognitive-emotional behavior (thoughts, memories, imaginings, rationale, problem-solving, and decision-making (APA, cognition)) into cognitive activities that feel emotionally good. The evolutionary role of emotions is to guide emotionally negative cognitive behavior and activities into emotionally positive cognitive activities.

Developing a student's and athlete's skills, abilities, and attitudes to re-process, re-construct, and re-develop emotionally negative cognitions into emotionally positive cognitions is the key and cornerstone to their future physical, mental, and social health, well-being, and success. Because of the evolutionary process, good feeling emotions, moods, attitudes, and feelings have a necessary, evolved correlation with health, well-being, and successful decision-making prowess (Jackson, 2022a). If a thought does not feel good, it's not. If home, school, work, or social life and activities do not feel good, they aren't. If sports and competition don't feel good and are enjoyable in some way, then like any negative feeling activity, it will

eventually become debilitating… to you and those around you. An individual must become their own Super-Hero and learn the cognitive-emotional dynamics of their evolutionary superpowers of strength, power, agility, cunning, creativity, intelligence, and success. This paper overviews some of the many activities a student may engage in, and with what cognitive-emotional attitude, to create the foundations necessary for successful decision-making throughout life's journeys and challenges. The rationale and theory behind these activities can be found in *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* (Jackson, 2022a).

7.1 Redefining Success: Finding Your Synergistic Self of Joy, Happiness, and Wonder

The goal of cognitive-emotional health education and training such as that found in cognitive behavior therapies (CBTs) – (Baruch-Feldman & Comizio, 2022; Clark, 2022; McKay, et al., 2022) and social emotional learning (SEL) – (Jones, et al., 2021), is for a person to learn, develop, and demonstrate necessary skills, abilities, and rationale behind how feeling emotionally good attains and maintains a physical and mental well-being of strength, power, agility, cunning, creativity, intelligence, and success (Jackson, 2022a). This synergistic, evolutionary-self of mind, body, emotion, and consciousness is available for anyone in whatever endeavors they may adventure into. "Feeling it" as in "do you feel it" (and it feels good) taps a reservoir found in a much greater and more powerful synergistic self than the historic, segregating, and debilitating beliefs of "emotionally driven behavior" where "aberrant and dangerous emotions" are causal to destructive thoughts, actions, and behaviors.

The journey begins with learning how to actuate a cognitive-emotional bio-feedback mechanism that has evolved to develop and maintain a person's greater powers of strength,

stamina, agility, cunning, intelligence, and wisdom. The role of the teacher or coach is to introduce learning, training activities, and the rationale that pave the way for a person to become self-reliant and self-sufficient to reliably use their own cognitive-emotional re-processing mechanism to develop and maintain their own cognitive-emotional health, well-being, and success, now and throughout their lives. How far along this path a person travels depends on their motivation to take another step, to take one more action, to feel just a little bit better.

Feeling better may not "feel good" yet, but it will. At first, feeling better may be just feeling a little "less bad." Feeling good about life and life's adventures may take a moment, a month, or even longer depending on how far a person has been beaten down through abuse, trauma, and terror. The cornerstone role of every teacher and coach is to help students take that next step to feel just a little better with the promise that when they do, their life will get better and they will achieve more success in whatever endeavors may come of their lives. At first, feeling better may simply translate into feeling less pain. Eventually, over time, with the development of new cognitive-emotional habits, emotional feelings, moods, and attitudes will transcend from negative to positive. These positive feeling emotions, moods, and attitudes have an evolved correlation with an individual's health, well-being, and successful decision making capacity (Jackson, 2022a)

Cognitive-emotional education is about developing a student's cognitive skills, habits, and beliefs that are necessary (1) to harness the evolved cognitive-emotional bio-feedback mechanism, (2) to re-process emotionally negative cognitive behaviors into emotionally positive cognitive behaviors, and (3) then to act within these positive cognitive-emotional emotions, moods, attitudes, and feelings. These fundamental skills are necessary to attain the joyous emotions, feelings, and attitudes essential for mental and physical health and well-being and

effective decision making and success through new perspectives on people, places, and events. Rather than being a segregated component of preschool, primary, and secondary education taught be specialized mental health professionals, cognitive-emotional health education, should be an integral aspect of every class, sport, and extracurricular activity. Each and every pre-school, primary, and secondary education teacher must have a class in cognitive-emotional health education as part of their teacher certification and be able to recognize the cognitive-emotional re-processing gymnasium and exercises their own classroom can provide for their students' future health, well-being, and success. Success in any and every class and activity in school begins with, and is dependent upon each and every student developing and having the cognitive-emotional abilities, skills, and beliefs necessary to re-process and distill their own emotionally negative cognitive activities into emotionally positive cognitions. Everybody's load will diminish if everyone plays a part in a student's cognitive-emotional education. To continue any formally required curriculums without a student first developing their own cognitive-emotional strategies is a waste of resources and a teacher's valuable time and at its worst, makes the educational system nothing more than a school-to-prison pipeline.

Teachers, especially language acquisition and literacy education teachers are indoctrinating their students into a linguistics of emotionally driven behavior because it is currently the essential and fundamental paradigm of past and current literature, religion, psychology, law, and philosophy. Emotionally driven behavior is an animalistic and reflexive paradigm necessary for competitive sports and combat situations, but it must be tempered with evolved and human cognitive-emotional re-processing, skills, beliefs, and understandings. Teachers must remember and teach the difference between (1) utilizing an evolved cognitive-emotional bio-feedback mechanism, i.e., emotions, for re-processing cognitive-emotional

behavior to feel good for its evolved correlation with health, well-being, and successful decision making prowess and (2) the unrestrained emotionally driven behavior found in literature, movies, videos, games, sports, and other forms of entertainment. Formal education can simply begin with the first day of class by teaching young students to be mindful, that is, pay attention to their (1) thoughts, memories, imaginings, and other mental activities (2) their perceptions and observations of their immediate environment, (3) any associative good and bad physical feelings in the body and brain, and (3) their good and bad feeling emotions, moods, attitudes, and feelings.

Cognitive-emotional wisdom means: 1) having the ability to evaluate one's own cognitive activities with one's own emotional mechanism, 2) having the ability to STOP…and respond to this evaluation, 3) taking the time to pivot from emotionally-negative cognitive activities to those cognitive activities that will elicit positive emotions and feelings and, finally, 4) using these new emotionally-positive awarenesses as the basis for constructive decision making and action. As these activities are cultivated, they will become habitual and an integral part of daily life, decision-making, and action. School disciplinary programs like detention, expulsion, and other forms of animal behavior modification through fear and punishment, illustrate a disregard for the evolved human being and the cognitive-emotional health education that is needed for a student's health, well-being, and future success. Archaic forms of "education" like police in schools and the current prison social structure signify a failure of the educational institution itself and the need for its overhaul and revitalization. Special education, remedial education, and general education must first be about developing a student's skills, attitudes, and beliefs necessary to re-process emotionally negative cognitive behavior.

Negative emotions are essential; they are a fundamental part of the equation for a person's success. Negative emotions bring an awareness of that which is not wanted and are used to identify that which is wanted (Knight, 2013). Like engineers, coaches, and gamers, who have problems to solve but do not fixate on what is wrong, students must develop the skills, attitudes, and beliefs to acknowledge and then re-process, re-structure, and re-develop their negative feeling emotions. Humans have the unique ability to educate and cultivate their cognitive-emotional reflexes and to use what is wrong, that is, that which is not wanted, desired, or intended to generate positive solutions and courses of action. Solutions cannot be found by fixating on the problem. Solutions will become more apparent after silently inhaling and exhaling and quieting the knowing and fixation upon that which is wrong. "Be still and listen…."

7.2 Motivation to Feel Better

"When I came to the point in my life that I understood 'where I am is not my fault, but it is now my responsibility', that is when life started getting better for me. It takes effort. It takes work. But enjoying and being happy in life makes life worth living." If a person has the belief and the desire to improve, empower, and find success in their own life, the way and means are to start feeling better and even find happiness and joy in life. You cannot have a happy ending to an unhappy journey (Hicks & Hicks, 2006). A person's strength, power, agility, cunning, creativity, intelligence, and success have evolved correlations, not to pain and suffering, but to joy and feeling good (Jackson, 2022a). Therefore, if a student wants to succeed in school, an athlete wants to succeed in the field of sports competition, an individual in their career and other social endeavors, or someone suffering from mental illness wants and desires to "be well" and live a

"normal life," they must first learn to utilize their evolved cognitive-emotional bio-feedback mechanism.

The answer to the question, "how do you feel?" depends on what that individual is dwelling upon mentally. Such questions as "tell me, what is going on," "what is happening," or "what's up" coupled with follow-up questions such as, "how do you feel about that" or "how does that make you feel" are appropriate to ascertain a person's current emotional-thought correlations and habits. The reason for asking these questions is to help people to begin to understand and acknowledge the correlation between emotions and mental activities: what a person is feeling is about what their cognitive activities are and what associations they have emotionally developed and nurtured throughout life.

Answers to these questions will also help the teacher, coach, or therapist find the desires within their student's, athlete's, or patient's cognitive-emotional jungle. Emotions have evolved such that cognitive dwelling upon and focusing on that which is wanted has a necessary correlation to emotionally feeling good. These desires can be harnessed as motivation to alter current, negatively charged patterns of thoughts and actions into patterns of thoughts and actions that feel better. The question "what do you want?" develops focus. An answer demands a "fearless sifting and winnowing" (Wikipedia, *Sifting and winnowing*) of thoughts, experiences, and desires, and redirecting and maintaining one's focus on that which is wanted and desired and associated positive good feelings, emotions, and attitudes.

However a person defines success, or what their desire may be, this desire is an important motivation to do the work necessary to feel better. Feeling good has an evolved correlation with strength, stamina, agility, cunning, creativity, intelligence, wisdom, and success, A person's power, strength, and future success come from feeling emotionally good now. Feeling good is

also needed for activating the underlying biochemical neuroplastic changes (Gorwood et al., 2008) in the brain necessary for success.

To feel good, to feel better, and to be well, is to have a life and work that one enjoys. This requires the student, athlete, or any individual to use their own cognitive-emotional bio-feedback mechanism to change those emotionally negative habits of thought that are limiting their ability to achieve their desires. Work and action are necessary to *not* be angry, sad, disappointed, or depressed, to lessen the emotional pain, and to move out of the depths of despair. "Do you want to be triumphant? Then, do you want to feel better?" If the answer is yes, then here is where one can start: "do something for yourself every day, something constructive, that helps you feel a little better (or feel a little less bad) in the present moment."

7.3 The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium

All the following exercises are methods for quieting one's focus and fixation within negative feeling cognitive-emotional activities and allowing less negative or even positive feeling cognitive-emotional activities to emerge into conscious awareness. This list of exercises is incomplete. It is meant to give an overview of the cognitive-emotional gymnasium. As Aurobindo Ghose states in *The Synthesis of Yoga,* "all life is yoga" (Ghose, 2015), even work itself qualifies as a means to reach a better state of cognitive-emotional self-awareness.

Emotions act as a guide because emotions have evolved to give consciousness feedback on the brain and body's state of health and well-being and "superpowers" of strength, power, agility, cunning, creativity, intelligence, and success. (Jackson, 2022a). Therefore, with cognitive-emotional awareness, anyone can self-evaluate the health, well-being, and success of their cognitive meanderings.

The Book of Human Emotions: From Ambiguphobia to Umpty – 154 Words from Around the World for How We Feel (Smith, 2016) is an education in itself for understanding the cognitive-emotional mind. Each word has a causal cognitive (thought) aspect and an associative emotional (feeling) aspect. If one were so inclined to dive into the intricacies and depths of cognitive-emotional relationships, this would be a good place to start. But rather than understanding the particulars within basic and complex emotions, it is far more important to develop an awareness of what is working and what is not working towards feeling better.

The exercises, processes, and areas of study that follow present possible activities that anyone can initiate to redirect a downhill slide into negativity upward into an emotionally positive cognitive-emotional knowing and awareness. These processes are incomplete and experts exist in all these areas. This list is a start. A person needs to develop their own resources and expertise for reconfiguring and managing their own cognitive-emotional processes towards their own intended outcome.

Any fixation anchors the mind in what is and prevents sailing towards what could be. But before weighing anchor, understand the currents, check the weather, and get a fix on a guiding star.

7.3.1 ***Segment Intending (****Hicks & Hicks, 2006****): A Sports Analogy***

In sports, how many thousands of hours have a professional athlete devoted to the physical and mental game of their sport? How much time and energy have they devoted to their physical training, skill, and reflexive development to be successful in competition? Now, how much time and energy has been devoted towards developing the feeling good moments that are necessary for the synergistic harmony of the mind, body, emotions, and consciousness to

successfully actuate all this training, skill, and reflexive development in competition? Success, however it is defined, starts with developing the necessary physical and mental skills of a sport *AND* learning how to actuate a cognitive-emotional bio-feedback mechanism that has evolved over millions of years to develop and maintain an athlete's synergistic and combined power of strength, stamina, agility, cunning, intelligence, and wisdom that is essential to success.

In sports, when a coach plans out a practice session, they map out "segments of intention." That is, the coach plans out what they want to accomplish overall in today's practice and within each segment of the practice. Each segment of the practice will have a stated intention of the desired outcome they want to accomplish. Without knowing what is to be accomplished, the coach has no way of evaluating what the athletes are doing.

The same scenario applies to the individual athlete. Although the coach is defining each segment of practice, the athlete has an active role in doing the mental and physical work towards accomplishing these objectives. They are flowing energy towards an outcome. The flow of energy is just that, flow. Like water flowing down a mountain. The question is, does this flow have the good feelings that signify the physiological harmony of success, or does the flow have the bad feelings of the physiological dis-harmony of failure? The purpose of segment intending is to 1) define the goal or objective of the moment, 2) re-process any negative feeling cognitive-emotional behavior into "feeling good" cognitive-emotional energy and focus this energy towards that which is desired, wanted, and intended, and then 3) act within this feeling good sphere of influence.

As an athlete is developing the physical and mental skills of their sport, they must also develop their abilities to attain the complimentary feeling good moments that signify that

their mind and body are consciously, in a synergistic harmony, actuating these physical and mental skills.

As was discussed previously, good feeling emotions, moods, attitudes, and feelings have an evolved correlation with a healthy neurological and biochemical physiology, and bad feeling emotions, moods, attitudes, and feelings with their negation. Feeling good indicates that the athlete's neurological and biochemical physiology of the mind and body are effectively working together in synergistic harmony towards what is wanted, desired, and intended. What the mind "sees" is in harmony with what the body "does." Any negative feelings, emotions, and attitudes signify a distraction, negation, and the advent of failure. The question remains, can an athlete, in the heat of competition, bring together the good feeling harmonies necessary to perform at their peak when "everything" rests on the successful actuation of their physical and mental skills, reflexives, and abilities in the moment… now… at this very millisecond?

Each moment of every day outside of practice is filled with a vast array of segments of intention that offer an opportunity to re-focus the mind into a better, good feeling place. Every moment of every day is an opportunity to intentionally act and develop the necessary feeling good *c*ognitive-emotional skills, abilities, and understandings necessary to compete among the best athletes in the world. A person's day, whatever their profession, is filled with intended moment-to-moment activities and events. As they work and flow energy into each moment, be it physical with the body, or mental with the mind, they are working and flowing energy towards a consciously intended outcome. Like the flow of water, this flow of energy moves downhill, towards whatever the mind is dwelling or focused upon. The question is, does this flow feel good or not. The purpose of segment intention is to become aware of the desired outcome and any disharmonious cognitive-emotional activities that will limit, disrupt, or negate this outcome. The

student or athlete's work is to re-process any negative feeling cognitive-emotional behavior and then focus this distilled "feeling good" cognitive-emotional energy (that signifies an outcome that is desired, wanted, and intended) within each segment of time.

As an athlete practices and intends the desired outcome within each moment-to-moment activity, their emotions, moods, attitudes, and feelings are calibrated toward that outcome. These feeling good or feeling bad emotions, moods, attitudes, and feelings will then, simply and effectively, convey a vast amount of intellectual cognitive understandings and knowledge of this present instant of time. At the moment of truth in an athlete's career, in that moment when "everything" is at stake, do they "feel it" … the joy… or is there the gut-wrenching emotion of impending failure that must be re-processed, re-constructed, or re-developed for any possibility of success? Or have they learned to block millions of years of evolution and they don't emotionally feel anything and have no idea of how harmonious (and successful) or disharmonious (and disruptive) their neurological and biochemical physiology of their mind and body are? The disharmonious cognitive-emotional being can manifest itself not only in a failed outcome, but in injury! The next few seconds will tell the tale for all to see of the effort devoted to practicing and understanding the emotional good feeling awarenesses and intentions necessary for success.

*7.3.2 **Mindfulness** (Segal, et al., 2013)*

At their desks, students close their eyes and becomes aware of their immediate environment. What sounds can be heard? What is the temperature of the room? Are there any smells? How does the room feel? They can then go internally and become aware or their breathing, in and out. Can they feel their heart? Are there any pains or aches in the body? Where

are these pains and aches? Move your toes. Become aware of your toes moving. Move your fingers. Become aware of your fingers moving. What thoughts are passing through your mind? What emotions are you feeling. Gently feel these emotions while remaining calm and observant.

Every moment of every day, a student can be mindful of their routine activities; getting up, fixing breakfast, activities going to school or within the school, etc. Instead of habitually and mindlessly living throughout the day, each segment of a student's daily life is an opportunity be mindful of their mental activities and associative emotional being. Every day provides opportunities to create a good feeling synergistic harmony between mind, body, emotions, and consciousness. Every moment offers an opportunity to exercise a cognitive-emotional harmony that feels good. By being mindful of these moment-to-moment opportunities for emotionally negative to positive cognitive re-processing, every segment of living can be joyous and life is no longer a series of unconscious habitual events that demand extraordinary events, achievements, and excellence to be alive and feel good.

Being mindful may need a certain impartial detachment from extreme and intense thoughts, body sensations and realizations and awareness of the surrounding environment, allowing them to pass through like clouds drifting by on a warm sunny day. This detachment extends to emotions and the passion within emotional wants, desires, and intentions and to refrain from impulsive reacting out because of these perceptions. This may be necessary when strong overpowering cognitive activities and perceptions dominate and precipitate uncontrollable neurological and biochemical physiology in the brain and body perceived as commanding emotions, moods, attitudes, and feelings. But it is important to realize and be mindful that, unlike a sliver causing pain in a finger and the pain is the messenger to take external action and pull out the sliver, emotional pain is an internal messenger to act and re-process, re-construct,

and re-develop one's own internal cognitions first; and then take joyous action that signifies health, well-being, and successful decision making. Emotions have not evolved to be disregarded and to be detached from, but to be engaged with the understanding that emotions are a function of cognition. As such, being mindful to take the necessary steps to re-processes emotionally negative cognitive activities into emotionally positive cognitions is essential to a student's health, well-being, and success as an individual.

7.3.3 STOP! Do not Go There: The Conscious Power of Choice

Negative feeling emotions mean something. In the short-term, negative feeling emotions may be essential as a survival mechanism bring to conscious awareness that "something" is amiss. Negative feeling emotions should highlight a big red STOP sign that means stop! Do not go there. Wherever a student's emotionally negative cognitive activities take them, they activate, in the long term, an unhealthy neurological and biochemical physiology that weakens the brain and body. A path may be genetic, a predisposition, or a learned association. However the path was built, a student's negative emotions mean that they need to re-process their cognitive activities (Gross, 2014; Jackson, 2022a) of knowing and awareness (APA, cognition; LeDoux, 2019; Prinz, 2004) into an alternative knowing and awareness that activates the good feeling emotions of a healthy and vigorous neurological and biochemical physiology.

Maybe a subject is so vast and unyielding that the only solution is just to "don't go there." There is no solution, viewpoint, or aspect that elicits positive emotions. Avoidance may not be "how I was brought up" or "politically correct," but it may be necessary for a student's health and well-being. "That is not your problem" may be the best advice a teacher or coach can give for developing a student's health. (Note: Some individuals, like the gamer, engineer, or coach,

can dwell upon that which is "not wanted" with some pleasure and problem solve and create alternate and more desirable realities (Knight, 2013).

7.3.4 Having Compassion for Self

Many people can manifest compassion for a student or animal having a difficult time, but they fail to sympathize with themselves. "Give yourself the same compassion you give to others and stop using your mind to beat yourself up. Do these thoughts feel good? If not, let us work together and find ways to stop this self-inflicting torture."

There is an important lesson here in valuing personal health and well-being and the role of the personal cognitive-emotional bio-feedback mechanism over the values imposed by society and others. For example, fixating on hunger, poverty, torture, abuse, and all the world's injustices or on the COVID-19 epidemic can become overwhelming. If a student cannot engage a subject with the self-compassion needed to emotionally feel good about their own understanding and place within that world, then perhaps it is a subject for them to put aside for the present moment.

7.3.5 Meditation, Mindfulness, and Contemplation

Meditations and mindfulness are healthful activities whose function is to remove consciousness from the mental chaos generated by daily life. Meditations and mindfulness refocus one's cognitive activities away from life's busy illusions to bring into focus a reality within one's breathing, within the flame of a candle, or within whatever one has as their object of attention. Mindfulness is the practice of focusing upon and carefully observing or being "mindful" of the goings-on both within and surrounding one's person. The key is not to latch

onto or fixate upon the mind's negative meanderings and detach from and allow any adverse thoughts, sounds, images, or other cognitions and emotions to pass through…... By slowly quieting the turbulent thought processes of the mind, meditation and mindfulness removes one's attention from what is and allow the quiet revelations of what can be.

More mentally active, guided meditations occur when someone leads the thought process. Yoga and tai-chi are even more active meditations that involve the movements of the physical body. Running, biking and rowing are activities that may also be utilized and have the meditative quality of quieting the turbulent mind. Monitoring the emotional state is essential to the effectiveness of any meditation activity. These methods of detachment, calming the mind, and "emptying it of thought" can stop the emotionally negative cognitive activity. A student will feel better because the mental activity has been removed from any subjects of angst, allowing emotionally positive cognitive activities to reassert themselves. The natural fruit of this labor comes when this new, more emotionally positive cognition is contemplated and allowed to grow and prosper after the meditation process is over. Meditation cultivates and prepares the fertile soil of a quiet mind and plants the seed that contemplation, along with emotional guidance, allows to grow and sprout into a wondrous new world.

Do not fixate on the broken and mangled hand, for it is indeed a soreness to any beholder. The message is not within the hand, nor within the moon and stars at which it points, but rather lies within another Universe that surrounds us – known only through its quiet revelations.

7.3.6 Appreciating and Reframing

To appreciate an event, place, subject, or person means to find something of "value" within them to focus on, which stimulates positive emotional responses. To appreciate a situation means to find something of value within the situation to focus on. Appreciation means to make the effort to dwell on some aspect of a student, place, or event that brings about good feeling emotions. Appreciating nature is a wonderful method for extricating oneself from the harsh "realities" of a negative world and into another more favorable "reality" of beauty and marvel that also exists in our world.

Reframing involves just that, putting a new frame around the picture. "This rain means we can't go for our walk, but we *can* catch up on our reading." The subject matter does not change. It has not stopped raining, but the rain's positive attribute towards life's circumstance is brought forward, and the emotional state improves. Or, as the saying goes, make lemonade out of lemons. Instead of looking at the overwhelming task presented by the thought that "the whole world is a mess," reframe the massive job of fixing the world into a practical task of cleaning one room or one corner, or even to start with, a drawer within "my part" of the world. Another type of reframing is to step back from a discussion's emotionally negative subject and take a more general view. A rose is a lovely flower, but it is an entirely different plant if one only sees the thorns.

A related challenge is found within these common phrases: it *is* good; it *is* bad; it *makes* me happy, or it *makes* me sad. All these common phrasings place the responsibility of one's own emotional state upon that which is outside the "self" or "I" or "me" without realizing that there is a conscious power of choice to dwell upon that which is wanted or that which is not wanted. No matter how a student has learned to issue responsibility of one's own emotional state to external

factors, healing involves owning one's power in creating "my own" emotional state of being by "my choosing" precisely what to dwell upon consciously.

Remember, the primary goal in these exercises is to bring about emotionally positive cognitive activities that correlate with a student's power, strength, stamina, agility, cunning, intelligence, and wisdom. If finding an emotionally positive aspect is currently unattainable, it is best to gaze elsewhere…. "The sky is beautiful today, is it not?"

7.3.7 Focusing on That Which Is Wanted, Desired, and Intended

"What do you want?" is a question to bring focus and to identify a subject of desire that brings forth positive emotions. A student knows when they dwell upon "that which is wanted" when positive emotions come forward. Negative emotions come from looking at or dwelling upon such people, places, and events a student *doesn't* want. "You have told me what you don't want [feels bad]; now tell me about what you do want [feels good]" (Hicks & Hicks, 2006). The presence of positive emotions within the conversation may be attributed to success in changing the subject from the *lack* of that which is wanted to the presence of, and refocus upon that which is wanted, desired, and intended. Continual discussion around these emotionally positive subjects lays the foundational touchstones for moving up the emotional staircase to where more joyous and healthy activities reside. At first, these touchstones may just be less painful. Yet, with continual work, movement up the emotional staircase will eventually bring continual, emotionally positive results.

Athletes cannot focus on what they do not want and simultaneously have positive emotions. They may use positive words, but nothing changes if the emotion behind their words is still negative. When words and phrases are positive, but the emotional state behind such words

remains negative, mental activity is still negative and unhealthy. Understanding which emotional-feelings are connected to what mental activities is the guiding factor. Focus and awareness need to be continuously upon one's own changing emotional states and upon emotions more general, long-term moods, and attitudes. This is an essential aspect of emotional mindfulness (Segal et al., 2013). When positive words reflect positive emotions and negative words reflect negative emotions, communication becomes honest and harmonious. A conversation revolving around an emotionally positive subject now leads towards health, well-being, and success. The challenge is to continue modifying the subtext of the conversation towards a healthier direction and elicit more positive emotions.

Contrary to normal diminishing ones focus within "that which is not wanted," the engineering, coach, teacher, and gamer mind (as in chess) seem to develop positive emotions while identifying and holding a problem in stasis while simultaneously searching for, and allowing solutions to "come to mind." (See: *The Power of Negative Thinking* (Knight, 2013).

7.3.8 Acts of Kindness

A healthy lifestyle means living (and acting from) an emotionally positive place. Emotionally positive actions develop another pathway to an overall healthier lifestyle. One method upon this road is acts of kindness. This extends the mental exercise of appreciation outward and into the world and begins unveiling a new life of well-being. A kind act may be as simple as petting a dog or a cat, smiling at a waiter or waitress, cleaning a room, or washing a car. The good feelings of a kind act toward oneself and others make the reality of an emotionally positive world more tangible. It stands as a great contrast to the emotionally negative world that a student is leaving behind.

7.3.9 Distractions

Sometimes reframing may be too difficult. Then, instead of continuing to fixate on a subject of angst that is just too unyielding to remold into a better feeling accord, it may be time to step away from the issue and go somewhere else mentally. The object here is to radically change one's focus and ultimately distract the mind (and its current emotionally negative and unproductive activities) onto something that provokes emotionally positive feelings. Go to a movie. Read a book. Enjoy a bike ride or a walk in the park. If the emotions improve, then the distraction is working. The subject of angst can then be re-approached later with a clearer head.

An odd correlative approach is to go to a *more* emotionally negative movie. The old unyielding cognitive activities would be displaced onto a different scenario (the film) from which it may be easier to move into more positive emotional states of being. The cognitive entanglement within a good murder mystery can weave the mind into another world apart from one's own troubled reality. But this could also go the wrong way…

Going to a bar for a few drinks with friends can be a very effective means of distraction. But, much too often, this distraction, just like drugs and medications, may be seen as the final solution, and the subject of angst is never re-approached and resolved. A student's cognitive-emotional bio-feedback mechanism has been corrupted and can no longer appropriately manage cognitive behavior towards health, well-being, and success.

7.3.10 Creative and Memoir Writing

Creative writing, especially the writing of one's memories, can be very therapeutic by reconstituting past traumatic events into new and innovative meanings that can be used as stepping stones into healthy cognitive-emotional processes. Writers would benefit from an

instructor with solid psychological and therapeutic skills to safeguard from personal wallowing and dwelling within old and traumatic events rather than using these events as stepping stones (or springboards) into emotionally positive desires, visions, and dreams. Writing and bringing old traumas to the light for others to read should be just that, bringing trauma into the light where these events are exposed for personal purposes of self-transformation into a new, exciting, and healthy lifestyle where the mind, body, emotions, and consciousness harmoniously work together to bring new feelings of peace, happiness, and joy. (Ref: background reading, Bandler, R., Grinder, John., (1975) (1976))

7.3.11 Reconstructing Gut-Wrenching Memories

Debilitating and gut-wrenching memories can be re-processed into something palatable by reconstructing those memories. NLP (Neuro-Linguistic Programming) uses techniques to re-set the stage and change a student's memories and experiences when reliving past traumas. This involves the five senses of sight, hearing, smell, taste, and touch. These sense "modalities" have "sub-modalities" that can be adjusted or altered so that the emotional-feelings associated with the event change. The visual modality has sub-modalities such as brightness, color, hue, contrast, size, and position (within the mind) that can be altered. A scene can be made brighter or dimmer, and like the lighting on a stage, the overall hue can be changed by adding different color gels in the lighting. (Author's Note: I have found great success in immediately overlaying a series of different colors (green, violet, purple, red, yellow, blue, and so on) on my relived gut-wrenching events and memories.) When a "critical sub-modality" is found, the actual emotional feeling of the event will change quickly and sometimes permanently. Finding and changing a critical sub-modality can be, for some, a life-altering event that will allow the centeredness, peace, and

freedom to acknowledge and pursue one's own desires, wants, and intention in life (Hartmann, 1998).

7.3.12 Hobbies and After-School Extra-Curricular Activities

Hobbies and after-school club activities such as drama, chess, car mechanics, soccer, swimming, fishing, karate, yoga, dance, cheerleading, or whatever… all should be undertaken with the idea of exercising one's mind, body, emotions, and consciousness' synergistic relationships with emphasis on segment intending and utilizing the cognitive-emotional bio-feedback and re-processing mechanism to feel cognitive-emotionally good.

This is training for a healthy lifestyle after graduation. Isn't one of education's objectives to develop the skills, habits, and abilities needed for success in life? Exercising and developing a student's cognitive-emotional bio-feedback and re-processing mechanisms could arguably be the most essential function of education. Successfully utilizing all other academic skills depends on maintaining a healthy and synergistic mind, body, emotion, and conscious relationship.

7.3.13 Music and the Arts

Training in music and the arts is significant because these disciplines reach into the cognitive-emotional bio-feedback mechanism and demand an outward expression to an audience. Reaching inward and identifying emotional states is an important step toward harmonizing one's own cognitive-emotional symbiotic relationships. Music and the arts can provide an opportunity to bypass confused and convoluted cognitive activities by requiring a concentrated focus on the inner harmonies of thought and emotion. Music and the arts can also express agitation, anxiety, nervousness, fear, and apprehension. Whatever the desired effect, a sense of understanding and

connection between the harmonies of mind, body, and emotions is required. But for following one's own cognitive-emotional bio-feedback towards health and well-being, there is only one key signature…. joy.

7.3.14 Cross-Training: Performance Enhancing Activities

Within a primary and secondary school educational curriculum, all organized sports benefit physical health and well-being. In addition, other organized sports provide great opportunities to promote lifelong habits towards mental health, well-being, proper human development, and effective decision-making through segment intending and emotional guidance. For a student to do well is both satisfying and rewarding. Enhanced physiology for peak performance in whatever a student is involved with is a function of feeling good. Its evolved correlation with a student's synergistic self of strength, power, stamina, agility, cunning, creativity, intelligence, and wisdom (Jackson, 2022a). Dedication to pivoting off of emotional negative cognitive activities and onto feeling good cognitive activities in any sports activity means developing the habits towards, and strict adherence to, a protocol of utilizing the evolved cognitive-emotional bio-feedback mechanism.

Although excitement may bring forth good feelings, over-excitement indicates a new neurological and biochemical physiology that has yet to be integrated into the harmonious synergy of mind, body, emotions, and consciousness needed for competition. Negative attitudes and nervousness hinder a student's synergistic performance potential. Negative emotions indicate an altered neural circuitry and a diminished neurological, biochemical, and physiological balance from the natural performance-enhancing attitudes of confidence and invincibility. Record-setting performances come from physiology found within emotionally positive states of being.

A student's life will benefit from the cognitive skills and training developed to utilize the cognitive-emotional bio-feedback mechanism for performance enhancement during athletic competition.

7.3.15 Religion, Mantras, and Prayer

To Walk within God is to Walk within One's Own Joys, Loves, and Passions.

Many aspects of the world's religions pertain to easing the mind of its burdens. There are the Sufi dances of peace; there are the Hindu practices of yoga – which means union with God; and Buddhist meditations for enlightenment to reach Nirvana and the cessation of suffering, and the songs of Jewish cantors or Christian chants have a similar effect. Religious practices can be explored by those who are so inclined. Personal emotional awareness and wisdom are essential because within religion are ideas and beliefs that, rather than bringing about an experience of salvation and peace, simply invite "hell on earth." Christianity is not about rounds of rebirth and suffering, but to live this life, not in pain, but forgiven and in the love, peace, and joy Christ brings "on Earth as it is in Heaven."

"Let go and let God" or "trust in Allah" are just a couple of examples of how religious beliefs can be used to bring about emotionally positive cognitive activities. The subject of forgiveness may be about someone and their transgressions to God, but, most importantly, forgiveness is for the injured victim to forgive their transgressors. Forgiving someone is an act of letting go of an experience so that a new life may begin. Forgiveness is a way for a student to move on with their life to be "reborn" into a better existence. Other words of comfort may include:

1) "When I let go of what I am, I become what I might be." Lao Tzu (brainyquote.com)

2) "May God console you among the other mourners of Zion and Jerusalem *Ha'makom yenahem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim.*" (myjewishlearning.com)
3) "Sadness is the heart telling you to find Allah. Depression is not listening to your heart. Comfort is remembering Allah is always there." Yahya Adel Ibrahim (islamicquotesdb.com)
4) "The LORD is my shepherd; I shall not want…." Psalm 23 (King James Bible)
5) "Wherever you go, go with all your heart." Confucius (goodreads.com)
6) "Happiness radiates like the fragrance from a flower and draws all good things towards you." Maharishi Mahesh Yogi (brainyquotes.com)
7) "There is no path to happiness: happiness is the path." Gautama Buddha (quoteideas.com)
8) "Before becoming a Sikh, a Muslim, a Hindu or a Christian, let's become a human first." Sri Guru Nanak Dev Ji. (https://beartales.me)

The beauty of all religions is enhanced with an awareness and understanding of how emotions guide cognition towards love, joy, and peace through a neurological and biochemically evolved cognitive-emotional mechanism.

7.3.16 I Am Statements

I am fat. I am old. I am clumsy. I am sick. I am…. Be careful of "I am" statements in that they can become a self-fulfilling prophesy. The mind can believe what a person says to themselves, or about someone else and another can believe what is said about them. A vortex of thoughts, beliefs, and "reality" can form around an I am declaration of fact and become a

neurolinguistically program and fixture in a person's reality. A person may feel they are discriminated against or believe what is said about self and actuate this in all their interpersonal interactions, whether factual or not. "Fact" becomes a blurred mixture of truth and fiction within one's own reality with no comprehension of another's reality and belief system.

The mind will do its best to fulfill these statements of reality. This may be a good thing if desired and wanted, that is, I am smart, I am good, I am healthy, I am strong, I am…. But these "statements of reality," if believed and yet too far from "fact" may lead to problems, disappointment, and failure. This can readily be observed on television's singing game shows where contestants have a false sense of reality in their vocal quality and ability. Or an employee may think of themselves as capable to carry out an assignment and fail to get the help they need. An honest appraisal of one's self may be good, yet again, if they have a desire to change and improve their condition, these statements of fact must become less concrete and more plastic and fluid to allow any self-transformation.

A person who is ill may say, "Day by day, I am healthier and healthier." A person who "is fat" may say "day by day, I am slenderer and more beautiful." Believing "I can" vs. "I can't" allows for its actuality. A person whose singing prowess is questionable, may take lessons and work to fulfill their "truth" and succeed. Or they may not. But if they accept their limitations from the get-go, they will never allow for its possibility. A joyous and honest journey into self-discovery can be an adventure and may lead to other roads and another type of success. A person who "is mentally ill" may continue to deny "their reality" and discover a path to health, well-being, and success.

7.3.17 Touchstones

Any object, event, or odor can also be a reminder of an emotionally positive moment. Pictures, for example, are very common keepsakes. Smells, songs, and music have a unique way of quickly activating thoughts, mental activities, and related emotional responses. Understanding what personal touchstones can draw out emotionally positive thoughts is another aspect of cognitive-emotional rehabilitation.

The opportunity to stop old habits of thought and to develop new habits of thought presents itself many times throughout the day. Objects, events, and odors can also quickly bring back memories of abuse and trauma. Daily negative flashbacks are a burden. But each flashback is an opportunity to soften its reality and put some distance between today and past traumas. (Ref: (Jackson, 2022) *Cognitive-Emotional Health Education: A Primary and Secondary School Overview,* Section 8.9 "PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship.") A student doesn't have to search and explore one's inner self for negative experiences to be dug out like a weed. When the weed appears, one can work on it and dig it out. But until then, let these seeds lie dormant.

7.3.18 Psychological Therapy

Evidence-based practices such as rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), dialectical behavior therapy (DBT) (Pederson & Pederson, 2020), method of levels therapy (MOL) (Mansell et al., 2013), mindfulness (Farb et al., 2014), mindfulness-based cognitive therapy for depression (Segal et al., 2018), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), positive psychology (Lopez & Snyder, 2009), emotional intelligence (EI) (Salovey et al., 2004), and interpersonal psychotherapy (Stulberg et al., 2018)

are all center around a student's motivation, ability, and skill to re-process cognitive activities (Gross, 2014). These cognitive activities are ultimately evaluated by the existence of good- or bad-feeling emotions. This is the use of emotions-as-effect and emotional control theory (Jackson, 2022a).

Therapy based on the symbiosis between cognition and emotions reaffirms an evolved biological guidance mechanism where emotions are used to evaluate cognitive behaviors. In stark contrast to emotional regulation, with this approach, emotions are not regulated but are used instead to regulate, that is, to guide cognitive behaviors. Also, emotions are not viewed as out of control in this context, nor is there a concept of emotional disorder. On the contrary, the cognitive mind is out of control, and the therapeutic process addresses a cognitive disorder. Deviant emotional perceptions are reflections of this aberrant cognitive behavior. The emotions are not treated as dysfunctional but are understood as very functional. They bring to consciousness the dysfunctional aspect of the mind's cognitive activities that create the aberrant neurological and biochemical physiology we perceive as emotions. It is these irregularities in cognitive behavior that need to be addressed. Emotions are but the messenger.

"What do you want?" is a question that brings about an emotionally negative response if the person is dwelling within the cognitive constructs of the not wanted or lack of that which is desired and intended. Our evolutionary reflexes move consciousness from the not wanted into cognitive activities of what is desired, wanted, and intended. The therapist's role is to aid in their person's understanding of this process and train and develop the cognitive-emotional skills necessary to pivot cognitive activity from that which is not wanted to the cognitive activity of that which is wanted…. from feeling bad to feeling good. Emotions are the guiding light regarding the success or lack of success in this change of focus within the cognitive mind.

Neuroplasticity of the brain means that everybody has the capacity to realize a new and more beneficial reality because the brain can rewire itself and create new circuits of understanding and alternative healthy behavior (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

The symbiotic nature of cognition and consciousness enables a student to ferret out what is wanted from within that which is not wanted. This nature also enables a student to acknowledge that which is not wanted (or focus on the lack of what is wanted) from within that which is wanted. Cognition and consciousness have an essential biological function to maintain a healthy and vital neurological and biochemical physiology. Emotions have a function. Emotions bring awareness to the consciousness of health, or lack thereof of cognitive activities. Feeling good correlates with a healthy biochemistry, and feeling bad correlates with an unhealthy biochemistry. Psychological and pharmaceutical therapy must honor these functions. Mental illnesses arise when healthy responses to the cognitive-emotional bio-feedback mechanism are absent and a student does not have the cognitive-emotional capacity, agility, or wisdom to respond to their cognitive-emotional bio-feedback in a natural and healthy manner to get their mind off the hot stove.

The goal and practice of ***psychological rehabilitation*** are to utilize the brain's power of neuroplasticity and develop within a student the mental agility and reflexes to constructively respond to their own cognitive-emotional bio-feedback mechanism without the external aid of a therapist or pharmaceutical medications. At first, these steps may go from painful emotions to less painful emotions. Still, eventually, with the development of new habits and mental agility skills, the steps will be from feeling emotionally good to feeling emotionally even better. These skills are the presence of mental health and well-being and the ability to lead an everyday life.

7.3.19 Pharmaceutical Therapy

Medications may be necessary as a temporary first aid crutch to "normalize" cognitive-emotional behavior and its outward physical expression and can be very effective in "normalizing" external behavior from an observer's perspective, but what are these chemicals doing to the neurology, biochemistry, and physiology of the cognitive-emotional feedback circuit? What are they doing to consciousness' ability to control and change cognitive activities in response to cognitive-emotional bio-feedback? How can emotions guide cognitive behavior when emotional or physiological neural networks are being targeted with artificially introduced chemical agents?

Emotions have an evolved role in guiding cognitive behavior and decision-making. If emotions are perceiving a neurological and biochemical physiology that cognition actualizes, how are emotions out of control and in need of emotional regulation? No! It is cognition that is out of control, and therefore, it is cognition that needs regulation. This is the foundation and bases of cognitive behavior therapies (CBTs).

Any pharmaceuticals designed to impact the cognitive-emotional bio-feedback mechanism also impact the emotions' correlations with (1) the mind's cognitive activities and (2) the body's biochemical, physiological activities, and (3) consciousness awareness of these biochemical, physiological conditions. Biochemical agents must harmonize with emotional neurological construction and augment the brain's neuroplastic capacity for developing new constructive habits (APA, neuroplasticity; Costandi, 2016, Doidge, 2015). The purpose of pharmaceutical therapy must be to assist consciousness's power and ability to manipulate cognition and thus help consciousness respond to the cognitive-emotional bio-feedback mechanism in a healthy and constructive manner while the patient develops their own skills,

abilities, and beliefs to re-process their own cognitive-emotional behavior. Is that the goal, objective, and intent of current pharmaceutical therapy?

7.4 Cognitive-Emotional Wisdom

Emotions have value. They are important. But to have value and to be important, emotions must be used as they have evolved. The presence of negative emotions did not evolve to add fuel to the fire and escalate emotionally negative situations and events down an emotional negative spiral into more negativity. Like a runaway train down a mountain, there will not be a good outcome. The question is, can a student become the observer-self? Can a student separate him or herself from the pathos of the moment….and STOP…stop the cognitive activities that are fueling the fire (Goleman & Davidson, 2017)? Can the teacher help a student become empowered to stop and act upon a negatively charged situation in a more emotionally positive direction? The quicker a student realizes that they are on a run-away train, spiraling out of control, the easier it becomes to stop the downward and emotionally negative train of thoughts and actions.

Much of a student's negative emotion comes from dwelling on the undesirable actions of others. Try telling someone who is angry at someone to look the other way at what they do want to feel better, and that angry student may reply, "I will feel better when I punch him in the face." Or, "when my brother stops doing that, then I will feel better." That is, when the proverbial "they" stop doing "whatever," then "I" will feel better. To depend on someone else's behavior changing to feel better is a trap. It requires that every person in the world who does not do as you like must change. Is that a reasonable expectation? Negative feeling emotion is about what the observer is doing within their own mind and within their own interpretation of their reality. The

need for action can and should be satisfied, but action from a positive emotional place is far different and more effective than action taken within anger.

Cognitive-emotional wisdom is not only about moving up the emotional staircase when circumstances and events are conducive to upward movement; it is also about having the discipline and fortitude to resolve internal struggles and to create the mental and emotional harmony necessary for action when circumstances and events are not conducive to upward movement. Too many people have the unfortunate life circumstance in which the motivation for stopping the emotional-downward spiral into self-destruction only develops from having already personally followed this path into a barren, despondent wasteland. The fortunate few works and regain their evolutionary roots and relearn how to act from an emotionally positive platform.

A student, athlete, patient, or any other individual may have to focus only on a very narrow and constrained view of the world to access and use their cognitive-emotional bio-feedback mechanisms. Their worldview may be limited to a sport, hobby, club, backyard, or the shadows on the bottom of a pool of water. But as healing occurs, broadening their understandings and use of their cognitive-emotional bio-feedback mechanisms within an increasingly vast and complicated world becomes possible and even necessary.

An educational institution's cultivation of its students' cognitive-emotional mechanisms to survive in society is one measure of educational success. A more significant measure of a successful education institution and the sanity of its curriculum is not student survival, but for students to thrive and enjoy the opportunities and adventures education, life, and society offer. Tens of thousands of years of human evolution have developed within our species the capacity to use our emotions to guide our cognitive behaviors towards the good feelings, attitudes, and emotions of health, well-being, and successful decision-making prowess. We have evolved to be

joyous beings. As important to understand is that it is not the teacher's job, or the objective of education to make students happy and joyous. That is the responsibility of the student. It is the job of the teacher to cultivate their students' skill's, abilities, and understandings that the students themselves can pivot off of emotionally negative ill feeling cognitions and into emotionally positive and good feeling cognitions.

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8.0 Cognitive-Emotional Wisdom

Author's Note: I imagine when Siddhartha Gautama, popularly known as the Buddha, declared that desire was the cause of suffering, he understood how his current culture of castes and karmic rebirth provided no opportunity for social mobility and how this social environment fostered a need for kindness, compassion and a mindful awareness and non-attachment to any emotional drives and ambitions. But Siddhartha was not entirely correct in his pronouncement. It is not desire that is the cause of suffering but the focus upon the lack of that which is desired that is the cause of suffering. Our emotions have evolved such that when dwelling upon that which is wanted and desired, we feel pleasure.

We now live in a world where an individual need not be limited by their social status at birth nor are they a helpless consciousness tossed about by the stormy seas and waves of emotional awareness. Instead of developing a philosophy of beliefs and understandings that limit emotional desire, drive, and behavior, we can now harness the power of emotions to create and empower our lives with the wisdom and intention necessary to harmonize with and flow energy into a life of health, well-being, and self-defined prosperity.

Not until the illusion of emotions is understood will
the power of emotions be revealed.

The success of our teachers in life – whether they are our parents, teachers, and other students in school, religious leaders, bosses at work, or the powerful academia, political, and business leaders who set the stage for our lives – is in their ability to empower us with the skills and abilities to think and to feel good, and to help us move our thought and debate up into the mammalian brain. Here, a "what feels-good-is-good" mentality can evolve into broader and greater awareness of both short and long-term consequences, and decision-making and action can mature into greater complexity and imagination. With such education and personal development, what feels-good-is-good can have a compassionate foundation for existence.

To have ***cognitive-emotional wisdom*** is to have the cognitive and emotional understanding, skills, and ability to avoid acting from the lower emotionally negative platforms of despair, depression, and anger. It is to have the cognitive tools and agility to move up the emotional staircase and to act from the emotionally positive platforms of good feelings where health, clarity, and vigor reside.

The steps to move up the emotional staircase (or emotional hierarchy) vary depending upon the set of emotions involved. One order of progression may be to move from despair to anger, to frustration, to displeasure, to pleasure, to joy, to delight, to exhilaration, and finally, to ecstasy. Most people do not have the ability to go from despair to joy. That would be too great a leap. But they may go from despair to anger, from anger to frustration, from frustration to displeasure, from displeasure to pleasure, and from pleasure to joy over time.

The development of cognitive-emotional wisdom also helps a student develop the desire, courage, and tenacity to do the work necessary to move up the emotional staircase and continually reach for thoughts that feel better. Poetry, music, dance, the arts, and sports can be essential motivators because successful participation within these disciplines demands action from higher levels of cognitive awareness and a more refined response to emotional perceptions. Every step higher in the level of accomplishment requires an even greater commitment to the cognitive-emotional bio-feedback mechanism. Every step higher is a movement into greater happiness, joy, and passion. Think about it. Physical and cognitive strength, power, agility, cunning, creativity, intelligence, and every key attribute for a student's success require the person, as a consequence of evolution, to be joyous and passionate within their endeavors (Jackson, 2022a). Yet without an awareness and understanding to apply these cultivated cognitive-emotional dynamic re-processing techniques to all of life's trials and tribulations, a student of excellent academic accomplishment can fail into depression, mania, schizophrenic tendencies, and death.

As a student matures into adulthood, they must continually be developing new and more intricate methods of utilizing their cognitive-emotional bio-feedback mechanisms to create new and more complex harmonies with their external world. An individual exists within a multitude of cultural cognitive conditions and activities, all creating a complex

mosaic of emotional feedback and harmonies (Smith, 2015). It is these harmonies and disharmonies that individuals must bring together as they conduct the symphony of their lives' endeavors and creations.

8.1 The Evolved Emotional Bio-feedback Mechanism

Within the psychology of a cognitive-emotional bio-feedback mechanism, the naturally evolved response to negative cognitive-emotional behavior is for a student's consciousness to use the energy from the emotionally negative state of being to re-process their mind's activities into activities that bring forth positive good-feeling emotions (Jackson, 2022a). If emotions are skewing to a bad feeling negative state, it is the body's signal ***to stop*** and take steps towards a new perspective and refocus the mind and its activities onto a reframed or re-constructed view of the subject. If these efforts fail, then learning to refocus consciousness onto something entirely different maybe the best action to bring a more positive emotional response.

As people grow from childhood to adolescence to adulthood, they learn more complicated and sophisticated facets of (1) recognizing and acknowledging the presence of negative emotions, (2) stopping the spiral down the emotional staircase earlier and earlier in the decline (or as in the case of mania, stopping the upward spiral), (3) reframing and refocusing the consciousness into a less negative emotional perspective, and (4) repeating this re-processing and re-construction into a better and better feeling cognitive-emotional state of being until they are back at an emotionally positive, healthy and harmonious vantage point.

Maintaining a healthy and joyful lifestyle requires having an ability to move up (or down in the case of mania) the spiral staircase with ease and fluidity. Issues involved within mental illness, addictions, and violence develop when this more complicated and creative aspect of a healthy cognitive-emotional dynamics are absent, usurped, driven, or even manipulated out of a student's repertoire of life's survival skills. The resulting loss of choice to get on or off the cognitive-emotional rollercoaster can leave a student broken and in need of professional help.

8.2 Developing Cognitive-Emotional Wisdom

The narrowness of myopic mental vision and perspective play a role in mental illness and aberrant behaviors. Students must strive for action that is not myopic but, instead integrates the totality of one's cognitive and emotional universe. Just as the various sections of an orchestra must be aware that they are playing in the same key to remain in harmony, the various aspects of a student's consciousness must find a harmonious integration for the person to remain whole and mentally healthy. Otherwise, the dissonance that can develop within a student to accommodate society's diverse demands can become so great that it may be impossible to remain whole and mentally healthy. To be mentally well, individuals must have successfully mastered the necessary skills, abilities, and understandings to navigate their own cognitive-emotional programming that develops through life's challenges and adventures. They must successfully integrate the lessons demanded by society and develop the required cognitive-emotional wisdom to succeed.

In a healthy, cognitive-emotional dynamic symbiotic system, emotionally negative activities of the mind must be a source of inspiration and creativity and inspiration for new, good feeling emotionally positive and transformative cognitive activities that are the necessary precursors to healthy, outward physical behavior and acts. Emotional wisdom brings forth emotionally positive cognitive and physical activities that bring health and vitality and nurture a constructive, cooperative, and successful personal environment. On the other hand, emotional ignorance brings forth emotionally negative cognitive activities that run amok as they foster external destructive physical behaviors and actions. Emotional ignorance internally creates unhealthy physiological environments susceptible to disease, illness, and injury.

The first step towards cognitive-emotional wisdom is to establish a student's awareness of the fundamentals of the cognitive-emotional re-processing mechanism (**reference Figure 10**). Unfortunately, even the syntax of language misrepresents the mind, body, and emotional relationship with consciousness. To say that a student is "emotionally out of control" or having a "fit of rage," or "acting out in anger," or committing a "crime of passion" is an

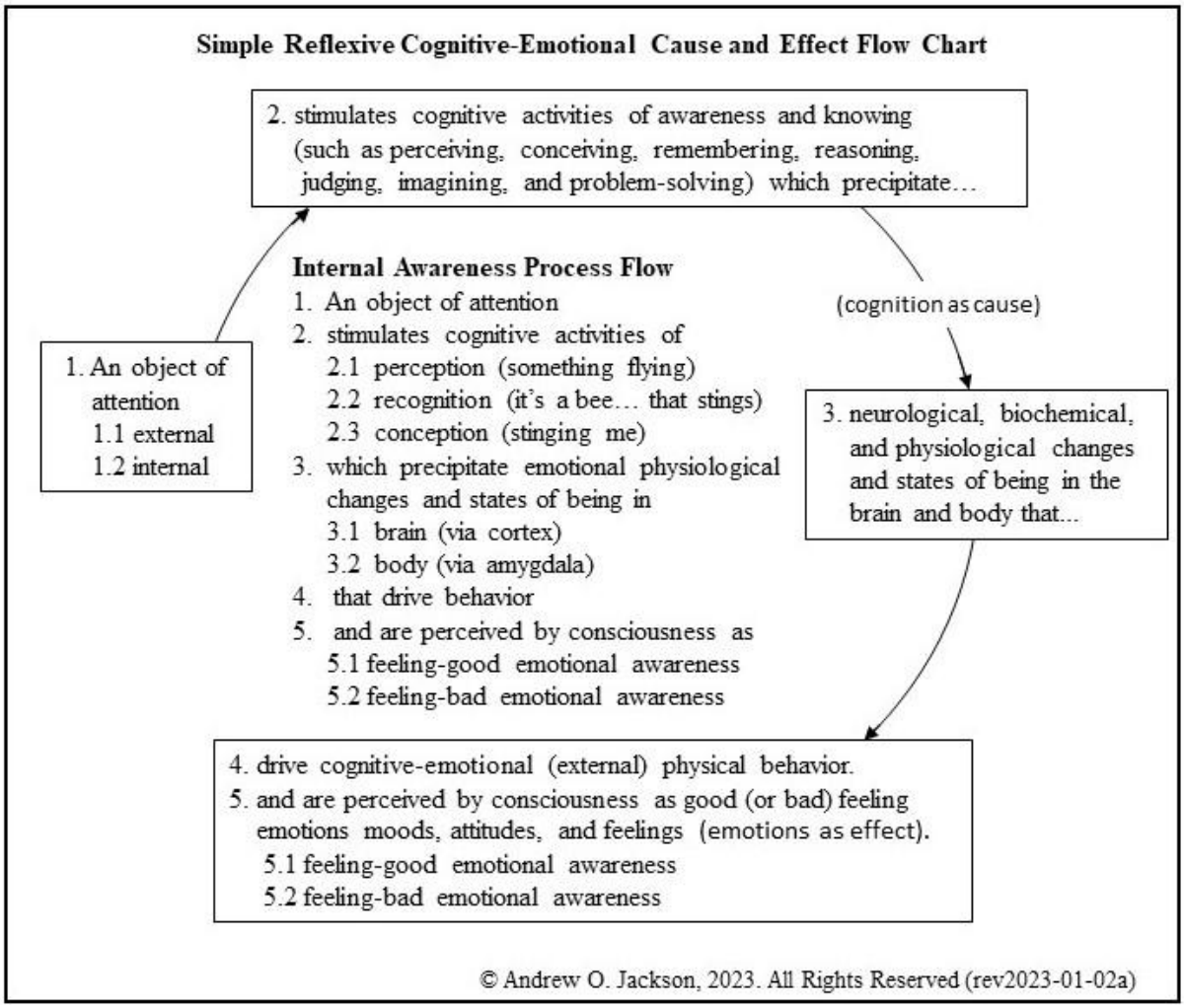

Figure 10: Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart

incorrect characterization of emotions. The person is not "emotionally out of control" but instead, they are "cognitively out of control" because cognitive activities precipitate the neurological, biochemical, and physiological changes in the brain and body that consciousness perceives and calls emotions. Emotions cannot be aberrant and destructive because they are but the messenger. Cognition can be aberrant and destructive. Cognition is creating the neurological and biochemical physiology that is running afoul.

The phrase "don't be so emotional" and the concept of "emotional disorder" do not treat emotions as a perception of mental activities via changes and states of neurological and biochemical physiology. This use of language obscures the notion that the display of a student being "emotional" directly results from their current cognitive activities; these

cognitive activities need to be addressed and re-processed, re-constructed, and re-developed (**reference figure 11**; Jackson, 2022a).

Cognitive-emotional wisdom is born when emotionally depressed persons begin to understand and accept the relationship between their depression and the nature of their thoughts. The fall into depression is not their fault but healing demands new responsibilities. For depressed persons to continue dwelling upon the people and events responsible for their current condition creates barriers to understanding and accepting their new responsibilities for their own thoughts and actions. Cognitive-emotional wisdom means taking responsibility for one's own behavior and changing and developing new habits of thought and perspectives.

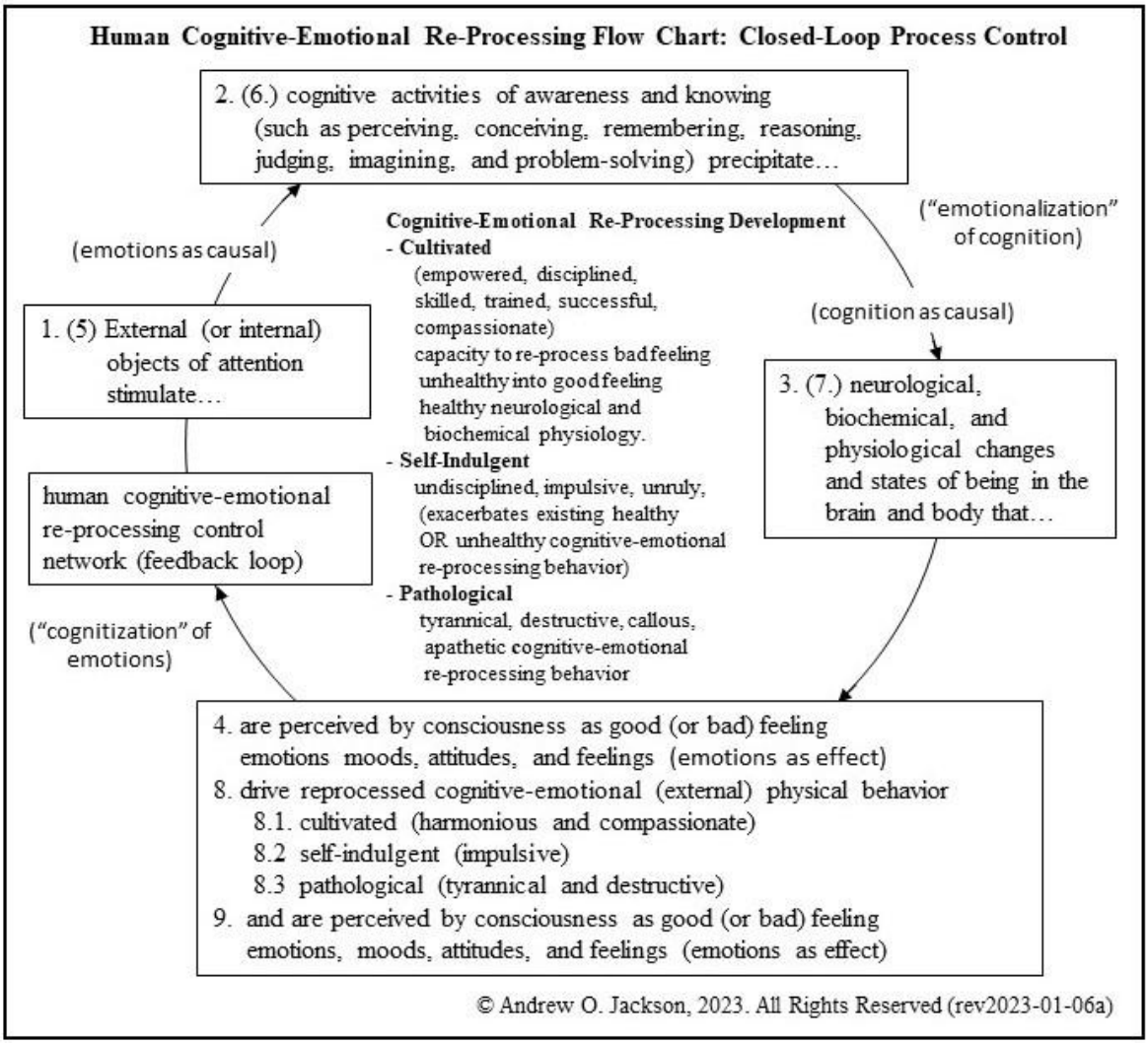

Figure 11: Human Cognitive-Emotional Re-Processing Flow Chart

A neuroplastic brain that has the capacity to rewire and reconfigure itself makes all this possible. (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

8.3 Defining Mental Health and Well-being

Mental, physical, and emotional wellness depend on actuating one's own cognitive-emotional dynamics between the mind, body, emotions, and consciousness. Suppose a student's emotions work as they have evolved and give accurate perceptual feedback on their neurological and biochemical physiology. In that case, a psychological problem is not an "emotional disorder" but a "cognitive disorder." An actual emotional disorder would be akin to a sight disorder such as near-sightedness, far-sightedness, or even color blindness. A distinction must be made between a properly working emotional mechanism that gives accurate feedback on the body and an emotional mechanism with a disorder that distorts and interferes with the evolved relationship between the body, mind, and consciousness.

Within the context of cognitive-emotional bio-feedback, a student is mentally healthy when they can naturally (i.e., without alcohol, drugs, or medications), respond to their own cognitive-emotional bio-feedback, and move up or down the emotional spiral staircase by choice (Hicks E. & Hicks J., 2006). A mentally healthy person has the aptitude, skills, and capacity to return to the pleasures and harmonies of life from event to event throughout life. Having mental and physical health is being capable of doing the work necessary to move within the emotional spiral staircase: from a mental/physical/emotional negative state of consciousness into a mental/physical/emotional positive state of consciousness.

Well-being and the success of any professional therapy, mental or physical, is not defined by the absence of illness but by the presence of health, vigor, and joy and the necessary cognitive skills, abilities, and motivation to nurture these conditions with one's own cognitive-emotional bio-feedback mechanisms.

Once a student learns to maintain their own physical and mental well-being by acting from a positive emotional state, then a new learning process begins which delves into the ethics of these actions and thus develops a comprehension of right action. We live in an

environment where sales and marketing have become very sophisticated and cunning in manufacturing feeling good states of being. In this environment of *caveat emptor* (let the buyer beware) and "free speech," not understanding the pitfalls of a feels-good-is-good evolved physiology can be very costly to the individual and in the long run to the health and well-being of the family, community, and society (see **Section 9.0 Cognitive-Emotional Bio-feed Back – The Dark Side**).

Additionally, society needs to rethink the meaning of "criminal justice" and reform punishment for crime into a justice system that promotes healthy cognitive-emotional rehabilitation and neuroplastic development within the brain (see **Section 8.10 Criminal Justice Reform**). Well-being entails health, vigor, energy, and vitality with joyous anticipation for the future and all its uncertainty, along with the skills, abilities, and understandings to utilize these attributes.

8.4 Depression: Mental Illness or Mental Injury

The physical pain of a hand on a hot stove brings about a very natural reflexive response. The pain is a signal to get the hand off the stove. If the pain is ignored and the hand remains on the hot stove, the neurological, biochemical, and physiological signature of the hand changes to the degree that the hand burns. The feeling of pain is significant to the health and survival of the body. The issue is the lack of responsiveness to the pain. But is the condition of the hand an illness or an injury?

From the perspective of cognitive-emotional dynamics, the neurological, biochemical, and physiological "abnormality" associated with emotional pain (such as depression) is analogous to the neurological, biochemical, and physiological "abnormality" associated with the hand's physical pain on a hot stove. The more the emotional pain is (1) ignored, (2) suppressed or usurped, (3) biochemically blocked or sedated, (4) blocked by neurological damage, or (5) unacknowledged for any other reason such that the individual's thoughts and the activities of their mind remain on the 'hot stove,' the more the associated neurological, biochemical, and physiological signature and neurological processes will differ

from that of a 'normal' healthy person (Raison, Jain & Maletic, 2011). The issue, i.e., cognitive dysregulation, is the lack of responsiveness to the emotional pain, which calls out to get the mind off potentially damaging mental streams of consciousness. But is this neurological, biochemical, and physiological abnormality an illness or an injury?

The illness in mental illness arises when healthy responses to the emotional system are absent and the individual does not have the cognitive-emotional capacity, agility, or wisdom to respond to their own cognitive-emotional bio-feedback and awareness in a natural and healthy manner to get their mind off the hot stove. But is this lack of emotional responsiveness an illness or an injury?

8.4.1 Cure an Illness, Rehabilitate an Injury

The observation that people with mental illness have a neurological, biochemical, and physiological abnormality compared to mentally healthy people is well documented (Maletic & Raison 2017). But there is, by evolutionary design, supposed to be a neurological, biochemical, and physiological anomaly when an individual's mental activities are unhealthy, that is, when cognitive activity dwells upon unwanted, emotionally negative aspects of life. When the mind remains on the hot stove, it activates an unhealthy biochemical and neurological physiology. This unhealthy neurological, biochemical, and physiological signature *IS* different than that from one who has a cultivated the skills, abilities, and understandings to re-process emotionally negative cognitions. The fallacy is in the attempt to pharmaceutically normalize a patient's neurological and biochemical physiology without also developing their skills, abilities, and understandings to consciously remove their own mind from the cognitive hot stove and rehabilitating healthy neural network activities between cognition, body, emotions, and consciousness.

Where well-being and natural emotional responsiveness exist, no medical attention is needed. But if the mind 'burns' a little, maybe some simple medication accompanied by supportive cognitive-emotional psychotherapy would promote healing and return to a naturally functioning neural networks of the healthy mind, body, and emotion correlative relationships.

However, in acute cases where such a natural emotional response, awareness, or behavior is lacking and where healing is not occurring, supportive medication and hospitalization may need to be more invasive. Extensive rehabilitation therapy will be required to take advantage of the brain's neuroplasticity to recreate a new neurology of healthy mental responsiveness to its cognitive-emotional bio-feedback system. Supportive pharmaceutical intervention should aid the patient, as a crutch, to help them regain healthy responses to their own cognitive-emotional bio-feedback system. The crux of the problem for those suffering to this degree began with a societal and cultural disregard of a wondrous and highly evolved and personal cognitive-emotional re-processing mechanism that maintains an individual's health, well-being, and successful decision-making prowess.

The world of pain, loss, and defeat that your mind understood and made real yesterday, will no longer exist tomorrow if you change your cognitive-emotional habits today.

8.4.2 Responding to Emotional Bio-feedback

There is great power within the activation of the emotional negative neural network and the realization and conception of that which is not wanted, nor desired, nor intended. But this power is only actuated if the opposite end – the positive, pleasurable end of the spectrum – can be known, that is, perceived, recognized, conceived, reasoned, and then acted on (Encyclopedia Britannica, *Cognition: Thought process*).

People who are healthy, happy, and successful in life use their power of consciousness to pivot off the emotionally negative aspect of a scenario into a more emotionally positive, *re-framed* scenario. They have learned and developed the necessary skills that are essential in our society to manage their focus of attention in response to their own emotional feedback. They have developed a robust cognitive dexterity and ability where disruptive cognitive events only temporarily upset healthy neurological, biochemical, and physiological balances. And, they have the motivation, drive, and, most importantly, the proficiency to re-process, re-construct, and re-develop the cognitive activities that are wanted, desired, and intended which precipitate balanced and healthy neurological and

biochemical physiology while activating the correlative, emotionally-positive neural networks.

The development of the extreme neurological, biochemical, and physiological signature of mental illness that requires psychiatric drugs results from a chasm that developed between the cognitive activities within the brain and the individual's responsiveness to an evolved cognitive-emotional bio-feedback system. Severe mental injury or illness that may never fully heal may have resulted from neurological damage, disease, drug abuse, prolonged and extensive use of medications, trauma, congenital disability, or some other inherited condition. On the other hand, more treatable conditions may have developed through life from a student's inability to process the indoctrinating effects of life's significant characters. Parents, religious figures, teachers, peer groups, or the constant barrage of information in this new age of technical wizardry can lead to a breakdown between cognitive awareness and knowing and the individual's capacity to respond to their own evolved cognitive-emotional bio-feedback system. Less dramatically, such a breakdown may be caused by the many interactions life presents while growing up – where others' cognitive-emotional behavior has ceased to be cultivated inward and has become a toxic outward push to usurp and dominate exterior environmental conditions, places, people, and events.

8.4.3 Rehab

Whatever the cognitive-emotional dysfunction is called – illness, disease, disorder – and however the symbiotic ties between cognition, physiology, emotions, and consciousness were disrupted, the objective in psychological and pharmaceutical therapy should be to reestablish the evolved and symbiotic relationship between these constructs where a student can enjoy and thrive in life with its many exciting challenges. This is accomplished by the teaching, instruction, and development of a person's abilities, skills, and understandings to re-process, re-construct, and re-format their feeling bad emotionally negative cognitive activities into feeling good emotionally positive cognitive activities. This means teaching a person to be mindful of their cognitive emotional correlations and their own abilities to use negative feeling emotions to transform their own cognitive behavior. The neuroplastic

capacity of the brain to establish new neural circuits takes time. The scientific community has yet to identify and research the cooperating psychological and pharmaceutical rehabilitation methods to be prescribed that reinforce new neurological growth with emotions, moods, attitudes, and feelings as the perception of feeling good healthy cognitive behavior and feeling bad unhealthy cognitive behavior and their correlating healthy and unhealthy neurological and biochemical physiology. Cognitive behavior therapies (CBTs) work because cognition, not emotion, precipitates the neurological and biochemical physiology that drives behavior and because good emotional feeling cognitive behavior has an evolved correlation with an individual's health, well-being, and successful decision-making prowess while negative, bad feeling cognitive activities correlate with their negation.

8.5 Psychological Therapy: Teaching and Instruction in Cognitive-Emotional Dynamics

There is a need to develop an understanding of cognitive-emotional bio-feedback and cognitive regulation in psychological and pharmaceutical therapy. Emotional regulation is a misconception and a false construct of actual bio-physiological events (Jackson, 2022a). To pharmaceutically regulate emotions is to obscure the cognitive-emotional dynamic awarenesses consciousness needs to comprehend its own behavior. Emotions are a perception of neurological, biochemical, and physiological conditions within the body precipitated by cognitive behavior and it is cognitive behavior that the individual must emotionally access. A psychologist can aid this understanding and teach the individual how to use emotional control theory as used in an engineering process to regulate cognitive behavior (Jackson, 2022a). Any emotionally undesirable cognitive activities can be used as a launching pad to reach for less negative and eventually positive and productive cognitive activities that precipitate a healthy neurological and biochemical physiology and associated positive emotions, moods, attitudes, and feelings (**reference: Figure 12, next page**).

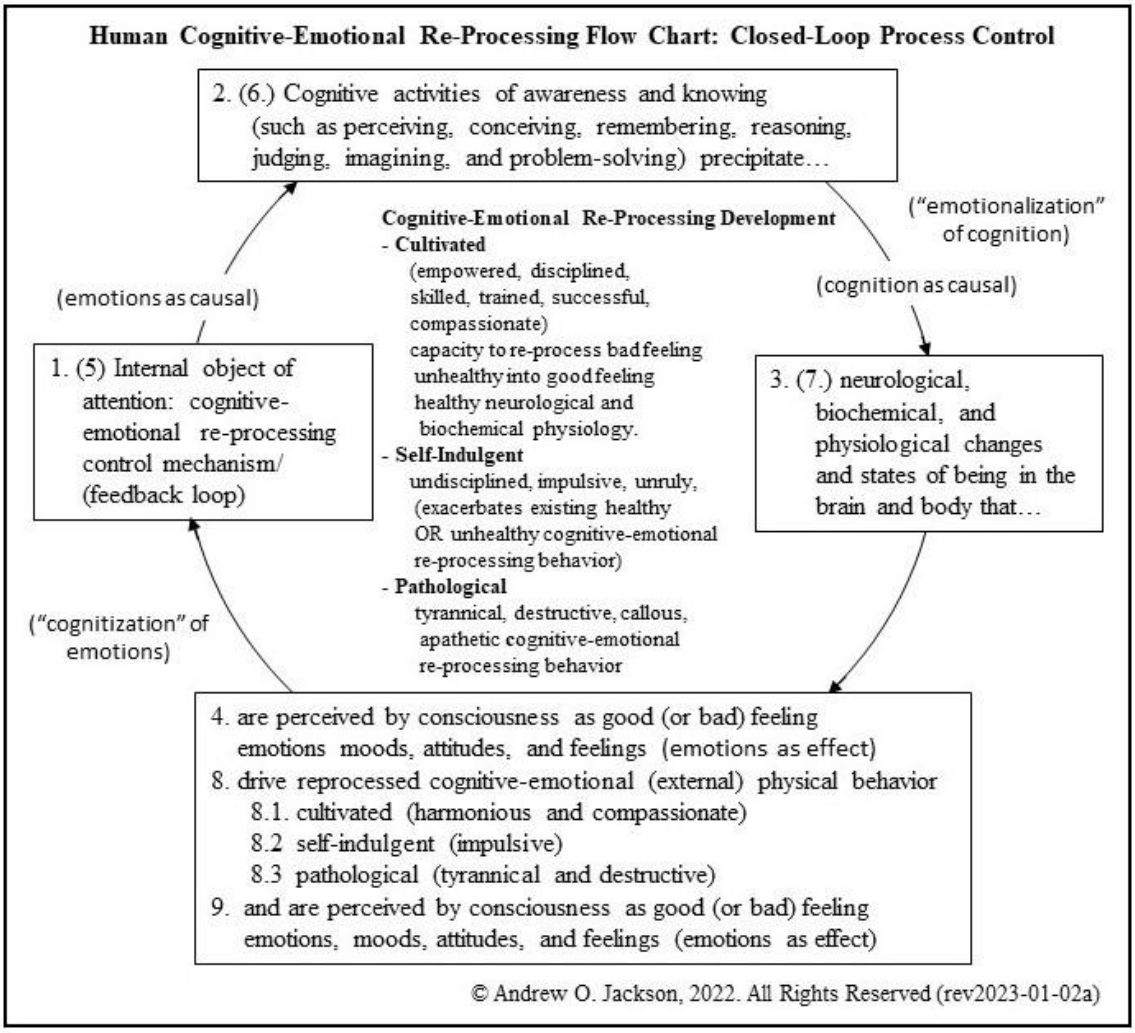

Figure 12: Human Cognitive-Emotional Re-Processing Flow Chart

Cognitive rehabilitation must help individuals use the brain's neuroplastic capacities to develop new and emotionally positive cognitive habits of thought, perception, and imagination. Such a discipline would help students develop internal powers of choice and creativity to move the mind towards activities that result in harmonious emotional responses. Besides the cognitive activities of recognition, conception, reason, and imagination, there are the perceptual activities of the senses – touching, seeing, hearing, smelling, and tasting – as well as the physical activities a student may cognitively re-process, re-construct, and re-develop. All cognitive activities associated with these activities also give rise to associated emotional responses to be heralded and empowered into well-being. Rehabilitation activities by a psychologist must involve the teaching, education, and development of a patient's

abilities, skills, and beliefs to re-process, re-construct, and re-develop their own cognitive-emotional dynamics towards health, well-being, and successful decision-making prowess.

There is a need for psychotherapy that fortifies a student's desire to stay on the road toward a natural state of health and well-being: a discipline where a student's own cognitive-emotional bio-feedback mechanism is acknowledged, validated, and reinforced. This implies empowering a student with the ability to reach for and choose cognitive activities that feel better, so they do feel better in the present, rather than reaching for some goal to be realized in the future. These cognitive activities may simply change emotional experiences from painful to less painful, but eventually, they will change from feeling good to feeling even better. The successful caregiver will develop a student's cognitive ability to find cognitive activities that feel better now, in the present, in this therapeutic session. The goal is for a student to feel better by becoming mentally and physically adept at leading a life responsive to their own cognitive-emotional bio-feedback mechanism. "Wellness" ultimately means to have a life without therapy and medications. A student may never reach a state of mental health without therapy or medications, but just demonstrating with them that they have the ability and the power to feel better now creates hope. Hope can make all the difference between staying with or leaving a program. It can make the difference between staying with or leaving life itself.

Within cognitive behavior therapy (CBT) (Beck, 2011), mindfulness (Farb et al., 2014), mindfulness-based cognitive therapy for depression (Segal et al., 2013), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), positive psychology (Lopez & Snyder, 2009), emotional intelligence (EI) (Salovey et al., 2004), and interpersonal psychotherapy (Stulberg et al., 2018) are the bases of cognitive-emotional dynamics theory. These therapies change cognitive behavior to achieve a desired emotional and behavioral outcome. Emotions do change. Behavior does change (Kolk, 2015; Barlow, 2014). However, they all understand emotions as potentially aberrant and destructive with the need for emotional regulation, management, and control because of emotional disorders and dysfunction where emotions drive behavior. Emotions-as-effect theory and its cognitive-emotional process flow chart provide a different answer (Jackson, 2022a). If these therapies would recognize and

acknowledge their foundation within an evolved cognitive-emotional bio-feedback mechanism, the efficacy of these therapies would significantly improve.

Therapy that acknowledges the evolved symbiosis between cognition and emotions reaffirms an evolved biological awareness mechanism where emotions are used to evaluate cognitive behaviors. In stark contrast to emotional regulation, within the emotions-as-effect theory, emotions are not regulated but rather are used instead to regulate, that is, to guide cognitive behaviors. Additionally, in this context, emotions are not viewed as "out of control," nor is there a concept of "emotional dysregulation" (Barlow, 2014). In contrast, the cognitive mind is "out of control," and the therapeutic process addresses a "cognitive disorder." Deviant emotional perceptions are reflections of this aberrant dysregulated cognitive behavior. Emotions are not treated as dysfunctional; instead, they are understood as very functional. They bring to consciousness the dysfunctional aspect within the mind's cognitive activities that create the aberrant neurological and biochemical physiology a student perceives as negative emotions and anxiety that can lead to suicidal depression, psychotic mania, and schizophrenic tendencies. It is these irregularities in cognitive behavior that need to be addressed. Emotions are but the messenger.

8.6 Psychiatric Therapy: Pharmaceuticals for Healing

Any attempt to understand and affect the internal human environment must be taken with an understanding of the changing neurological, biochemical, and physiological conditions of that environment as indicated by an evolved emotional neurocircuitry of the human body.

Suppose there is a need for psychiatric treatment. In that case, the use of drugs and medications should be such as to help and aid consciousness to regain its own power and responsiveness to its own cognitive-emotional bio-feedback mechanism (**Reference Figure 13, following page**). These medications should also help consciousness break away from a narrow and myopic world view which can spiral cognition out of control. There is a need for pharmaceuticals that can help create a neurological, biochemical, and physiological environment where the personal powers of a student's consciousness can start making

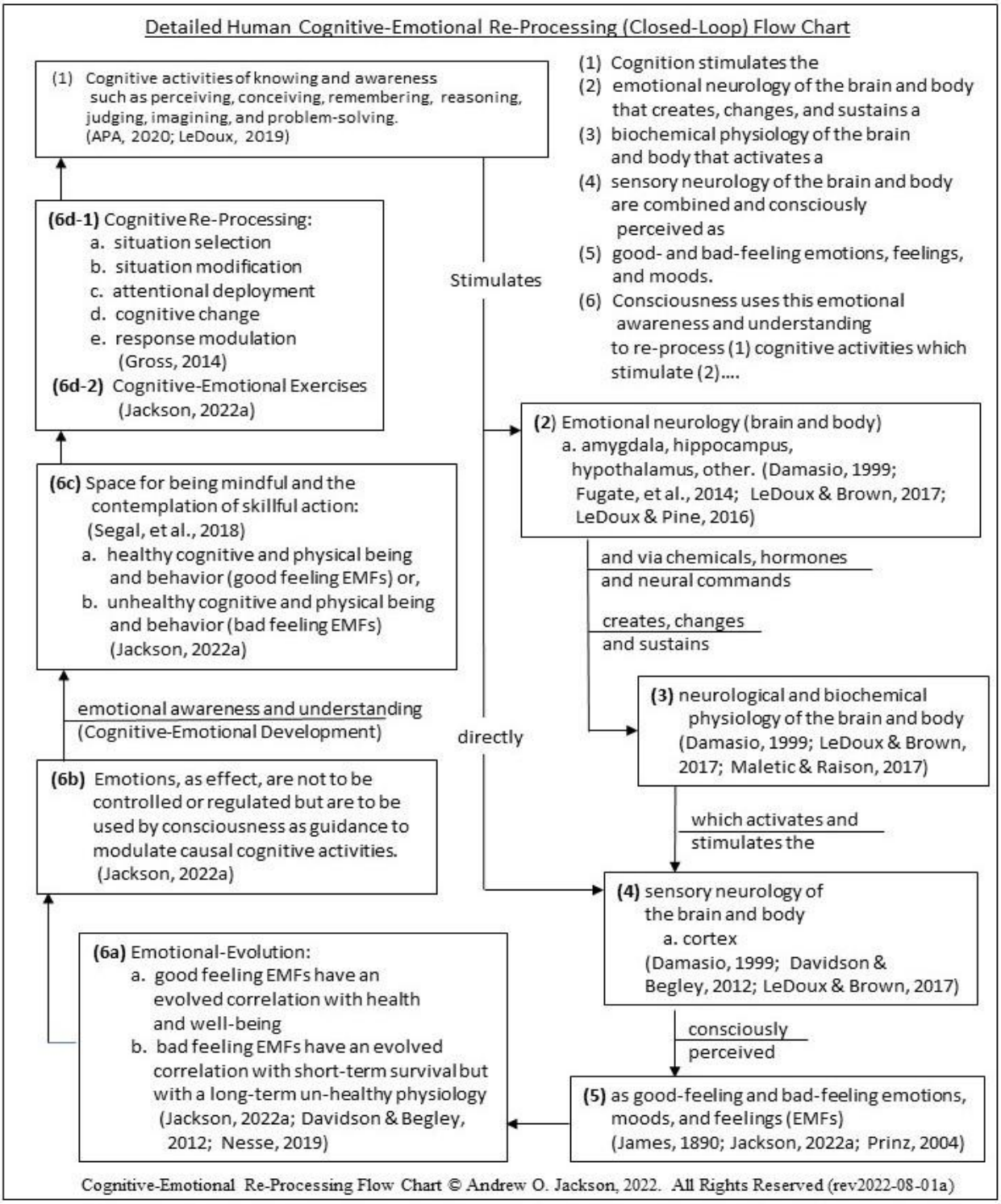

Figure 13: Detailed Human Cognitive-Emotional Re-Processing Flow

attempts to be more responsive to their cognitive-emotional bio-feedback mechanism. These new agents must also augment the brain's neuroplastic capacity.

These new pharmaceuticals would aid individuals in their capacities to use their own cognitive skills, abilities, and reflexes to co-function with their cognitive-emotional bio-feedback mechanisms. As new skills are developed, and new neural circuits are cultivated, the need for and the types of pharmaceutical assistance change. There always should be the goal to remove pharmaceutical assistance entirely. But, like the hand on the hot stove, the neurocircuitry within the brain can be "damaged" so extensively that no amount of training and development will ever succeed because entire brain functions may have been destroyed or irreversibly programmed into destructive patterns. In such cases, there is the possibility that the mind-body-emotion-consciousness chasm may be permanent, resulting in a need for permanent pharmaceutical intervention and, in some cases, hospitalization. Nevertheless, new pharmaceutical research is required to address a new paradigm in which cognition drives behavior by precipitating the neurological and biochemical physiology that emotions perceive.

There is a danger of medications masking destructive cognitive behaviors that normally are exposed through erratic, abnormal, and convoluted *emotional feedback*. If these emotional reflections of aberrant mental and physical behaviors are ignored or camouflaged with pharmaceuticals and if irregular and dangerous *cognitive behavior* is left unaddressed without proper psychological counseling and therapy, cognition may fester unabated and create a myopic vortex of circular mental and physical behaviors. This psychosis can break out with disastrous consequences to the person and to others, who may become characters in a manically conceived tragedy played out in real life.

The approach proposed in this book does not negate the importance of pharmaceutical therapy. Instead, it redefines its purpose to acknowledge the brain's neuroplastic environment and help individuals redevelop a healthy cognitive activity in response to their emotional feedback perceptions about their neurological, biochemical, and physiological changes in the brain and body. As discussed earlier, a student has an evolved cognitive-emotional bio-feedback mechanism that promotes cognitive behavior that feels good emotionally. Mental illness may be defined as the inability of consciousness to

constructively respond to its own internal dialog between cognition and emotional perceptions and the inability and power of consciousness to actively engage in emotionally positive activities that are useful, healthful, and life-giving. Pharmaceutical therapy should augment psychological therapy and create conditions for redeveloping the neural networks that reinforce a patient's skills, abilities, and understanding to re-process, re-construct, and re-develop one's own cognitive behaviors in response to their own emotional feedback.

8.7 Cognitive-Emotional Wisdom in Education

What is the purpose of education if it does not provide the tools and training for a successful adult life? And because of evolutionary correlations where is success without joy and passion? Can education be called a success if it does not understand and train a student's cognitive-emotional mechanism that has evolved to actualize and maintain mental and physical health and well-being and successful decision-making prowess? Education should not be confined to developing a student's cognitive skills without understanding the emotional connection to happiness and joy needed to succeed in life. Cognition, physiology, emotions, and consciousness have evolved together as a synergistic team. The nature and effective employment of these synergies should be part of our educational curriculum. This means teaching and developing the students' skills and abilities to be happy and joyous in all their endeavors.

Education must be about training students to develop the wisdom necessary to function with a cognitive-emotional mechanism that has been evolving hundreds of thousands – if not millions – of years. The biochemical, physiological responses from our reptilian brain's cognitive activities are far different from the biochemical, physiological response from cognitive activities to our mammalian brain. To ignore the intricacies of a cognitive-emotional bio-feedback mechanism is to disregard tens of thousands of years of survival on the savannahs of Africa by our original human ancestry. This cognitive-emotional bio-feedback mechanism now needs to be prepared, cultivated, and nourished for successful operation within today's technological world. This modern environment requires a new awakening and acceptance of students' abilities to emotionally guide their own lives.

The importance of physical education, sports, and even recess in school is that it nurtures the cognitive-emotional relationship to physical health and well-being. We evolved to be active, and these school activities reinforce the correlation between positive emotions and physical health and well-being. Encouraging healthful activity with the feeling of joy promotes this evolutionary correlation. Seeking joy and the feeling of well-being within physical movement reinforces the physiological and emotional connection that has evolved over millions of years.

The teacher's responsibility is not to make a classroom fun and the student's joyful, but to enhance their student's own abilities to re-process, re-construct, and re-develop their own joyous cognitions to align with the classroom's academic objectives.

Performing arts such as dance, theater, and music especially ask each participant to connect with and to discover their emotional awareness. These disciplines require an exploration into emotions (Smith, 2015). Instead of promoting a culture of emotional ignorance, these activities promote a culture of emotional understanding and appreciation. This emotional awareness is vital in comprehending the alliances between cognition, emotion, and physiology for human development and successful decision-making throughout life.

Basic lessons in the understanding of and the application of one's own emotional mechanism are vital. This means that our youth need education about developing joy in their lives. Emotional wisdom is about taking healthful actions in joy rather than taking destructive actions in anger. The capacity to perform the mental gymnastics necessary to pivot from destructive to healthy mental and physical activity should be developed within early childhood education to take full advantage of the brain's neuroplastic behavior to reinforce these habits.

Students must receive the cognitive-emotional dynamic training and skills necessary to climb up the emotional staircase from the lower emotions of rage and anger to the higher emotional levels of frustration and irritation, and finally to the pleasurable feelings of positive emotions. The failure to develop this cognitive-emotional wisdom, where emotional evolution is ignored, where moving up the emotional staircase is never learned, developed, or

practiced can be directly tied to our society's aberrant behavior. Successful students in school and successful people in life have somehow developed and integrated their cognitive-emotional dynamics into their lives and use their emotions to guide their cognitive activities towards achieving their goals and agendas. It is time for our educational institutions to actually teach and give instructions in cognitive-emotional health education.

We, as a society, have failed to develop the necessary education and training of a unique and wonderful cognitive-emotional bio-feedback mechanism. Many home environments don't provide basic cognitive-emotional bio-feedback understanding and training which creates a considerable challenge for our educational institutions. The consequences of an ineffective cognitive-emotional awareness and understanding within our cultures, society, and educational institutions can be readily seen in our prisons, hospitals, and the perpetuation of dependency on our welfare institutions. Violence and a failure to succeed in life result from a student's lack of understanding and appreciation of how their cognitive-emotional bio-feedback mechanism has evolved for effective and successful decision making.

The cognitive-emotional bio-feedback mechanism has evolved to constructively guide individuals so that violence is a last resort, not the first response to the threat of physical danger. The overhaul of our criminal justice system must start with our educational system and cultural values about understanding millions of years of emotional evolution and the nurturing of cognitive-emotional wisdom.

8.8 Military Personnel Decommissioning

The power of the brain's neuroplastic capacity to adapt to the demands of a new culture and environment by changing and re-developing new neural networks and paths is demonstrated by the successful migration from civilian to military life. Unfortunately, this neural network change, designed to succeed in military life, is not later reconfigured for civilian life. There must be a structured decommissioning period for military combatants that accounts for the neural network changes that allowed for success within a militarily structured environment designed for war.

The brain and mind are reconfigured to conform to a very strict code of conduct and the where, when, how, why, and what to think is rigorously structured. This wartime neural network within an individual must be reconfigured for a successful civilian life. Military life starts with a very well-developed boot camp that prepares a civilian for the rigors and demands of a combatant. Where is the basic re-training that deprograms and alters the neural networks that formed while in active military service and are now detrimental to civilian life? Where commissioning personnel into military service has a long and rich tradition to produce successful combatants, indeed it makes sense that the decommissioning of military personnel with the new knowledge of the brain's neuroplastic adaptive behaviors must be explored.

Successful decommissioning of our military personnel can be measured when we no longer hear of homeless veterans or veterans who have given up hope and committed suicide. Military personnel are offered the most advanced and best training in the world to succeed in the most brutal environments. They should also be trained to become the most advanced, best trained, and most capable for succeeding within civilian life's harsh realities.

8.9 PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship

The recollection of traumatic memories is a reenactment of events that differs from the malleable storytelling memories of ordinary events. With trauma, almost any awareness can trigger a cascade of very real events within the cognitive mind that reenacts critical and specific parts of the original horror. The key to healing is bringing this traumatic reenactment out of the dark depths and into memories' "storytelling nature." New cognitive activities of understanding can modify the horrors into a palatable memory. Traumatic events stamp and imprint a neurological loop within the brain that corrupts the natural cognitive-emotional relationship and continuously affects the body and decision-making throughout life unless interceding therapeutic work disrupts the process. (Kolk, B. 2015)

Any traumatic event can surreptitiously affect decision-making and behavior. Behavior and decisions are not based within joyous freedom of being and desire but within the confines and restraints of fearful avoidance. Traumatic events can covertly initiate behavior from unreasonable outbursts and aggression upon oneself and others to seemly

reasonable and rational decision-making to paralytic depression. Traumatic events disrupt a natural harmony of being where a student dissociates from emotion's evolutionary function to promote health, success, and well-being.

The correlative relationship between mind, body, emotions, and consciousness has evolved to promote individual health and well-being. Trauma may be defined as an experience – or series of experiences – so severe as to short circuit the normal harmonious and healthy flow of electro-biochemical activity within and between neural network areas within the brain and body that disrupts a student's evolved reaction to seek and maintain cognitive activities that feel good. Human beings have evolved to be healthy and joyous. Culturally this may be far from the norm and indicate a broken culture and society rather than an indication of natural human character. A cultural lack of awareness and understanding of the natural cognitive-emotional relationship to produce joy may promote questionable and insidious behavior that continues the chain of pain, suffering, and trauma upon the next generation.

In response to traumatic events, self-prescribed remedial behaviors can quickly become addictive rather than healing. Self-medication with alcohol, tobacco, and other "recreational drugs" may also – and very quickly and drastically – disrupt natural cognitive-emotional activity beyond its elastic capacity to return to normalcy. As a hand that was forced onto a hot stove may forever be scarred and may even become functionally impaired, trauma may severely impact internal neurological and biochemical physiology and adversely affect natural cognitive and emotional behavior as well as the physical expression of that behavior.

Adaptive behavior modifications, street drugs, and even properly prescribed medications used to cope with trauma are addictive for two reasons. One is that they buffer consciousness from the pain of the traumatic event, and two, especially with drugs, withdrawal symptoms can be so painful and severe as to prevent any cessation of use. If adaptive behaviors to cope with trauma are innocuous, any traumatic injury may never be acknowledged, nor the need for any remedial action be recognized. The need for cognitive-emotional rehabilitative therapy becomes a serious consideration only when adaptive behaviors become disruptive – or even destructive and criminal – to self or others.

The nature of what constitutes a traumatic event or addictive behavior is highly individualistic. Common to post-traumatic and addictive behavior is a lack of natural responsiveness to an evolved cognitive-emotional bio-feedback mechanism designed to guide cognitive behavior towards individual health and well-being. Any lack of joy and well-being within a supposedly healthy and constructive lifestyle indicates the need for cognitive-emotional education and rehabilitation intervention.

Society has a moral obligation to provide the necessary education and training within its schools, hospitals, and prisons to establish individual awareness and responsiveness to healthy cognitive-emotional behavior. Thom Hartmann, in his book *Healing ADD: Simple Exercises That Will Change Your Daily Life* (Hartmann, 1998), describes techniques to re-process, manipulate, and mold gut-wrenching memories into something more palatable. (See **Section 7.3 "The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium"** which provides a descriptive list of possible rehabilitative activities.) Dr. Bessel van der Kolk, M.D. has written an excellent book on trauma, *The Body Keeps Score: Brain, Mind, and Body in the Healing of Trauma* (Kolk, 2014), New York, NY, Penguin Books. Part Five, Paths to Recovery, provides a series of healing avenues that should be explored by anyone suffering from trauma and anyone who may have an interest in societal and individual well-being.

Research studies reveal new realizations and understandings of a neuroplastic brain designed to rewire itself (APA, neuroplasticity; Costandi, 2016, Doidge, 2015). The neuroplastic brain makes it possible to establish new, healthy, and constructive awareness and behavior associations. Everyone has an amazing capacity to change, adapt, and thrive within a wide variety of conditions and environments. The concept of the neuroplastic brain has awakened new and exciting possibilities for individuals and cultures now being destroyed by traumatic and addictive behaviors. When should the education and training to heal from generation-to-generation traumatic behavior begin? When should the chain of pain to others stop? How about now!

8.10 Criminal Justice Reform:

If law is ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? Justice founded upon falsehood is itself false and unjust.

The mental skills, agility, and compassion that most people have developed since birth to navigate successfully through the societal nuances and intricacies of our evolved cognitive-motional feedback mechanism where "what feels good-is-good and what feels bad-is-bad" is mainly absent in the millions of incarcerated people. Here, as a result of reinforcement of negative thought patterns with a misunderstanding of cognitive-emotional dynamics and the erroneous belief in "emotionally driven behavior," cognitive activity has never moved up the emotional staircase into the pleasures of successful and compassionate decision making and living.

Any successful and sustained rehabilitation is dependent on understanding the brain's neuroplastic nature by our teachers, our parents, our schools, our religious figures, and by our politicians who are blindly, or maybe purposely, setting up rules and laws with punishments that only further degrade human intellectual and emotional wisdom and well-being. Our criminal laws and justice are not designed to rehabilitate but to punish and tend to reinforce the neuroplastic development of a dysfunctional mind. The brain can be rewired from emotionally negative decision processing that accentuates destructive behavior to emotionally positive decision processing that accentuates rewarding, useful, and constructive behavior and results (Begley, 2013).

Why does society respond to unwanted behavior via punishment? Why is "spare the rod and spoil the child" such an ingrained euphemism within our culture? Why is punishment for "crimes against society" considered just and humane behavior? Our current criminal justice system tends only further desecrates our humanity and continue the cycle of self-destruction. Why is this justice? Why is this humane? Why is this constitutional?

It is time to stop the individual, cultural, and societal downward spiral into hell. Discussion and debate must move our concepts, systemic practices, and institutions out of

our reptilian brain and into our more compassionate mammalian brain where reality not only seems different, it is different. Other neural networks can assemble a different world of compassionate and constitutional justice (Benko, 2015).

Within this new world, punishment is not justice, and human degradation is obscene. In this new world, empowering individuals to create their own unique and wonderful world of joy is paramount. We have evolved to be joyous beings because joyous emotions have and evolved correlation with health, well-being, and successful decision-making prowess (Jackson, 2022a). Here, society nurtures cognitive-emotional wisdom, which finds a thought that feels better within a mechanism that has recently evolved in humans and is now etched in our DNA. Where is the society and culture that promotes cognitive-emotional wisdom education and training within our schools and prisons? Every person has a cognitive-emotional bio-feedback mechanism; its understanding and training must be integral part of our developing moral culture.

We have a justice system entrenched in punishment to bring justice. This is not justice. Our system should be about justice, to be sure. But where is the justice if there is no understanding, education, and training to employ humanity's recently evolved cognitive-emotional bio-feedback mechanism? Where is our government that was designed to protect our unalienable rights? How can our government perform its Constitutional mandate to promote the general welfare if it is not promoting life, liberty, and the pursuit of happiness? To achieve this aim, politicians must promote the necessary understanding, purpose, and importance of an individual's cognitive-emotional bio-feedback mechanism – a biological mechanism necessary for life, liberty, and the pursuit of happiness.

Decision-making and action from a negative emotional base have their evolutionary foundation within the reality of the actual and immediate physical danger. To act from fear and anger within an emotional storm is to act without the benefit of the mental clarity and purpose found within an emotional calm. Reptilian life-and-death cognitive reflexes are for the natural and artificial battlefields that have little to do with most behavior requirements within our modern societies.

An individual's successful decision-making power comes not from the emotional negative places of fear, anger, and despair but from the emotional clarity found within peace,

joy, hope, and compassion. There can be no criminal justice without providing the cognitive-emotional rehabilitation needed to succeed in society. This means teaching and developing a prisoner's skills, abilities, and understandings to re-process, re-construct, and re-develop their own disabling negative cognitions into good feeling cognitive activities that signify health, well-being, and successful decision-making prowess. This means teaching a prisoner the cognitive-emotional wisdom to pursue happiness. It is society's crime and misfortune to believe that punishment without a rehabilitative program is justice for criminal behavior. The rule of punishment reinforces and propagates an emotionally negative and destructive way of living. Is that to be society's intent for our current criminal justice system? The lack of ethical decision-making skills within our incarcerated population does not mean that these people should not be provided and empowered with the education, understanding, and training to practice and develop their own evolved cognitive-emotional bio-feedback mechanism for their future life of freedom and success. Our current punishment-based criminal justice is itself criminal and a crime against our humanity and existence.

Who can predict an individual's motivation, drive, and desire to return to the life of freedom and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even after years or even decades of imprisonment? Within a climate of doubt and disbelief of reform possibilities, there may still exist within many individuals a flame of hope and the necessary drive to work and develop their cognitive-emotional wisdom and return to the freedoms and harmonies of joyous well-being.

There is a moral and a Constitutional mandate for society to give those imprisoned a chance to return to a natural and healthy life of freedom. There is a Constitutional and societal duty to explore, develop and learn about the mind-body-emotion-consciousness symbiotic connection. Likewise, there is a Constitutional and societal responsibility to understand cognitive-emotional wisdom and the brain's neuroplastic ability to change and to develop new neural networks that can redefine new perspectives, new alternatives, and new possibilities for successful living by our incarcerated brothers and sisters. Where is our government that was created to protect our inalienable rights of life, liberty, and the pursuit of happiness? Where are the protectors

of our Constitution for the welfare of all of humanity? (See **Appendix D Criminal Justice: A Constitutional Challenge**.)

The neural networks that supported a reality and cause of violent behavior yesterday, those same neural networks have the physical plasticity to change today and to no longer have the capacity to support that violent reality and behavior tomorrow.

8.11 Reframing Antisocial Personality Disorder: Two Species of Humanity

Because of the brain's neuroplastic nature to develop alternate networks, more advanced mental constructs of wanting and desire can develop as an individual grows and experiences new and different life challenges. The combination of internal physiological behaviors and external physical exertion for survival also means a more complex development between cognition, the biological body, emotions, and consciousness. For example, movement to gather food or even hunt on the African savannahs during humanity's beginnings meant survival. Thus, a correlation between physical activity and pleasure along with the imaginary success and satisfaction of the hunt and gathering would be evolutionarily advantageous.

Although the joy of the hunt and the pleasure of gathering may produce the food needed for survival, hunting and gathering during the heat of the day risk heat exhaustion, dehydration, and death. Rather than being a mere pawn of pleasure and pain, the individual must decide whether to continue to hunt in such adverse conditions with the survival of self and family as one possible outcome or the death of the hunter and those dependent on the hunter's survival as another. Or, maybe the hunter's lone survival becomes evolutionarily advantageous because the self-interest to live today, regardless of current family consequences, will provide for another family in the future. Within this scenario, two lines of humanity could evolve, those who care about others and those who do not.

Therefore "antisocial personality disorder" would not be an actual disorder; rather, it would be a natural part of an individual's evolution. Any successful interaction with these individuals – whether individually or as a society – must recognize and respond to their lack of capacity for compassion, understanding, and kindness except when it pertains to their own

well-being and self-interest of "me" (vs. a self-interest of "we"). These apathetic beings assist humanity in its evolutionary growth and existence by accentuating defective, inadequate, and deficient standards of morality, justice, and codes of behavior and by testing individual truths, ideals, and resolve to be compassionate human beings who believe in life, liberty, justice, and the pursuit of happiness for the many or the select few.

8.12 Systemic Racism's 3000-year Journey in Emotional Linguistics

"Even as the history of our discipline is implicated in systemic racism, such modes of inquiry remind us of literature's capacities for critique, resistance, and transformation. We resolve to pursue those capacities across all areas of literary study." J. Brantley, English Chair, Yale University.

Homer's 3000-year-old emotional linguistics in the *"Iliad"* laid the foundation for erroneous emotional comprehension, understanding, and beliefs in education, literature, philosophy, law, and religion and in the psychology of cognitive-emotional development, behavior, creativity, and decision-making that has led to a 3000-year history of systemic racism. Cognitive-emotional dynamics reevaluates the linguistics of emotions used daily in today's cultures and societies worldwide (Jackson, 2022a).

Literature's deep ties to white supremacy began 3000 years ago when the first stories from an oral tradition were written with the emotional semantics and syntax that seized control of millions of years of evolutionary emotional development for the individual's health, success, and well-being of the individual…of all individuals. A single thread has run through the literary tapestry since Homer's "*Iliad"* (800-700/2009): the illusion of the driving force of emotions compelling an individual to act with mercy, vengeance, love, hate, joy, anger, jealousy, pride, compassion and with a hundred other complex combinations in between (Smith, 2015).

This single thread of emotions driving behavior (Gross, 2014; Greenberger & Padesky, 2016) has become the science to understand, rationalize, and justify a student's emotional rollercoaster ride. This believed and trusted mythology compels the supremacist to dominate and control their surrounding events, places, and the lives of others because the supremacist, no matter what their race, religion, creed, or social economic background has an

ingrained belief that how they feel is only dependent on their observation of surrounding events, places, and actions of others. Therefore, to feel good, a supremacist, this dinosaur of evolution, must have the power to dominate and control its environment so that what it conforms to its cognitive reality and beliefs. The evolved function of humanity's cognitive-emotional dynamic re-processing mechanisms to mold one's own cognitive behavior, development, and decision-making for health, well-being and success has been short-circuited.

Not only does this single, illusionary thread and belief of emotionally driven behavior compel the supremacist to dominate and control others, their words, linguistics, and language match and have a greater ability to dominate, manipulate, and mislead decision making and behavior of those who have also succumbed to Homer's illusionary linguistics. This erroneous belief inscribed almost 3000 years ago has permeated the halls of our academic institutions today, where emotional dysfunctional theory prescribes that aberrant and destructive emotions exist and must be controlled, managed, and regulated, even with the use of pharmaceuticals, because of a belief in emotional disorders, dysfunction, and emotionally driven behavior (Barlow, 2014).

Cognitive-emotional health education stives to correct this unjust and false emotional linguistic foundation within the human psychic and reintegrate the evolved role of the cognitive-emotional bio-feedback mechanism as a necessary executive function in cognitive development, behavior, and decision-making for a student's health, well-being, and success.

8.13 Emotions' Ties to Physical Health and Well-being

The purpose of life from a neurological, biochemical, and physiological perspective is to find joy.

An evolved correlation exists between joy and the biochemical, physiological balances found within the brain's neural networks and the body, making for a healthy, vigorous, and robust being. That has been the evolution of the cognitive-emotional bio-feedback mechanism. A false/positive correlation between joyous emotions and lethargy, weakness, and ineptness would only make a being vulnerable and easy prey within the

species' survival. This would mean that the effort of a being to find joy would only amplify their weakness. Joy, happiness, and wonderment associated with neurological, biochemical, and physiological harmony of strength, confidence, skill, and agility, on the other hand, would enhance the survival of the species (Jackson, 2022a).

If an individual were to get sick, develop an illness, or worse, get cancer, because of emotions' correlations to a neurological and biochemical physiology of strength and well-being, seeking joy aids and supports the body fight off the disease. Wallowing in self-pity and negative emotions would weaken one of nature's defense mechanisms to ward off illness. Cognitive-emotional education is a necessary aspect of medical science, research, and treatment. Suppose emotionally negative cognitive behavior was to be ignored or a psychiatrist prescribed an anti-depressant. In that case, this medication could cover up the efforts needed by consciousness to cognitively seek emotionally positive activities that have an evolved correlation with health and well-being. The hedonist pursuit of happiness or pleasure (Moore, 2019) has the biological significance of promoting a healthy physiology and wellbeing (Crisp, 2017) when viewed as a search for, and maintenance of emotionally positive cognitive activities (APA, cognition).

It is necessary to elaborate on some crucial distinctions which need to be made in our 21st century consumer-focused society. Sugar may have a wonderful feel-good association but gaining weight is probably not one. Shopping may feel good but getting the bills may not. Having a brand-new car feels great, but the consequences of it being a stolen car do not. The same feels-good but know the bad, go for drinking, drugs, medications, and all human behaviors. Knowing what actions may feel good and knowing what consequences may feel horrendous is a product of the cognitive mind and the emotional perceptual mechanism of the body's neurological and biochemical physiology. On the other hand, society's acceptance of such action often impacts a student's attention to their own cognitive-emotional bio-feedback; what if a student's behavior aligns with cognitive-emotional bio-feedback, but this behavior is contrary to accepted societal norms? And conversely, what if a student's behavior aligns with cognitive-emotional bio-feedback, but this behavior *should be* contrary to accepted societal norms?

The illusion of emotions is to believe that dangerous and aberrant emotions are driving destructive mental and physical behaviors instead of emotions being a perceived reflection of dangerous and aberrant cognitive activity precipitating physiological changes and states of being that are driving destructive behavior and acts of violence.

8.14 Conclusion

Where is the emotional wisdom and morality in a feels-good-is-good behavior model? The correlation between the better one feels and the healthier one is began evolving millions of years ago. In question are emotions' guiding relevance in the 21st century and beyond. Emotions are only reflections of cognitive activities via their correlative relationship to neurological and biochemical physiology. Therefore, it is not emotions but cognition that is in question. The power of cognitive-emotional wisdom lies within one's abilities to meet the challenges of today's complex societies by transmuting life's personal pains and failures into self-redeeming and joyous action. This requires moving from the reptilian reflexive brain where a "might-is-right" morality exists and up into the mammalian brain where a more complex and intricate cognitive thought and imagination matrix can integrate within a "might-for-right' and compassionate morality.

Genetically, humans are wired to feel good emotionally. The very strength and survival of the individual depend on striving for better feeling emotions, moods, and attitudes and what those feelings represent within the body. It is our evolutionary nature. Humanity will not thrive as individual beings without strong and multidimensional societies and cultures that allow and nurture its citizens' vast and unlimited pursuits, creations, and endeavors that advance beliefs, understandings, and realities into the unknown vastness of the future. The luxuries we enjoy as a culture and society today exist only because of the successful multidimensional dreams of individuals in the past. This power to create begins with a cognitive-emotional education where individuals learn, develop, and know how to respond to their own cognitive-emotional bio-feedback with healthful, joyous, and compassionate actions and behaviors.

Creative thoughts, imagination, and actions that feel good and are integral and harmonious to oneself do not originate from slavery, obedience, and subjugation from others.

Demanding obedience limits the freedom needed to expand individual imagination, creativity, and thought everyone can enjoy in the future. The cognitive-emotional re-processing control mechanism and cognitive-emotional wisdom are self-empowering tools. To make joy and happiness dependent on satisfying the demands of others is to deny the evolutionary role of the cognitive-emotional bio-feedback mechanism.

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9.0 The Dark Side (Foster, 1976) of Cognitive-Emotional Bio-Feedback: Pathological Reflexes and Re-Processing Behaviors

Good and bad feeling emotions, moods, attitudes, and feelings are the conscious perception of the body and brain's neurological and biochemical physiology precipitated by cognitive activities. Very few physiological changes and states of being are perceived by consciousness and even less are processed through our cognitive-emotional biofeedback mechanisms. But those that are emotionally processed have tremendous evolutionary significance.

Because of observability and measurability in humans and animals, there is much emotional research revolving around fear. But fear, with its many philosophical constructs and corroborative research and arguments, is only one aspect of the emotionally negative feeling side of an evolved three-sided neuroplastic coin. What can be reasonably understood and concluded without integrating the other two sides of the coin? The opposing, good feeling side is joyful with its supporting neurological and biochemical physiology. And the third side is the cognitive-emotional processor that has evolved to maintain a healthy balance between the debilitating extremes of joyful mania and suicidal depression.

The cognitive-emotional processor between the two sides and has evolved and functions to maintain a balance between extreme mania and extreme depressive behavior to preserve an internal physiological harmony, health, and well-being for the successful survival of the species. The foundation of behavior modification is an animalistic reflexive cognitive-emotional mechanism. But humans have evolved a unique ability to consciously re-evaluate their own cognitive-emotional behavior and have the capacity to re-process, re-construction, and re-develop their own cognitive activities.

Whereas negative emotional-feelings such as fear, sadness, and anger do, in the short-term function as a much-needed survival mechanism, the emotional positive and joyful state of being has a natural bias because of its unique long-term correlation to health, well-being, and success and a healthy, robust neurological, biochemical physiology. But the neuroplastic brain will maintain and support (to the point of failure) those process networks, whether

pathologic or salubrious, that continue to be environmentally stressed, especially through adolescent development.

Is it not the primary goal and objective for a culture, society, and its members to nurture and guide their children into their own being and empower them as a director of their own life's harmonies? Or, maybe such independence and freedom is unacceptable and a challenge to their own ideals and beliefs. Each student must eventually integrate, utilize, and cultivate their own cognitive-emotional re-processing mechanisms rather than being a victim of life within a narrow, confined, and self-indulgent cognitive-emotional world of animalistic reflexive behavior. Teachers, school boards, and educational academia need to learn how emotions have evolved to aid human development and successful decision-making. Much too often, societal, and individual actions create schisms within a student's cognitive-emotional bio-feedback mechanism… sometimes innocently… sometimes with benevolent intent… and sometimes with malicious intent to manipulate individuals for their own exploitation, control, and ulterior nefarious purposes.

9.1 Society's Grand Illusions Feeding the Dark Side of Emotions

Humanity's current cognitive construct of emotions is illusionary. We cannot be a slave to emotions and emotions cannot overpower reason because emotions are a function of reason (Jackson, 2022a). Note that the meaning of emotion from the Oxford Living Dictionary (Oxford Dictionaries, *Emotion*): "A strong feeling deriving from one's circumstances, mood, or relationships with others" does begin to catch the reality of the evolved cognitive-emotional relationship. But their following sentence examples reaffirm emotions' heritage and cognitive construct that emotions are causal to the neurological, biochemical, and physiological changes and states of being that drives behavior:

- *She was attempting to control her emotions*
- *He began to drink heavily and seemed quite incapable of controlling his emotions.*
- *How could she have let him do this to her, to affect her this way so that she had no control over her own emotions?*
- *He said the crash had devastated the entire station, and emotions were still raw.*

- *When he does react, he makes sure that his rational side is always in control of his emotions.*
- *Her emotions were too strong, too raw, for her to be able to suppress them any longer.*
- *He said he could never condone her reaction, but her emotions were understandable.*
- *She loves the fact that there is an intensity about holidays that can spark strong emotions.*
- *She hated letting other people see her cry as if it was a point of shame to possess human emotions.*
- *There has been an attempt to defuse aggressive emotions and any desire for revenge.*

Wikipedia, along with an extensive discussion, sums up this illusionary nature of emotions by: "Emotions *produce* different physiological, behavioral and cognitive changes" (Italics mine for emphasis) (Wikipedia, *Emotion*). All the previous sections of this book have been an argument and explanation of a different cognitive construct of emotions: *emotions are consciousness's perceptions of changes and states of neurological, biochemical, and physiological being precipitated by cognitive activities.* Not acknowledging these cognitive-emotional dynamics within physiology, cognition, and behavior is misleading psychological, psychiatric, and pharmaceutical research and understanding. And most important, individuals in all walks of life suffer needlessly. If science, literature, philosophy, religion, sociology, and law are ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? Justice founded upon falsehood is itself false and unjust.

9.2 The Morality of Feels-Good-Is-Good

To summarize what has been stated earlier, the cognitive construct of the cognitive-emotional bio-feedback mechanism evolved out of the necessary correlative relationships between cognition, neurological and biochemical physiology, emotions, and consciousness that promoted life throughout the ages. In the most fundamental physiological sense, what feels good is good (Jackson, 2022a; Moore, 2019). That is, cognitive activities that support a

healthy, vital, and vigorous neurological and biochemical physiology must feel good. Any cognitive activities that depress health, well-being, and survival that would correlate with the conscious perception of good feeling emotions instead of bad feeling emotions, would promote behavior contrary to the species' existence. This fundamental biological play between good and bad feeling emotions grows extremely complex as humans have evolved an extensive and intricate cognitive-emotional neural circuitry to manipulate a multitude of cognitive facets and reflections, constructs, concepts, knowledge, and awareness and their emotional relations to a vast neurological and biochemical physiology (Smith, 2015). But, no matter the complexity, the fundamental evolutionary correlations to health and well-being rests upon conscious manipulation of cognition and a return to good feeling emotions. Cognitive-emotional bio-feedback means using one's own emotions to evaluate one's own cognitive iterations. The skill and gymnastics to manipulate these cognitive intricacies into joyous health, well-being, power, and freedom for self and others are called emotional wisdom.

9.3 Emotional Feedback Gone Wrong

Because of humanity's lost awareness, nature's extraordinary mind, body, emotions, and consciousness relationships often go astray. Humans have evolved to be happy, joyous, and healthy beings. Yet, this is far from our current status quo. An introduction to the how, where, and why nature's cognitive-emotional bio-feedback can go wrong is discussed in the following paragraphs.

9.3.1 Aberrant and Destructive Emotions

The "modern" psychological, cognitive construct of emotions believes in aberrant and destructive emotions. The premise of cognitive behavior therapy is that emotions produce the neurological, biochemical, and physiological changes in the brain and body rather than emotion as being the perception of these neurological, biochemical, and physiological states and changes. According to this view, emotions are bestowed with a causal property. They are falsely understood as aberrant and destructive, and thus their evolved power of guidance is muddled. Therefore, instead of emotions being used to guide

cognitive activities, aberrant and destructive emotions are treated as a dangerous disorder that must be managed and controlled. This illusionary construct is ignorant of (1) the dependent nature of emotions on the cognitive processes of knowing and awareness such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future consequences and events and (2) the influence of this cognitive activity (through activation of "emotional" neurology) on the neurological and biochemical physiology of the body and brain, which (3) stimulate emotions' neural networks of perception (**Reference Figure 12, page 157**)

9.3.2 Emotional versus Cognitive Disorder Management

The entire content of this book is to empower individuals to use the evolutionary nature of their cognitive-emotional bio-feedback mechanism. Ignorance of this evolutionary attribute of emotions has led to erroneous cognitive constructs of emotional disorders and hysteria that overpower reason, which has resulted in a pharmaceutical approach to managing and controlling emotions. More insidious is the cognitive construct of cognitive management of emotions by which emotions are deemed to be empowered with a force and influence they do not have.

Yes, emotions change with the change of cognitive behavior in both cognitive behavior therapy and cognitive-emotional health education, but the difference lies within the intent of these disparate theories. Within cognitive behavior therapy, emotions are in disorder and need control, regulation, and management. If emotions cannot be personally managed, then pharmaceutical management of *emotions* is warranted. But, artificially sedating and manipulating emotions is to falsify consciousness's perception and awareness of the body's neurological and biochemical physiology and thus, falsify and distort the very awareness of the cognitive behavior or activities that this therapy purports to utilize for healing. This can generate a vast disconnect between emotions, cognition, and resulting behavior. (This truly is creating insanity.) Rather than suspecting a problem with cognitive-behavior therapy itself, psychology has come up with the concept of "therapeutic resistant" disorders.

Cognitive-emotional therapy (wisdom and education) intends to use emotions to guide cognitive behavior because emotions reflect the consequences of cognitive behavior on

the body's neurological and biochemical physiology: any disorders and chemical imbalances or neural network abnormalities are due to cognitive activities. If cognition cannot be personally manipulated with one's conscious awareness of one's own personal emotional state, then cognition must be pharmaceutically managed rather than emotions. What is retained in cognitive-emotional therapy is not a distortion but an honest and accurate dynamic feedback of cognitive behavior and activities.

Of course, emotions can be sedated and artificially manipulated with chemicals or electronic implants. However, consider the analogy to using chemical pain management when setting broken bones after extreme physical abuse. Pain is a necessary consequence of physiological harm and abuse. Not knowing if one's leg is broken would have dire consequences. Pharmaceutical pain management may be required during healing. Still, there is a keen awareness of further physical abuse and damage with these medications because of the lack of honest and accurate pain feedback. Similarly, artificial emotional management must be temporary with an acute awareness of potential and unrealized cognitive self-abusive behavior because honest and accurate emotional feedback is camouflaged. (See Section 1.0 Letter: *The Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior*.)

9.3.3 Medication Addiction: Inertia – A Body at Rest, Stays at Rest…

How easy is it to come up with an excuse not to go to the gym for some needed exercise? Exercise is terrific for the body. Likewise, cognitive-emotional bio-feedback may be encouraging a change in cognitive behavior, but how easy is it to self-prescribe an alcoholic drink and numb the senses instead of exercising a change in cognitive activity? In line with the pharmaceutical industry's interest, millions of people self-medicate this way and appear to navigate the potential pitfalls of addiction. But finding a successful prescription that works in concert with psychological therapy as a temporary cognitive-emotional band-aid during cognitive-emotional neurological reconstruction and healing within the neuroplastic brain seems not in the fiscal interest of the current pharmaceutical and psychological industry.

How easy is it to avoid the effort needed to question one's own thoughts and values and to rework a lifetime of so-called useful core beliefs? A psychiatrist explains to you that,

"your condition is the result of an illness. You are not at fault, but you must be responsible and take care of yourself and learn to manage your illness. Your responsibility is to now take these medications for *your own benefit*…. maybe for the rest of your life." Your doctor does not question their years of education, training, and the millions of dollars spent on researching and reinforcing current "scientific" paradigms of affective disorders, diseases, and illnesses. Who is the individual, uneducated in psychiatric science, to question the seduction of pill therapy? This therapy is further reinforced when these drugs camouflage exiting emotional dissonance that signals a needed change in one's own cognitive behavior? And to further dilute an individual's powers of cognitive-emotional bio-feedback, the pain and agony of chemical withdrawal because of biological addiction and the ensuing suffering from not taking certain medications and drugs can be the final blow to the freedom and empowerment cognitive-emotional therapy and wisdom would otherwise promise.

9.3.4 Self-Indulgence

The pain of self-cutting and self-burning creates a distraction from internal emotional pain. It is also symbolically broadcasting outward this internal and hidden emotional pain. Emotional pain does not broadcast a need for sympathy and understanding to the world like a broken leg does. Also, there is an intuitive awareness that "my emotional pain should stop so why doesn't it?" Why is it evident that the self-abuse and pain from hitting your thumb with a hammer will stop when the behavior stops, yet the same concept is not understood with cognitive self-abuse? Emotional pain tells individuals to stop beating themselves with their proverbial cognitive hammer.

Merriam-Webster defines self-indulgence as excessive or unrestrained gratification of one's own appetites, desires, or whims. This definition promotes the view that a self-indulgent person dives in and explains, expounds, and continues the cognitive-emotional rollercoaster ride by allowing their emotions to drive cognitive behavior. On the contrary, cognitive behavior further drives and embellishes its own cognitive vortex, thus accentuating an emotional feedback reverberation loop. A cognitive-emotional rollercoaster may be fun at a concert, play, or show when enhancing emotional excitement. Still, suppose the same uncontrolled cognitive-emotional self-indulgence activates anger, hatred, revenge, envy,

depression, or some other emotionally negative pattern of thought. In that case, it can be a disastrous ride through hell, very possibly resulting in a tragic and fatal ending.

9.3.5 Camouflage, Deception, and Trickery

The power of millions of years of evolution is within your cognitive-emotional bio-feedback mechanism. Yet this power challenges others who need your servitude for their own edification. Culture, society, religion, government, education, psychology, and your parents are significant influences: within their weaknesses, they impart weakness; within their strength is the possibility to educate, teach, and train cognitive-emotional empowerment.

Camouflage, deception, trickery, entrapment, and many other cunning devices have evolved throughout the natural world, so finding these within humanity should be no surprise. Who has not been given a very believable sales pitch from an (apparently) honest and respectable person, only to be deceived? Sales and marketing have become a potent force of human nature. Affective realism is the concept that the emotions that I feel when observing an event, person, or object are also believed to be an inherent and intrinsic truth or property of that event, person, or entity. If it feels good, it is good. If it feels bad, it is bad. Sales and marketing have become masters at creating the illusion of "feels right" for their own selfish interests and gain even to the detriment of their customers. This deception of personal cognitive-emotional bio-feedback must be acknowledged, understood, and be part of cognitive-emotional bio-feedback training and development within our educational institutions.

9.3.6 Affective Realism Gone Terribly Wrong

Affective realism falsely empowers an event, person, or object with an inherent and intrinsic emotional truth or property because "my" emotions say it is so:

(1) A police officer will see a gun that is not there because they are in a cognitive-emotional state to see a gun (Barrett, 2017). Remember, emotions occur as a result of cognitive behavior. Therefore, if an officer is in a cognitive-emotional state such that they are

anticipating violence, cognitive activity is already creating a bias for its existence. If they feel a lack of control, they cognitively project aggressive behavior onto an individual regardless of the actual circumstances.

An officer's actual power comes from the synergies between the mind, body, emotions, and consciousness, where their emotional state is positive and feeling good. Suppose an officer is trained to honor their evolved cognitive-emotional bio-feedback mechanism and perceives their own emotional negative and fearful state of weakness. And they have been educated and trained to initiate self-directed cognitive reprocessing activities to change emotionally negative cognitive activities into emotionally positive activities that indicate their strength, power, cunning, and success. In that case, affective realism will create a different reality with different circumstances and reactive options.

(2) A different scenario of affective realism gone wrong is when "I" feel this way because of what *they* are or what *they* have done. It is their fault and responsibility that I feel this way. And therefore, something must be done about *them,* so *I* feel better. "My" emotional reality – which comes from my thoughts, values, and beliefs – projects its reality onto others, regardless of existing factual circumstances. For example:

A father hires a nanny for his daughter, and the nanny turns out to be a sexual predator. The daughter keeps silent, and her abuse goes on for years. The father, a very successful businessman and powerful lobbyist, rather than accepting responsibility for his inadequacy as a father (because his daughter couldn't confide in him and allows the abuse to continue) and employer (because he hired the nanny) becomes a self-righteous crusader for "justice."

He initiates a lifelong crusade damning tens of thousands of people whose sexual encounters don't meet his standard of decency to a lifetime of punishment, pain, and suffering regardless of how innocent or abusive an encounter is. He continues with no acceptance of the fact that all people, including sex offenders, have the neuroplastic capacity within their brains to change, reinterpret reality, and recreate a beneficial new reality and quality of life for themselves and all those around them (APA,

neuroplasticity; Costandi, 2016, Doidge, 2015). (ref. documentary film *Untouchable:* David Feige, director.)

Feeling good is necessary for neurological, biochemical, and physiological health, vigor, and well-being. But there is a difference between feeling better as in feeling "*less bad"* and feeling better as in feeling "*more good."* Notice the cognitive construct of the blame game vs. the guilt complex. Blame feels better than guilt. It feels better to blame than to be guilty, but they both feel bad. It feels better to blame than to admit inadequacy.It feels better to find fault within others rather than admit one's own personal failings. This has become very evident within today's Neo-Nazi propaganda to lead people away from their own responsibilities. These victims are deluded and blame, condemn, and punish others to relieve their own guilt, self-condemnation, and feelings of inadequacy and powerlessness.

These scenarios are nauseating. The actual crime is in society's ignorance of cognitive-emotional wisdom and bio-feedback training and an understanding of the real pitfalls from lack of such training. If our educational institutions do not take the lead in cognitive-emotional health education for the well-being of our culture and society, who else can?

9.3.7 Cognitive-Emotional Entanglement

The infectious enthusiasm of the Grateful Red, that is, the University of Wisconsin student section, is spreading throughout the 80,000 spectators as the traditional end of the third quarter "jump around" begins to the tune of the same name by the group House of Pain.

Similar audience enthusiasm can be found at sporting events, musical concerts, and other entertainment performances worldwide. This massive infectious quality of emotions can be found within even the smallest interactions. It only takes two…. two on a dance floor is beautiful, but two in a suicide pack is tragic.

Cognitive and emotional entanglement is the infectious quality of thoughts, concepts, and ideas to spread across a population. Fan support of their home team is fun. Mob insanity

for lynching is incomprehensible….to most of the world. The South's enthusiastic unification into the Confederacy to defy the Unions' usurping their righteous belief in slavery; Nazi Germany's mass hysteria for Jewish extermination; and white America's extermination of the Native American population shows how insidious and infectious thoughts, ideas, and beliefs may become unquestioned and acceptable patterns of thought and behavior. Again, the lack of cognitive-emotional wisdom and health education is horribly unappreciated.

Acceptance of the absurd and ridiculous may seem impossible, but the brain, with its extraordinary neuroplastic adaptive abilities (APA, neuroplasticity; Costandi, 2016, Doidge, 2015), makes the many socio-diverse populations possible. Inanities to one population are acceptable and unquestionable truths to another. Closed, unblemished, and free from contamination by external realities, segregated populations are free to evolve their own myths, constructs, facts, and truths….as in the conclusion that *"I deserve death, simply for existing…."* rationalized below:

"The church also taught me the story of Jesus, the son of God, whom God sent to earth as a defenseless human infant. Jesus spent 33 completely sinless years on this planet, only to be brutally murdered as a sacrifice for me, because of me. I was born with my sinful nature and no matter how good I try to be, how many prayers I pray, or Bible study gatherings I attend, I am ultimately a sinner — and the wages of sin is death. According to the church, I deserve death, simply for existing. But the church also claims there's good news! Even though I deserve death, Jesus' bloody crucifixion and subsequent bodily resurrection saves me from a fiery eternal hell — all because I believe this supernatural story and earnestly accept the gift of his grace. And because of this sacrifice, I owe him a lifetime of gratitude, worship, and a commitment to follow his commandments (even though, because of my human flesh, I will always ultimately fail him) (Baker, 2018, Nov. 11)*."*

So, the issue is not the absurdity of one paradigm versus another, but what does an individual person do with what they believe? How far will they take their beliefs into hell, for themselves and others?

a. Does her belief that she and others are "always an ultimate failure" contribute to a life of emotional trauma?
b. Does her belief that she deserves death turn into a belief that she and others deserve to be executed for lack of obedience to *His* laws?
c. Should others die because they do not express the appropriate faith as was decided during the Spanish Inquisition, the Salem Witch Hunts, the Jewish Holocaust, or the extermination and genocide of the Indigenous populations of the two continents of the Americas?
d. Does all this belief and faith in death, and deserving of death, translate into a breaking point where somebody goes 'crazy' and burns up a church or shoots up a Synagogue?
e. Or how about "just" punishment within the judicial system of the USA, including capital punishment, that ignores neuroplastic changes within the brain, which offer opportunities in rehabilitation and recidivism reduction.

Hopefully, the woman quoted above has successfully navigated through the dark side of her emotional realism, retained her humanness, and is living a healthy, prosperous, and joyous life.

9.3.8 Core Beliefs: The Good, the Bad, and the Ugly

(Vincenzoni & Leone, 1966)

The definition of a core belief can be very complex under the epistemological view called foundationalism… or a core belief can have a simple, useful meaning of "commonly accepted thoughts and ideas held without question." The commonly accepted understanding, definition, and core belief of emotions has outlived its usefulness. Any discussion of emotions can and should be thought of in their simplistic sense. There exists something commonly called emotions that we feel. They feel good or bad. And these feelings are a consequence of cognition's interaction with physiology. The great question is not really "how do you feel?" but "how do you want to feel?"

The flexibility of the mind, body, emotion, and consciousness relationship is confoundedly amazing to realize, as exemplified by the thousands if not millions of different

societies around the planet over the hundreds of thousands of years of human existence. Each has unique beliefs, understandings, interpretations, and explanations of life's realities. The core beliefs within a culture passed down through the generations can be beneficial. The concept of karma and reincarnation has allowed billions of individuals to find comfort within their difficult existence. But this same understanding of cause and effect surrounding life's good and bad fortune can create an emotional realism and ignorance of possible (and very real) actions available to individuals within their culture for their own upliftment and the upliftment of their fellow humans.

Within another culture exists a core belief of just punishment for breaking the law. Within this discussion is a real and complex debate of the law and the grounds for its existence and what is just punishment and the grounds for its existence. These core beliefs are useful and have demonstrated success in many cultures. Still, the acceptance of such beliefs has curtailed the debate of how the core belief of forgiveness can be the mainstay of a thriving culture. A developing new core belief and understanding of neuroplasticity – the concept that the brain can rewire itself to accommodate new beliefs and realities – leads to a frontier of law and justice without punishment but rehabilitation of cognitive and emotional neuro-networks that empower a "criminal" to build a life of health, well-being, and success within societal constraints. Because of neuroplasticity, a reality and behavior of violence that existed yesterday, if action is taken today to develop new habits of cognitive-emotional behavior, that same violent reality of yesterday will no longer exist tomorrow.

Justification for the domination of one people over the other, for the enslavement of a people, or even for the extermination of a people has somehow always found a foothold somewhere within the human psyche. Even today, war wages, individuals are tortured, and children are ripped away from their families in the most *advanced* civilization ever to exist. This same culture justifies the deaths of the 45,000 people who die annually because of a lack of health care (Cecere, 2009), so the wealthiest people in the world can have even more wealth. These people in power justify more wealth in exchange for the deaths of 10 million children who die yearly from lack of health care (Associated Press, 2008).

Because the brain has the capacity to rewire itself and adapt to accommodate the billions of individual families within the thousands of cultures around the world, an

individual can learn – and many have learned within a proper environment – to be empowered for joyous success without disempowering another's capacity for joyous success.

Until the illusion of emotions is understood, individuals will always be manipulated by those who deem their joy and success is dependent on disempowering and taking from others.

9.4 Reptilian vs. Mammalian Cognitive Processors

The "reptilian" mind is a metaphor for the brain's speedy and reflexive cognitive neural network processor. Reptiles have been a very successful animal species on Earth, dominating the landscape for hundreds of millions of years. In contrast, modern human existence can only be thought of in tens of thousands of years, and our domination of the planet in terms of hundreds of years (Kaneda, 2018).

Reptilian ethics is about an intuitive knowing with a lack of complex thought and rationale. It is reflexive and quick and where the fastest and strongest win with a "might *is* right" ethical attitude. This is perfectly understandable in sports competitions. And in the hierarchal structure within business and industry, quick decision-making promotes inventiveness, creativity, and growth. The next better idea can quickly displace an older, less profitable, and functional better idea. In war and combat, the reptilian brain will act where the mammalian brain is a sitting duck waiting for slaughter.

Mammalian ethics is a metaphor for the brain's complex and sophisticated cognitive neuro-network processor. Mammalian ethics is about thought and reason, a "might *for* right" attitude. It is not because my power makes it right, but what is right? If I have the power of deception, what is the right use of deception? If I have the power to decide, what is the right decision? Life is not so simple; there is a vast array of ideas and meanings to life in which "what feels-good-is-good" is a complicated ideal that needs deliberation and thought.

Again, people without any understanding, education, and training about their cognitive-emotional bio-feedback mechanism can be subjugated and manipulated to support action against their own self-interest. It took WWII with the cost of 70-85 million lives to bring Germany out of its hypnotic stupor (Wikipedia, *WW II casualties*). Ideally, our government officials work for the benefit of all, not just for the favored few.

Governments working to empower their citizenry to be healthy, wealthy, independent, and strong feels right. Businesses' developing, manufacturing, and producing products to empower their customers to be healthy, wealthy, independent, and strong feels right. Henry Ford paid high wages so his laborers could buy his cars, and all of society benefited and became more affluent. The health, wealth, independence, and strength of a society are dependent on these same attributes existing within all the people living within the society; the proverbial high tide does lift all boats. There is a minimal level of socioeconomic freedom, wealth, and prosperity needed in a society to create and develop the technological advancements that all, including the wealthiest, enjoy. The technological advances such as private jets, helicopters, and magnificent luxury yachts that the most affluent people enjoy exist only because of minimal societal wealth and prosperity. Elevating the socioeconomic impoverished is in "our" and "their" self-interest.

Ideally, reptilian and mammalian brains work in concert within their varying environmental demands. The significant problem in our time is the reptilian control of mammalian powers. Control and deceit have become more and more sophisticated. The political discourse of lies, misinformation, and deception can be impossible to sort out. And the more lies there are, the less comprehensible this discourse is, which leads to reptilian politics based on an emotional state of conflict and fear, which weakens all of society. A compassionate, inclusive, multi-agenda politics based on a joyous and hopeful emotional state, strengthens, and empowers all of society. For the good, the health, and the well-being of a society, it is now time to start teaching, training, and educating the general population about their own cognitive-emotional wisdom and bio-feedback mechanisms.

9.5 Out of Darkness: The Intentional Life to Act from Joy

Emotional wisdom and understanding are about coming to an internal place of emotionally feeling good and acting from a place of joy that represents an individual's path to health, well-being, and success (Jackson, 2022a). Human neurological and biochemical physiology has the magnificent quality of supporting a multitude of individual and interconnected realities. The ability of individuals to adapt to thousands of vastly different and complex cultures is astounding. But ultimately, a clash of ideals arises against society's

rules of behavior. Individual conflicts with statutory rules, class rules, house rules, "my" rules, and customs are inevitable. But maybe here, what "feels good is good" has not gone wrong.

Compassion for one's own family members may seem natural, but stewardship of other people and beings of the planet can and should become just as natural. What need are the deaths of great whales, magnificent sharks, or ancient turtles satisfying? A rare life on this planet should be respected, glorified, and honored, not needlessly destroyed and harvested for its resources. Wealth, power, and technological advancement should not lessen one's respect for the other beings who inhabit this planet but increase one's compassion and capacity for righteous action.

But such a compassionate morality is lost if there are those whose nature can only be defined by a self-serving, self-interest of "me" and whose reality must include conflict…an "us against them" mentality. There seem to exist those who, by nature, do not care about others. But those who naturally fall into the self-interest of "me" have shown and do present to others their deficiencies and where they fail to fortify and shore up their own philosophy of living. This philosophical shoring up must include how two separate nature moralities – "me" vs. "we" – can live, work, and hopefully flourish together.

Modern science and technology's greatest gift to humanity is the capacity to respect the life of this planet because synthetics can replace the exploitation of natural life. This argument is lost within the self-interest of the "me" people. But it is in the self-interest of everyone to understand that there is a minimal level of socioeconomic freedom, wealth, and prosperity needed in the world for the creation and development of the technological advancements that we all enjoy. Elevating the socioeconomic impoverished is in everyone's self-interest. "Flight" was invented in a bicycle shop. The computer was designed in a garage. An educational dropout created a computer operating system and an empire. Instead of believing in survival of the fittest and letting the rest starve, or giving away one's hard-earned fish to feed an individual for a day, why not teach individuals how to fish where they can feed themselves, and possibly create the next best thing we will all need. That means creating an understanding that empowerment, health, well-being, and success of an

individual and their culture and society may erupt from conflict but actualization comes from joy!

The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters to cross with their own stars to navigate towards. Intent is that guiding star and our emotions perceive its light. The more joyous the feeling, the more harmonious and powerful the wonders revealed through life's journey.

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10.0 Conclusion

The human spirit is intertwined within a massive collection of neural networks and circuits. Evolution has guided all these interconnecting relationships into a highly functioning being who learns and grows and strives for a joyous collaboration with his or her internal and external environment. The nature of being is to be healthy and to live a joyous life. Those who have not naturally grown into this wonderful connection may need help and guidance in utilizing an emotional bio-feedback mechanism that has evolved to guide their cognitive universe.

Well-being begins with an appreciation and understanding of the remarkable cognitive-emotional bio-feedback circuitry found within each and every person. Those striving to become well may need the help of a psychology and psychiatry discipline that honors and promotes the cognitive-emotional bio-feedback mechanism as an evolved biological sensory system of the human spirit. Some people may need temporary help of pharmaceuticals specifically designed to help them manage their cognitive behaviors with the guidance of their cognitive-emotional bio-feedback mechanism. And with successful cognitive-emotional rehabilitation, there is a need for a progression of less invasive medications that allow – and demand that – individuals be more aware and responsive to their own cognitive-emotional bio-feedback.

Psychology and psychiatry can heal. They can free the mind from its bondage of past injuries and reestablish the power of consciousness to respond to its own cognitive-emotional bio-feedback in ever new, healthful, and creative ways. Despair, frustration, anger, hate, revenge, and depression should not fuel acts of violence, war, and suicide. Instead, they should serve as a springboard of awareness for the need and priority to…. STOP …to stop the downward spiral into hell.

One array of neural networks is associated with positive emotions, physiology, and actions. A second is related to negative emotions, physiology, and activities. A third inhibits and freezes action. The inhibitory neural network provides the circuitry to stop and not act… to take a moment and reflect, reevaluate, and alter destiny. From a mental locus of great pain

and anguish there exist steps to lesser pain, from which exist steps to no pain. Eventually, these transparent and iterative steps will lead to new places and acts of appreciation, joy, and passion. The value of our educational institutions to empower a student with the ways and means for health, well-being, and successful decision-making prowess cannot be underestimated.

The Teacher

Well-being and the success of any professional therapy, mental or physical, is not defined by the absence of illness but by the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these conditions by employing one's own cognitive-emotional bio-feedback mechanism. For within a patient's joys, lies their strength, power, speed, stamina, agility, cunning, creativity, intelligence, and wisdom to meet all of life's challenges and for them to thrive and to accomplish their own, self-defined success and greatness… for themselves and for the culture and society in which they live on this planet called Earth.

11.0 Appendix

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Appendix A

Nets on Fire: Making the Air Electric

(2007-01-29)

The Grateful Red, the student section of the UW field house, are cheering and stomping their feet in appreciation for the skillful play of the Badgers. Team execution has reached a new level of excellence. Every shot is dropping, and for some reason, a teammate is in the right spot for every loose ball, block, rebound or steal. There is an electric current flowing. It feels good! It feels great! It is wild. This didn't just happen. It started with an attitude, a positive attitude. It is easy to have a positive attitude when the plays are working. It takes practice to get there when it counts when things are going wrong, and that last shot was an airball. Especially when it is the opposing team's court, and the crowd's taunts echo throughout the auditorium. That doesn't feel very good at all.

What is a positive attitude, getting into the zone, gaining the game's momentum, or getting into the flow? This mental game of attitude, the zone, and creating momentum is about emotions. And it is these good feeling emotions that a positive attitude is about. A positive attitude isn't positive unless good feeling emotions and feelings are there. The practice of a positive attitude is about getting into the zone, the emotional zone, creating the emotional game first, and only then is the court yours.

Each player has their own marvelous cognitive-emotional bio-feedback mechanism, and it is not an all-or-nothing proposition. Some players may pivot from that feeling of blowing it to isn't this wild in a heartbeat, but for most, it will come in steps. It may start in anger and frustration and move from there. It may start even lower, in the disempowering emotions of depression and despair. But from wherever a player is, it can and will move up into empowerment, in

steps, with a little effort. Anger is not being in the zone, but it is a step in the right direction from despair. Being frustrated that those shots are rimming out is not being in the game, but it is closer than anger. Aggressive actions taken in frustration or anger are not taken from the

emotional state of being in the zone. Action here will probably result in a turn-over or foul. The results and outcomes of actions, shots, plays, follow the emotional game, not the physical attributes of the player and team. Find the right emotions first, then take the action. And with practice, moving from the despair of an "air ball" to the elation of "nothing but net" will come faster and faster, easier and more accessible. And then the fun begins.

Every moment throughout every day is an opportunity to move into a better and better feeling place, to create a more powerful positive attitude. The cognitive-emotional bio-feedback mechanism is giving constant feedback on whether "your head" is getting into your game or theirs. Emotions are a response to all that activity going on between the ears. They are a guidance mechanism that lets each player individually know where their mind's activities are heading. The better the feeling, the more the mind's activities are in the game. The worse the feeling, the more the mind's activities get lost in the opponent's game. A time out to stop and step up the emotional staircase, from despair to anger, from anger to frustration, from frustration to hope, from hope to belief, from belief to joy, from joy to excitement, from excitement to….is a time out that means making the ball and court yours. But more than that, it means the mind, body, and heart got into the game – your game.

Practicing a positive attitude is an internal practice that doesn't need a gym. Within every event in the day – be it with a roommate, instructor, family, driving in traffic, a classroom, or work – there is an opportunity to pivot into a better mental/emotional place, to find a more powerful positive attitude. It may start with an appreciation of the opponent for asking the best out of each play, shot, and defense. Each player needs to develop their own mental gymnastics to step up into a better feeling mental activity that moves them up into a better emotional state to play the game. The cognitive-emotional bio-feedback mechanism is there constantly, in every moment, guiding and letting each individual player know which direction their mind's activities are going.

Practice off the court, so when it counts, during a game, pivoting into the zone becomes automatic. The cognitive-emotional bio-feedback mechanism is a constant, steady, and dependable coach that can guide the mental game so that every game can, with effort, feel like you're in the home court. Every event throughout the day is an opportunity to

practice for The Big Game and to create the air-electric. Developing mental discipline means developing the skills for listening and then responding to your cognitive-emotional bio-feedback mechanism (not theirs). Listening and responding to what your emotions are saying about your mental activities will get your mind back on track towards that great feeling of being unbeatable. Moving the mind's activities – from anger to frustration, to hope, to belief, to know that any game on any court belongs to you – takes effort and practice. And there are hundreds of opportunities to practice every day if you take time out and do it. Then every game in life becomes yours, and any place in the world becomes your home court. Then the air becomes filled with electricity, and someone will create a spark that sets the nets on fire.

Andrew Jackson
2007-01-29

Appendix B

The Wisdom of a Champion: Let Joy Reign

The Grateful Red (the University of Wisconsin student section) are stomping their feet in appreciation for the skillful play of their basketball team. Team execution has reached a new level of excellence. Every shot is dropping, even more bizarre and – amazingly – a teammate is in the right spot for every loose ball, block, rebound or steal. There's electricity in the air. It feels good! It feels great! It is wild. This didn't just happen for team member and fan alike; it began with a positive good emotional feeling that grew and then exploded, lighting the nets on fire!

Evolution advanced a correlation between feeling good and a well-balanced and vital body. Emotional awareness of this, either consciously or unconsciously, meant survival. Those who acted without this understanding did not survive. Playing without joy means the body is not in a prime neurological, biochemical, and physiological state and does not have the harmony to excel and perform at peak abilities. To physically compete at a peak physiological state of being, the emotional state cannot be negative, which means that consciousness must direct cognitive activity towards joyous being.

The mind-body-emotional game of any contest is about having the discipline to use the mind and all its cognitive abilities to find, focus on, and use the presence of good feeling emotions that proclaim a synergistic harmony of mind and body and being in the zone. "Do you feel it?" "*It"* is this mind-body-emotional zone of confidence, momentum, within an undercurrent of *knowing* success.

A player cannot be at their best having an emotionally negative state of mind. Negative emotions mean that a well-balanced and vital body is *not* physiologically present. A neurological, biochemical, and physiological disharmony, felt through emotional dissonance, manifests directly from cognitive dissonance. Eye-hand coordination will be off. Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads to injuries when

the body is stressed and pushed to its limits during competition because the mind and body

are biologically not working together as a unified whole.

The mental game of being in the zone, creating momentum, being connected and having confidence is about *emotions,* about *good feeling emotions*. There is no mental game, there is no mental focus, there is no confidence, there is no success, unless the emotions and feelings collaborate and acknowledge it. The mind, body, and emotions must work together as a synergistic whole – as the proverbial team – to bring forth an athlete's best performance. This mind-body-emotional game is about cognitively bringing forth a passionate belief of success, which also brings forth, by evolutionary necessity, the correlative physiological and biological foundation for success.

How much time in the offseason has been spent in the gym to get the body physically ready for a long season of competition? How much time has been spent training one's cognitive abilities to enter and sustain the emotional feeling of confidence and knowing of success and its correlative physiological and biological harmony? An athlete can easily name ten key conditioning and skill exercises to develop the body. How many athletes can prescribe ten cognitive-emotional exercises they use to enter and to sustain the synergistic harmony of mind, body, and emotions necessary for success (see **Section 7.3 Super-Hero Cognitive-Emotional Re-Processing Gymnasium**).

Every moment throughout every day is an opportunity to train and practice moving into a better and better feeling place of success. Every negative emotion is an opportunity to create a more powerful, emotionally positive mental attitude. Winning starts when each negative emotion is used as motivation to find a thought that feels better. Each of these successes helps develop the mental gymnastics required to respond to an evolved cognitive-emotional bio-feedback mechanism with intent and purpose. The cognitive-emotional bio-feedback mechanism gives constant feedback on whether a player's head is getting into their own game of success or the opponent's game of your failure. The question is, "does an athlete have the discipline to listen and the skills and training necessary to make the cognitive adjustments needed when the competition demands them?"

The mind-body-emotional play of competition starts long before the actual game begins and must continue throughout any competition. Championships are lost because cognitive-emotional bio-feedback gets distracted from the final outcome and is sidetracked

into the pregame publicity of yesterday's success. Winning feels good but a tournament isn't over with the semi-finals. A race isn't won in the preliminaries. The competition isn't over until it's over. Now is the time for real mind-body-emotional discipline; to use the mind and its cognitive abilities to focus on, to recreate, and then to maintain an emotional background of previous successful competitive endeavors.

As I was walking through a grade school gym where I was substitute teaching, a very young and small boy wanted me to watch him shoot a basket. Amazingly, with his limited ability, he shouted with glee as his shot just hit the rim. He looked at me beaming with a smile, obviously very proud of his success, and proclaimed, "it almost went in!" He had found the emotion of success where most would have only discovered failure.

Any moment of brilliance within the smallest of actions where "I feel It," are all mind-body-emotional states of previous successes. It is a time when that felt good! **Section 7.3: "The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium"** contains areas of training to recreate these mind-body-emotional states as the fortification from any barrage of doubts, fears, uncertainties, and questions presented by an upcoming event. Recreate these mind-body-emotional states as a defense from the lure and illusion of a victory that doesn't yet exist. Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-emotional states as an offense to the opponent's barrage of jabs, hits, and punches to assert their dominance. Cognitive-emotional training starts in the off-season at home and continues each day and through each practice and right into the locker room and onto the court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-body-emotional synergy of success. Too many half-time talks by the coaching staff disconnect rather than reinforce each individual's and the team's connection to strength, agility, coordination, and power.

"If there are any doubters who don't believe that we are going out and taking over the second half and winning this game, you can stay right

here. We do not want you. We do not need you." University of Wisconsin football player halftime speech to the team (paraphrased).

The audience may be watching and emotionally reacting to the action on the basketball court, but the real plays take place in the minds and hearts of each athlete. Which athlete is going to maintain their knowing of, and feeling of success? Which athlete will rise and overcome each challenge on who owns this ball, these nets and this court? Which athlete will first feel the frustration of a missed shot or stolen ball or an opponent's score, and which team will first succumb to the gnawing fear of doubt? Every move and pass before a shot on goal are moments strategically utilized to assert self-confidence and domination. Pass the ball around to set up a shot but also to break down the opponent's mental resilience and to assertively demonstrate to them that "we" control this game. We own this game. We are enjoying this game. Our bench is enjoying this game. We are winning this game no matter the current score. "Do you feel it? Good! Take the shot."

Emotions are responses to all that activity going on between the ears. They are an ever-present coach that lets each athlete individually know where their mind's activities are heading. The better the feeling, the more mental activities are in *your game*. The worse the feeling, the closer mental activities are to getting lost in your *opponent's game*. The question is, how much time and energy has been devoted throughout an athlete's career to understanding and appreciating the cognitive-emotional game necessary for success?

Any break in the action, and within a needed time out to break their momentum, provides a moment to utilize the months and years of cognitive-emotional training and exercises. Stop and step up the emotional staircase. If in despair, move up into anger; if in anger, move up into frustration; if in frustration, move up into hope; if in hope, move up into the joy of believing; if in the joy of believing, move up into the excitement of knowing success! "A time out is an opportunity to get *your* mind, your body, and *your* heart into the successful outcome of *your* event. If you learn how to take the time to own each competitive event and to make those moments in time joyously yours, then any event throughout life can bring joy and must become *successful*.

Appendix C:

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

Justice based on falsehood is itself false and unjust. If law is ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)?

Law and justice within our society are founded upon a false psychology of emotionally driven behavior. Punishment guidelines are erroneous because the current comprehension of punishment is based upon an erroneous understanding of cognitive-emotional behavior within human psychology. Also, the statistics of recidivism that exist only exist because of this ill-founded knowledge of human behavior. Punitive requirements cannot be based upon current statistics because punishment and recidivism based upon a different psychology – one that more accurately portrays the cognitive-emotional neurological, biochemical, and physiological foundation of human behavior – will create different statistics. Current statistics now based within a mistaken psychology of human behavior cannot reflect behavior grounded within another, more accurate psychology.

Finally, what is the philosophical intent, objective, and foundation of justice? Is the intent of law to punish or to reform and prevent future criminal endeavors? Why is law and justice disregarding the brain's neuroplastic capacity for change? The neurology that supported and made the circumstances, events, and criminal behavior real yesterday, can change such that with new and different biological neural networks, those circumstances,

events, and behavior no longer have a supporting neurological foundation for existence tomorrow. At the very least, an America based on life, liberty, and the pursuit of happiness must decide: should laws of justice reinforce a person's capacity for criminal behavior or diminish this capacity?

1.0 Current Justice, Punishment, and Recidivism

The neuroplastic networks in the brain that supported a reality and the cause of violent behavior yesterday, those same neural networks have the physical plasticity to change today and will no longer have the capacity to support that violent reality and behavior tomorrow if a person's cognitive-emotional re-processing skills, abilities, and understandings are developed to do so.

Current justice, punishment, and recidivism are based on a psychology of behavior where emotions drive changes and states of human physiology and subsequent behavior. This is a false premise (Jackson, 2026a). Emotions perceive neurological, biochemical, and physiological changes and states of being precipitated by cognitive activities. The foundation of human behavior is not emotional, but cognitive. The power of consciousness lies within its choice of cognitive activities (perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition)). Should justice support or hinder or even negate the structure of an individual's power and capacity to wisely choose its cognitive activities from which outward acts of behavior germinate and sprout?

Laws of punitive justice for a crime are inhumane because they lack the intent to change an individual's cognitive-emotional dynamic behavior towards health, well-being, and successful decision-making prowess. Or is that not the intent of our Constitutional

justice? Does our Constitution define justice as punishment with an intent to inflict pain, suffering, or hardship upon an individual? Or should Constitutional justice be understood and defined with the intent to empower cognitive-emotional behavior for the health, well-being, and success of the individual and society in which we live? Should our Constitutional criminal justice system be an extension of religious "an eye for an eye" or is justice served by entrusting individuals with the training, skills, and understandings necessary to make better choices for themselves throughout their lives?

Current human behavior modification is based on the erroneous psychology of cognitive-emotional behavior. Also, punishment as "justice" for a crime denies the science of neuroplasticity. Neuroplasticity is a concept where the brain rewires itself reinforcing habitually used neural networks and weakening those less used (APA, neuroplasticity; Costandi, 2016, Doidge, 2015). This rewiring results in new interpretations of old awareness. Thus, a reality that once manifested criminal behavior may no longer exist it an individual is given the skills, abilities, and understandings to make it so. Where is justice within a design and intent that reinforces the psychology of the mind that encourages, and leads to continual criminal behavior and diminishes acts within God's favor? Current justice in The United States is based on Judeo-Christianity. Is this reasonable when these religions have an illogical and false comprehension of human cognitive-emotional dynamics and the human cognitive-emotional re-processing control mechanics? Justice under God is one that creates the conditions that will honor the psychology of a neuroplastic mind where neural networks that supported a reality and the cause of violent behavior yesterday can change and no longer have the capacity to support that violent reality and behavior tomorrow.

The text, "*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation"* (Jackson, 2026a) provides a basic understanding and awareness of the necessary theory for a prisoner to forge a new identity and to recreate a new life. "*Cognitive-Emotional Health Education: A Primary and Secondary School Overview"* (Jackson, 2024b) provides a basic understanding of the tools that are a necessary part of prisons if we, as a society honor our Constitutional freedom from cruelty and laws respecting the establishment of religion or prohibiting the free exercise thereof. (These texts are freely available as PDF downloads at: https://symbioticpsychology.com/)

The scalpel to dissect and to lay aside the flaws within contemporary justice lies within the scientific concept of neuroplasticity. Neuroplasticity is a scientifically proven concept which outlines how the brain can rewire itself and form new realities. Every "criminal" has the physical attribute of neuroplasticity and has the capacity to change and to be a different person than the being who committed a crime. A criminal justice system that does not recognize this possibility but actually creates conditions to inhibit and retard any possibility of individual neuroplastic transformation is not justice. And can such justice not be defined as "cruel and unusual punishment" from which the Constitution protects us all?

A law based upon an illusionary psychology is delusionary and denies an individual's Constitutional protection to be free from cruel punishment.

To use the concept of neuroplasticity to repeal inhumane justice, the erroneous beliefs within emotionally driven behavior must be dispelled. Emotions are an evolved sensory system, akin to the sense of pain, designed to be used by consciousness to guide the internal cognitive behavior which leads to external physical action. This new paradigm – where emotions are an evolved biological sensory system that perceives physiological states and changes precipitated by cognitive activities – is developed in *Cognitive-Emotional Re-processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* (Jackson, 2026a).

Should laws of criminal justice not cultivate the conditions that reinforce a life and culture of health, well-being, and success? Criminal justice based upon punishment and hardship without an educational path for cognitive-emotional awareness, understanding, and realignment is constitutionally cruel and unjust punishment.

Criminal law operates within an archaic knowledge and understanding of humanness. This knowledge must be updated in educational institutions of law and incorporated into any proper and scholarly discussion of criminal sanctions. New advances in psychology provide new understandings of the actual harmful effects of incarceration presently deemed appropriate justice for a crime. Justice designed to reinforce, maintain, and structure a neuroplastic mind of violence and crime is not justice, but an abomination.

2.0 The Constitutional Challenge

Current understandings in the physiology of cognitive-emotional psychology have not been integrated into the fundamental laws of criminal sanctions and the

understanding of justice. Although those who condone current practices of incarceration may defend them as proper and constitutionally acceptable, I will argue that in the absence of programs and a culture to teach, educate, and train an incarcerated population towards a cognitive-emotional psychology of health, well-being, and success, that these practices without cognitive-emotional reformation education (1) should be understood as laws of cruel punishment and (2) should be understood as laws limiting and even prohibiting the free exercise of religion under the Constitution of The United States of America.

3.0 ARGUMENT 1: Punishment and The Neuroplastic Brain

Neuroplasticity is the concept that the brain has the capacity to rewire functional areas of itself because of new experiences thus providing for a capacity within a human being to cognitively reinterpret life experience and to reform a previous self-destructive existence (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

3.1 **A Culture of Punishment and Incarceration:** The current culture of punishment and incarceration, that is, one without a cognitive-emotional reformation agenda, will reinforce and maintain a cognitive neural circuitry of criminal behavior. That is, the learning experience within this environment tends to accentuate the existing neural circuitry of the brain that has led to an existing criminal interpretation of life experience. This reinforced criminal interpretation of reality diminishes and even prevents an individual's

religious freedom to exercise behavior within God's favor. (Reference: Constitution Amendments I – free exercise of religion)

3.2 **Reinforcing a Criminal Reality**: Current criminal laws of crime and punishment that reinforce a person's criminal interpretation of reality and tend to further convolute their intent, rational capacity, and self-control are cruel. These laws may be common, but this does not differ their cruelty and brutality to deconstruct a human's capacity to re-process cognitive-emotional behavior for successful living in our society (Reference: Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

4.0 ARGUMENT 2: Emotions as Effect and Cognitive Control Theory

Symbiotic psychology (Jackson, 2026a) redefines an evolved emotional neural circuitry as a circuitry of perception of the body's neurological and biochemical physiology precipitated by the mind's cognitive activities. This means that the neural circuitry of emotional behavior has an evolved function to guide cognitive behavior and physical activity towards the desirable aspects of life, such as health, well-being, and success. Emotions have naturally evolved to lead physical and cognitive behavior towards life, liberty, and the pursuit of happiness.

4.1 **Reinforcing Criminal Behavior:** Within the current lawful culture of punishment and incarceration without a psychology of cognitive-emotional reformation agenda, the neuroplastic attribute of cognitive-emotional behavior will reinforce and maintain an emotional neural circuitry of existing criminal

behavior. That is, the learning experience within an incarcerating environment tends to accentuate the existing emotional neural circuitry of the brain that has led to existing criminal life.

4.2 **Prohibiting the Free Exercise of Religion:** Laws of crime and punishment that reinforce a cognitive-emotional reality of criminal behavior diminishes and even prevents an individual's religious freedom to exercise behavior within God's favor. (Reference: Constitution Amendments I – free exercise of religion)

4.3 **Convoluting Intent, Reasoning, and Self-Control:** Laws of crime and punishment that deny an evolved cognitive-emotional reprocessing mechanism reinforces an emotional reality of criminal behavior and further convolutes an individual's intent, rational capacity, and self-control and therefore is cruel. (Reference: Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

5.0 CONCLUSION:

Neuroplasticity and an evolved emotional bio-feedback mechanism redefine humanness and reconceptualize what it means to be a human being (Benko, 2015). These new neurological, biochemical, and physiological understandings in psychology must be incorporated to understand the true nature of law and the actual punishment being inflicted upon an individual. Any laws of incarceration as punishment that preclude a

psychology of cognitive-emotional reformation are cruel and prevent the exercise of religion and are not supported by The Constitution of The United States of America.

I am arguing that a system of incarceration as punishment for a crime without any reformative processes cannot be just and is cruel because it exacerbates and reinforces the criminal element of behavior by convoluting intent, rational capacity, and self-control. This usual practice of criminal justice is a process of dehumanization and therefore is cruel. Also, a system that reinforces criminal behavior by convoluting intent, rational capacity, and self-control diminishes an individual's religious freedom to live in God's favor, thus limiting and even prohibiting the free exercise of religion. Capital Punishment is the ultimate prohibition of the free exercise of religion guaranteed by the Constitution of The United States of America.

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Appendix D:
Escape from Alcatraz

Dear POW,

POW (prisoner of war) is traditionally a designation for those captured and retained within a military campaign of a war in the traditional sense. But there have been no Congressional Declaration of War by the United States since WWII. Yet many of our military personal have suffered, died, and have been captured in undeclared wars ever since. I offer no disrespect to all those honored heroes. I am acknowledging another war, the war beneath the surface from which all military campaigns emerge as well as the undeclared war waging in our streets every day.

Within this war there is a conflict of ideas and beliefs. Within our society punishment is seen as "justice" for a "crime." Punishment is not justice. It is not a Truth under a loving God. Crime and punishment for a crime are socially accepted concepts fabricated to control a lesser people of God. It is an idea and a belief given an illusion of validity and power to dominate and enslave a lesser culture of God. I am writing to you to help you break this illusion of acceptable behavior of a society that has fallen into a coma.

Punishment is not justice because we all have within our brains the neuroplastic capacity to change, grow, and realize a new reality where we feel and are eventually treated as better people than we are now. There is a war of cultures. One is an ideology that believes in self-righteous power and domination over a "lesser people of God" and which will manipulate and twist any ideology to advance their dominion. Their desire is to subjugate another ideology that believes in empowering and raising up all peoples of this planet because we all are children of God with the rights of life, liberty, and the pursuit of happiness.

An incarcerated human being is a POW within a war of ideologies. One ideology teaches how to love and embrace humanity so that we all may enjoy this life on this planet. The other ideology does not care about other people and beings. It sows hate and fear that we wage violence upon each other. It is a belief that the spoils of this planet are only for the favored and deserving few. As a prisoner of an undeclared war and I honor your faith and

belief in a better world. You are in a fight to the death because only one reality is triumph within your heart. Which reality will you embrace, and which reality will you let die?

We need to stop squabbling among ourselves for that is their desire. Who are they? They are the tyrants in our circle; the circle of reality we have created and are now living. They are the ones who dominate us and plant the beliefs of violence and torture that we must suffer and die. They are the ones who wish us to give up and become one within their circle of aggressors. We need to stop the squabbling within ourselves for "they" are also the ideals, beliefs, and values that live inside our minds. They are also us. Look at those walls and bars around you. Do you see a prison, or do you see a playground? These tyrants can be our greatest allies and teachers, our keys to freedom. Or, we can join them in our greatest defeat and become one of their instruments of lies and deceit.

This is guerrilla warfare…. you are on your own. There is no society to save you, no Super-Hero to break down your prison walls and stamp out your oppressors. You must be your own Super-Hero. You must stop accepting the validity of their justice and their definition of who and what you are. You must be the creator of greater justice and no longer be a victim of unlucky circumstances. Become the creator you were born to be. Create your life of liberty and pursue, not your anger, not your jealousy, not your envy or revenge, but pursue your happiness and joy. Joy is the true inheritance that exists for you. But you must believe in it and claim it as yours.

I'm sorry you are a prisoner here, at this time, and at that place. It's not where you want to be. But it is where you are. I hope these words I am writing will make your life easier for you. When I was in El Paso County Jail, trying to make the best of a bad situation, you know, making lemonade out of lemons, my wife began telling all her friends, "he likes being in there." But you must make the best of a bad situation. You must make the best of the cards you are dealt. She came to visit me…. once….to have me sign a paper saying I was mentally unstable and at the same time told me she was getting a divorce. A guy would like a little sympathy from his wife, but it may not come. All the sympathy I was getting for uprooting my life and moving to El Paso for her career was a few tenderizing moments from my friends in blue and an inmate friend of mine.

That was another lifetime, another life I was then living. It all changed when I took responsibility for my life. My circumstances for being in jail were not my fault, but they became my responsibility. As long as I was a victim, as long as I got angry and blamed God and who knows who…, as long as I looked everywhere but within my own heart and soul, I was going to remain in prison….

I am now looking out my window at a cold Wisconsin winter's end. It is cloudy, and the leafless trees make a bleak silhouette against the gray and dark sky. I love the freshness of the cold and the brilliant whiteness of winter's snow and the stillness of our frozen lakes. It is a very quiet time of year, a time of hibernation, but also a time of exhilaration. Spring will be here soon, and everything will be turning green, the leaves will be coming out and the birds will be returning with their happy songs of cheer…. I am happily married. We met in the want ads about 18 years ago.

Life did get good for me. I got out of jail, cured my mental instability and I have been having some good times boating on the water, watching football, and having barbecue cookouts with our friends. I changed my life and if you listen closely, you will walk out of that cell and find your own good times with friends and family…. If you desire, I can share with you a plan, a path on how you can escape from the worst of prisons, even those worse than the infamous Alcatraz…those within your mind. Let me know.

Passionately,

Andrew O. Jackson

Appendix E:
A Cognitive Reconstruction Between Emotions and Meditation

The illusion of emotions is to believe that destructive and aberrant emotions are driving mental and physical behaviors instead of emotions being a perceived reflection of destructive and aberrant cognitive behavior precipitating biological changes that drive physical behavior. It is this cognitive behavior that is accessible for consciousness to re-process, re-construct, and reorganize into joyous cognitive-emotional states of being.

The meditation discipline and training of Tibetan Monks and Lamas provide them insights incomprehensible to the ordinary person. But only those who have the opportunity, time, and resources to commit to their enlightening meditative methods can have access to Tibetan Buddhism's vast depth of knowing. There are millions of others around this Earth. They, as yet, do not have the inner drive, strength, and power nor the opportunity to obtain the knowledge and wisdom associated with thousands of hours of meditation. But they can take a step closer. Humanity has the internal wisdom to take another step out of their ignorance.

I wish to speak of meditation, contemplation, and other cognitive acts of knowing and their relationship to emotions and the body. I want to develop and extend the definition and understanding of cognitive-emotional dynamics into a concept that appreciates the existence of emotions. Emotions have a common meaning within the mass consciousness. The time has come to change this definition that has been used for millennia. Mass consciousness is ready for a more accurate understanding of the relationship between mind, body, and emotions, and consciousness.

If a meditative activity results in negative emotions are not emotions providing insights into the meditation's effectiveness? Are not the emotions of peace and joy the indications of a successful contemplation of knowledge? Do not emotions aid in understanding the effectiveness (or ineffectiveness) of a meditation and its contemplation? If a meditator experiences negative and destructive emotions, do these emotions not indicate a failure in one's own cognitive-emotional dynamic processing? Emotions used in a manner

that provides insights are constructive because emotions offer valuable information on the effectiveness of the meditation and contemplation practices.

Therefore, who cannot use their own emotions to understand the effectiveness and validity of their own mental processes? Tibetan Monks and Lamas can realize the success or failure of their meditative and contemplative practices by acknowledging the presence of associated emotions. Any ordinary person may also use their own emotions to realize the nature of their own mental and cognitive processes. Emotions that feel negative indicate thoughts and cognition deviating away from an individual's intentions. Emotions that feel good are indications of a mind in harmony with an individual's intent. Thus, a key to fulfillment is to use the feedback emotions provide on the quality of mental processes and whether those cognitive processes are meeting an individual's intentions.

Modern science has the tools to demonstrate that (a) cognitive activities stimulate (b) various brain areas. These stimulated cognitive areas, in turn, send signals to (c) other areas of the brain, which stimulate changes in (d) the neurological and biochemical physiology throughout the body. These neurological, biochemical, and physiological states and changes of the brain and body are then perceived. We call these perceptions… (e) emotions.

Therefore, as the mind has destructive and aberrant cognitive activities, the resulting negative emotions give the individual critical knowledge, understanding, and insight into these mental activities. Negative, destructive, and aberrant emotions are precipitated by the cognitive activity of the mind precipitating states and changes within the brain and body's neurological and biochemical physiology. The illusion of emotions is to believe that destructive and aberrant emotions are driving mental activities instead of emotions reflecting destructive and aberrant cognitive behavior. The extreme power, value, and wisdom of emotions to the individual is that emotions broadcast to the individual another dimension of their own cognitive activities.

Using emotions to evaluate cognitive processes is the bridge from ignorance to enlightenment for those who do not have the internal or external resources for thousands of hours of meditative practices. Emotional bio-feedback can be used in the mundane activities of daily life by anyone who wishes to lead an intentional life.

Authors Note: Tibetan monks are using cognitive-emotional bio-feedback. I am only reshaping the concept towards a more general application that anyone can, and should, learn and use. Mass consciousness and academia currently believe in the cognitive construct of destructive and aberrant emotions. I have reasoned above how this illusionary nature of emotions, though commonly accepted and professed, is in error. My full argument: *Human Cognitive-Emotional Re-Processing Control, Cultivation, and Education.* (Jackson, 2022a) can be found on http://emotional-evolution.com/. Not until this illusionary construct of emotions is reconstructed will the power of emotions be available for humanity's self-empowerment.

Appendix F:
Revisions

1. 2020-09-03a: First Draft
2. 2020-09-07a: Second Draft
3. 2020-09-10a: Release
4. 2020-09-10b: General editing and corrections: edited "Am I Me?"
5. 2020-09-16a: Added 4.12: Systemic Racism's; 4.13 Emotions' Ties; 4.14 Conclusion.
6. 2020-09-19a: Added Appendix F: Cognitive-Emotional Process Flow Chart
7. 2020-09-20a: Added William James to Cognitive-Emotional Process Flow Chart
8. 2020-09-26a: Changed K-12 title to Primary and Secondary School
9. 2020-10-28a: Modified Appendix F: Cognitive-Emotional Process Flow Chart; differentiated (Jackson, 2020a) with EaET and (Jackson, 2020b) with Cognitive-Emotional Education…; corrected typos.
10. 2020-11-01a: General overall editing.
11. 2020-11-14a: Renamed Emotions-as-Effect publication using dysregulation instead of regulation: (*Emotions-as-Effect theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation.*); edited letters and 5.1: Redefining Success.
12. 2020-11-19a, b, c: Edited cognitive-emotional process flow chart; added "breaking the pipeline" to Dear Board of Education Letter; Added to 4.11 Reframing Antisocial Personality Disorder with "Two Species of Humanity"
13. 2020-11-26a: Added Section 9.5: The New-Republican Party: A Self-Interest of "Me" vs. A Self Interest of "We"
14. 2020-12-09a: In "*The greatness of the human life experience"* replaced "evolved bio-feedback mechanism" with "emotion"
15. 2020-12-11a: Modified cognitive-emotional process flow chart; modified Emotions-as-Effect statement to include EMFs
16. 2021-01-31a: Edited Section 3.6 Defining Success

17. 2021-02-05a, b: General editing; reordering sections; updating (Jackson, 2020) to (Jackson, 2021); replaced emotional bio-feedback with cognitive-emotional bio-feedback: rewrote Section: The Super-Hero Toolkit; re-ordered sections; edited "*guiding star and our emotions perceive"*
18. 2021-03-04a: Added Letter: *The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation*
19. 2021-03-23a, b: Added to Letter: "*The Great Debate,"* Warning 3
20. 2021-03-24a: Edited Warning 3
21. 2021-03-30a: Added a couple of beginning quotes
22. 2021-05-06a: Added Warning 4 & 5 (reordered) to Letter *"The Great Debate"*
23. 2021-06-15a, b, c: Added Warning 6 to letter *"The Great Debate"*; added behaviors to Cognitive-Emotional Process Flow Chart; added author's bibliography
24. 2021-07-06a; Reformatted document; added figure 1 and discussion of cognitive-emotional development; changed from "modulate" to "re-process" cognitive activities
25. 2021-07-29a, b: Changed title: *Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*; changed "a-ha" date to late 1993
26. 2021-08-23a: Corrected health to health; replaced "wealth" and "prosperity" with the more general and inclusive word "success"
27. 2021-08-28a: Changed Simplified Cognitive-Emotional Re-Processing Flow Chart
28. 2021-11-03a, b: Added Section 7.3.7: Reconstructing Gut-Wrenching Memories and Appendix G: Spock's Reason vs. Emotion: A Fictitious and Dangerous Linguistic Construct of the Human Mind and Thom Hartmann/book, *Healing ADD: Simple Exercises That Will Change Your Daily Life* to Section 8.9: PTSD/Trauma and Addiction
29. 2021-11-28a: Edited both Simplified Cognitive Processing Charts; Ran document through Grammarly to correct errors; Edited, revised Section 9.0: The Dark Side.
30. 2021-12-01a, b: Edited simplified Processing, Re-Processing Flow Charts
31. 2021-12-03a: Changed title to "*Cognitive-Emotional Health Education…."*
32. 2021-12-16a: General editing

33. 2022-01-13a: Added author's note; Grammarly editing; various content rewriting and editing
34. 2022-01-14a: Added to and reformatted "Letter: The Great Debate" and "A Constitutional Challenge"; general editing for clarity and understanding; replaced the term "biology" with the more accurate terminology "neurological and biochemical physiology"; reformatted headings to APA
35. 2022-02-18a, b: Standardized "cognitive activities" to APA defined cognition; perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving; added "References" to "Background Reading); added article and paper to publishing list
36. 2022-02-28a: Inserted Brown, LeDoux, & Pine theory of separate brain (cortex) and body (amygdala) circuits of emotions; rephrased "biochemical…" to include "neurological"
37. 2022-03-18a: Edited back blurb; updated Figures 1, 2, 5
38. 2022-03-25a: Changed figure 4 & 5 and updated figures 2 & 3
39. 2022-04-29a: Added "Nurturing Literature's Poetic Dance" statement
40. 2022-05-21a: Delineated human (vs. animalistic) cognitive-emotional dynamics; deleted Appendix F: Spock's Reason vs. Emotion Article; standardized figure descriptions
41. 2022-05-23a: Cleaned up some logic in the process flow diagrams
42. 2022-05-26a: Edited Figure 2: Human (vs. Animalistic) Closed-Loop Cognitive-Emotional Re-Processing
43. 2022-07-26a: Edit of Section 9
44. 2022-08-03a: Changed reference (Jackson, 2022a) to *Cognitive-emotional re-processing control, cultivation, and education: The linguistic semantics of cognitive vs. emotional dysregulation.* Symbiotic Psychology Press (15,500 words)
45. 2022-08-09a: Rewrote Section 7.0: The Cognitive-Emotional Gymnasium: Unleashing the Evolutionary-Self of Strength, Cunning, and Success; updated graphics
46. 2022-10-11a: Edited diagrams 2,3, and 4; changed Figure 6 to "Cognitive—Emotional Cause and Effect Flow Chart"

47. 2022-10-21a: Added Section 7.3.16 “I am statements”; edited/rewrote section 7.0 Cognitive-Emotional Gymnasium
48. 2022-10-25a: Major editing and rewriting throughout the document
49. **2022-10-25a: Extensive editing and rewriting**
50. 2022-11-02a: Added “Liabilities” to Letter to Academia…”
51. 2022-11-07a: Edited page numbers and TOC; corrected rev date; Changed Figure 10 to a cause-and-effect flow chart; inserted Appendix E: A Cognitive Reconstruction Between Emotions and Meditation
52. 2022-11-09a: Edited Figure 7: Cognitive-Emotional Cause and Effect Flow Chart
53. 2022-11-09b, c: Edited “How long will the academic institutions of…” statement; updated “Publications”
54. 2023-01-02: Corrected grammar (its vs. their); rewrote sentence in “Warning 1”; edited and renamed drawings
55. 2023-01-06a, b: Edited Human Re-Processing drawing; grammar correction (emotionally driven)
56. 2023-01-21b: Added dialectical behavior therapy (DBT) to list of evidenced based therapies
57. 2023-01-21c, d: Edited back page blurb; added the mind, body, emotions, and consciousness (awareness) yinyang symbol
58. 2023-10-16a: Reformatted Appendix C: A Constitutional Challenge; edited “Nurturing Literature’s Poetic Dance”
59. 2023-12-27a: Added quote to background blurb
60. 2024-04-14a, b: Changed “mind, body, emotions, consciousness” to “mind, body, emotions, awareness”
61. 2024-04-14c: Added Sarah Shulze dedication
62. 2026-05-01a: Edited “Constitution Challenge”
63. 2026-09-23a: Edited pp17, “CBT’s”
64. 2026-10-26a: reclassified, “**This work is free of copyright restrictions.”**

The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters to cross with their own stars to navigate towards. Intent is that guiding star and our emotions perceive its light. The more joyous the feeling, the more harmonious and powerful the wonders revealed through life's journey.

Andrew O. Jackson has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher, wrestling coach and professional alpine ski instructor; a college CAD (computer-aided design) instructor; a guest instructor in China teaching quality and inventory management; and a quality manager at an OEM (original equipment manufacturer). He is happily married and retired from mechanical engineering and twenty-five years of sailboat racing and coaching on the Melges E-Scow and is now spending his summers sailing and winters alpine skiing with his wife Barbie and their two cats. He is currently campaigning for academic and athletic coaching understanding and awareness of our natural cognitive-emotional reprocessing mechanisms that have evolved to attain and maintain our health, well-being, and successful decision-making prowess.

Andrew O. Jackson suffered from psychotic mania, suicidal depression, and schizophrenic tendencies. He was in and out of mental hospitals from 1979 to 1996. Once after another "blackout" period, he "awoke" in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His "friend" was a trash can. Another time he "awoke" with a rope in his hand ready to put an end to this torturous life when a voice asked him, "Can you go on?" "They" wanted him to continue his painful and torturous existence a while longer. He replied, "Yes" and got himself to a hospital…again.

"I like to say I have a PhD in Psychology from the School of Hard Knocks. The difference being that an accredited school requires classes, exams, and a successful defense of one's own dissertation. I, on the other hand, either realize, develop, and self-prescribe a new psychology of cognitive-emotional behavior more in line with natural evolution and live, or fail and die."

Around 1993, in a moment of inspiration that led him away from academia's 3000-year-old literary linguistics of emotionally driven behavior and control, he began a self-directed healing program using his good-feeling emotions, moods, attitudes, and feelings as indicators of, and a progression towards a healthy biochemical, neurological, and physiological state of being. After a couple more psychotic episodes (one that landed him in the El Paso County jail and led to a divorce from his first wife) and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication-free and without disassociation, depression, or mania episodes since 1996.

Since 2005, he has been writing to academics around the world advancing a new emotional paradigm that defines cognition as causal and emotions as a perceived effect of biochemical, neurological, and physiological changes and states of being in the brain and body. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved into a cognitive-emotional operant conditioning mechanism to guide cognitive behavior towards the health, well-being, and prosperity of the individual.