Cognitive-Emotional Operant Conditioning: A Basic Information Packet for Primary and Secondary School Educators (rev2026-10-26a)

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

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Which end of the stick are you hanging on to?

a physiology of strength, empowerment, and successful decision-making

a physiology of weakness, impotence, and poor decision-making

How do you know?

A Taoist teacher, standing in front of his students, was pointing to the moon and stars beyond. The students just stared at the man's broken and mangled hand. He gently spoke to his class:

"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,

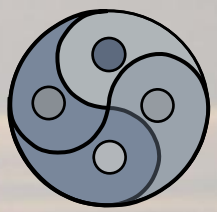
nor within the moon and stars at which it points,

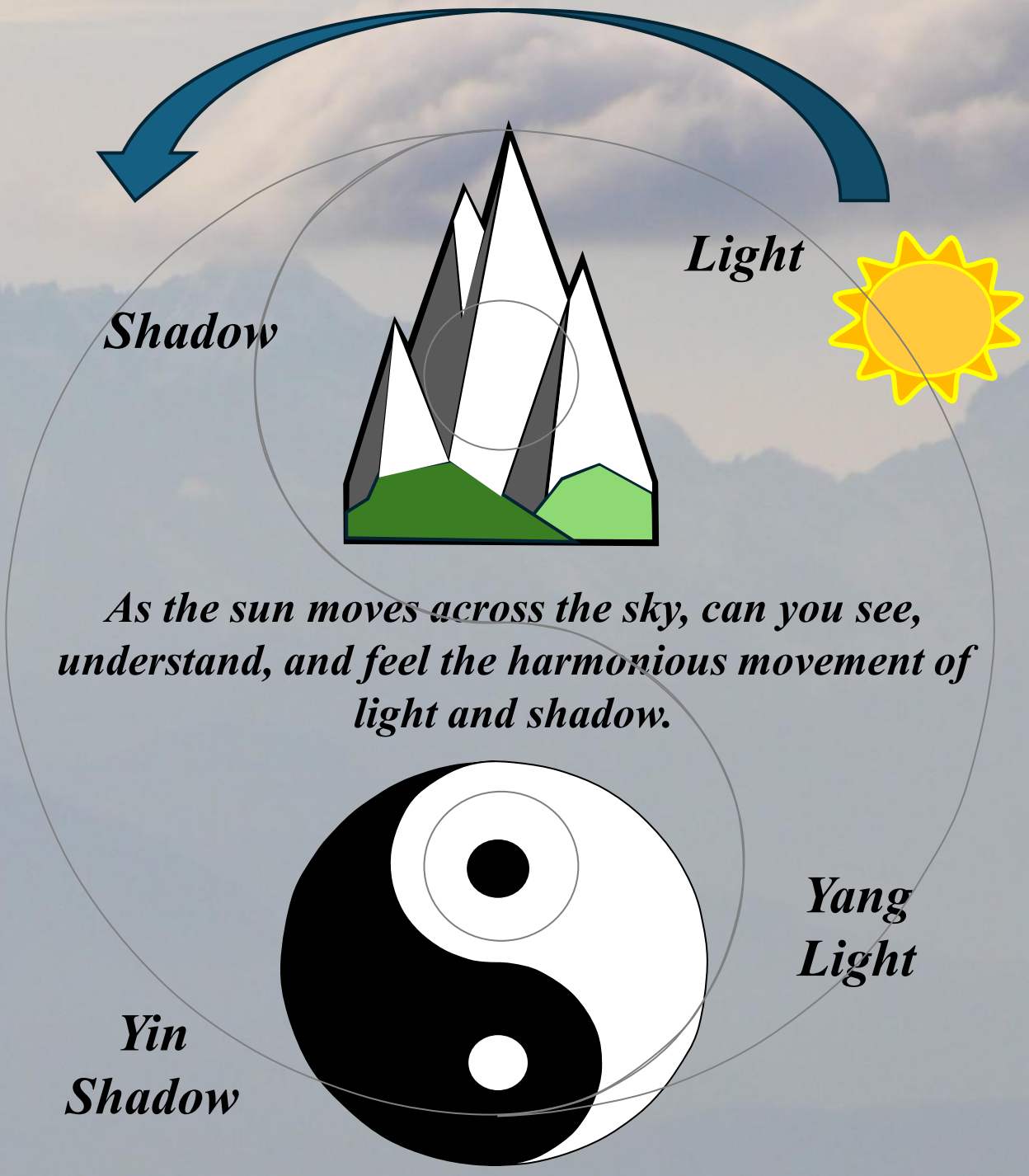
but rather lies within another Universe that surrounds us

known only through its quiet revelations."

The words, diagrams, and pictures in this book are the broken and mangled hand. They are not the message but point towards the message, which will only be heard within the silence of the Tao.

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness

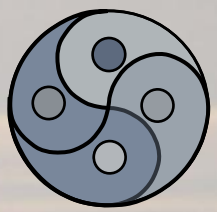




As the sun moves across the sky, can you see, understand, and feel the harmonious movement of light and shadow.

In the Tao, this harmony of movement between light and shadow is represented as YinYang.

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness



1) Yinyang is the symbiotic and harmonious movement and dance of light and shadow, masculine and feminine, mind and emotion.

Yin Shadow, Feminine, Emotions

Yang Light, Masculine, Mind

a. ***Mind*** **(cognition) : mental activities of knowing and awareness resulting in:**

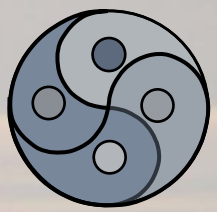
thoughts, memories, beliefs, imaginings, perceptions, and reasonings

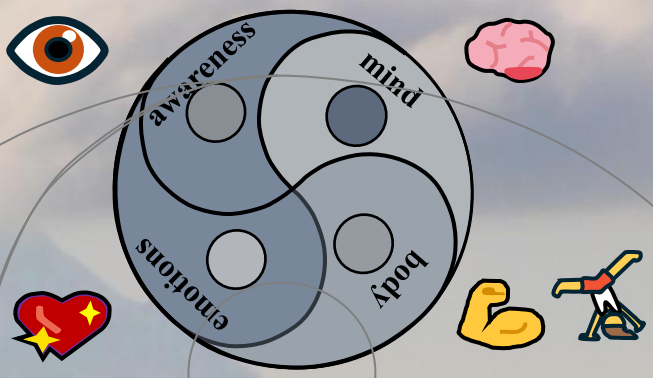
b. ***Emotions*** **(plus moods, attitudes, and feelings):**

they feel-good

or they feel-bad.

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness

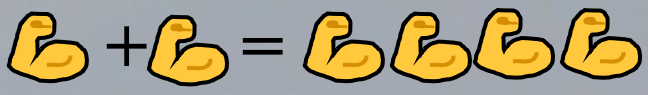




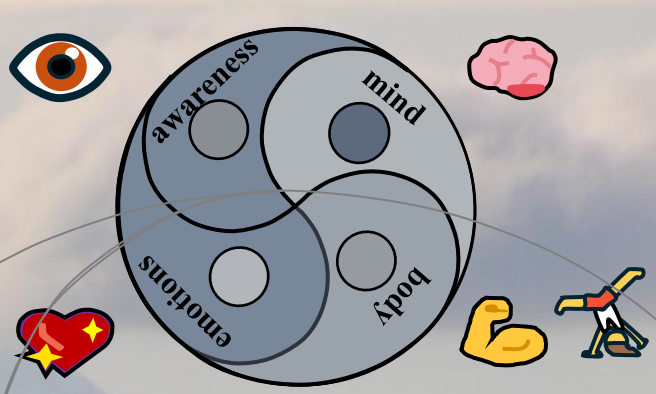
Symbiotic Psychology is based on the evolved *symbiotic synergy* between mind, body, emotions, and awareness.

c. ***Symbiotic:*** **when different and separate entities work harmoniously together for their mutual benefit.**

d. ***Synergy:*** **when entities work harmoniously together and their output is more than the sum of their parts. 1+1 is more than 2…1+1 = 3, 4, 5 or even more.**



or more



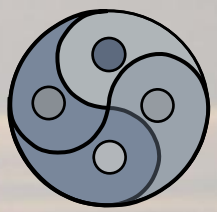
Cognitive-emotional operant conditioning is based on its similarity to how pain and pleasure modify human behavior to enhance physiological health.

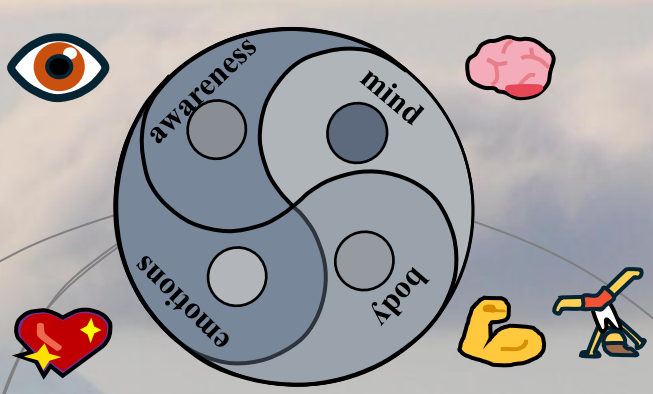
e. Operant conditioning: how pain and pleasure modify behavior for survival

1. Avoiding painful activities

2. Enhancing pleasurable activities

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness





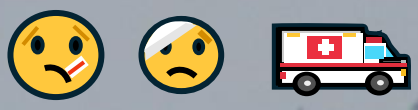
The harmonious mind, body, emotions, and awareness symbiotic relationship has evolved over millions of years of 1) struggle, hardship, and conflict as well as 2) play, ease, and cooperation for the survival of the strongest, fastest, most agile, and clever.

Feeling-good emotional awareness **has an evolved correlation with a strong, robust, and agile physiology of the mind and body**

conducive to health, well-being, and success.

Feeling-bad emotional awareness **has an evolved correlation with a weak, frail, and unhealthy physiology of the mind and body**

vulnerable to illness, injury, and accidents.



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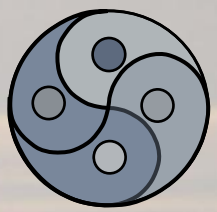
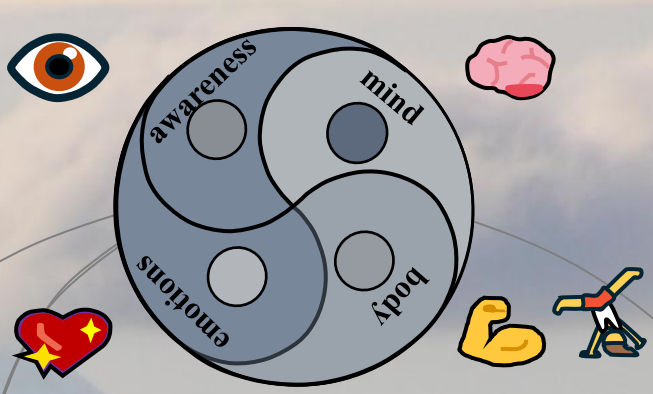




The Evolved Cognitive-Emotional Relationship

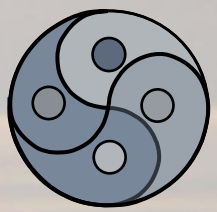
***Feeling-good emotions** must correlate with cognitive activities focused on what is wanted, desired, and intended in life's experience such as:*

health, well-being, and
what ever self-defined success that may exist

***Feeling-bad emotions** must correlate with cognitive activities focused on what is NOT wanted, desired, and intended in life's experience such as:*

illness, injury, accidents
and what ever self-defined poo that may exist

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness



Climbing the Mt. Everest of Success

vibrational vortex of disempowering, unhealthy, and bad-feeling mental activities

vibrational vortex of empowering, healthy, and good-feeling mental activities

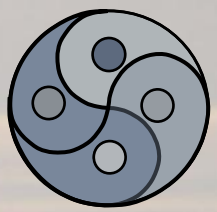
One's Own Personal Internal Journey Up the Mt. Everest of Success

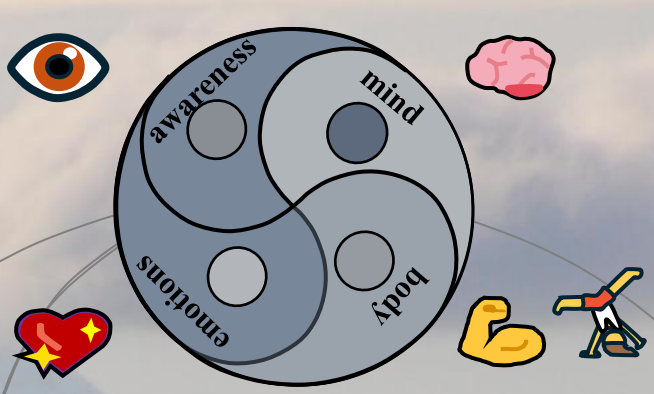
means following ***your own*** *vibrational vortex of empowering, healthy, and good-feeling mental activities*

What does success mean to you? What do you want, desire, and intend in your life's experiences? What "excites, ignites, and delights" ?

1. _____
2. _____
3. _____
4. _____

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness



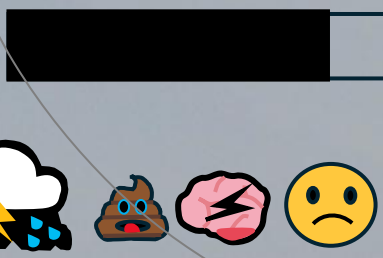


Cognitive-Emotional Operant Conditioning

Which end of the stick are you hanging on to?

mental activities focused on what is NOT wanted, desired, and intended in life's experience

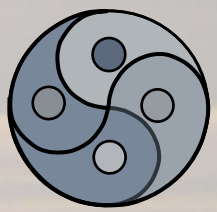
mental activities focused on what is wanted, desired, and intended in life's experience



emotionally bad-feeling unhealthy, weak, fragile, and imbalanced physiology

emotionally good-feeling healthy, strong, robust, and balanced physiology

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness



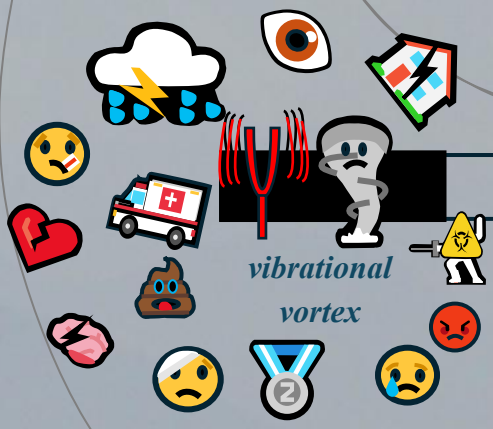
Which end of the Stick are you hanging on to?

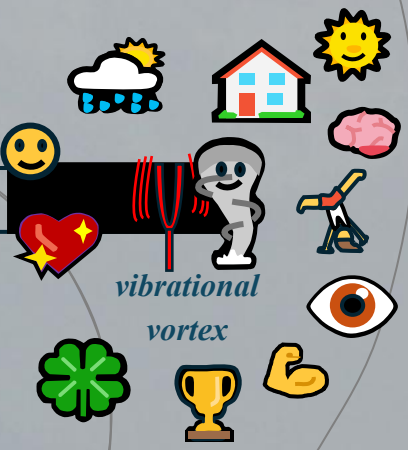
Emotional bad-feeling, *unhealthy, weak, fragile, and imbalanced physiology*

Emotional good-feeling, *healthy, strong, robust, and balanced physiology*

A Vibrational Vortex of Emotionally Bad-Feeling Mental Activities

A Vibrational Vortex of Emotionally Good-Feeling Mental Activities

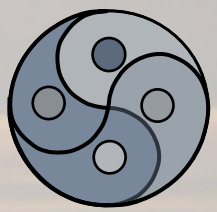




The person that wallows in the bad-feeling misery **of a** ***"mishap"*** **and maintains their bad-feeling vortex on what is NOT wanted/desired/intended will magnify each mishap into even more poo.**

The person that, spites each "mishap" **and maintains their good-feeling vortex and awareness on what is wanted/desired/intended will learn and even use each mishap to their benefit.**

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness



Which end of the Stick are you hanging on to?

Emotional bad-feeling, *unhealthy, weak, fragile, and imbalanced physiology*

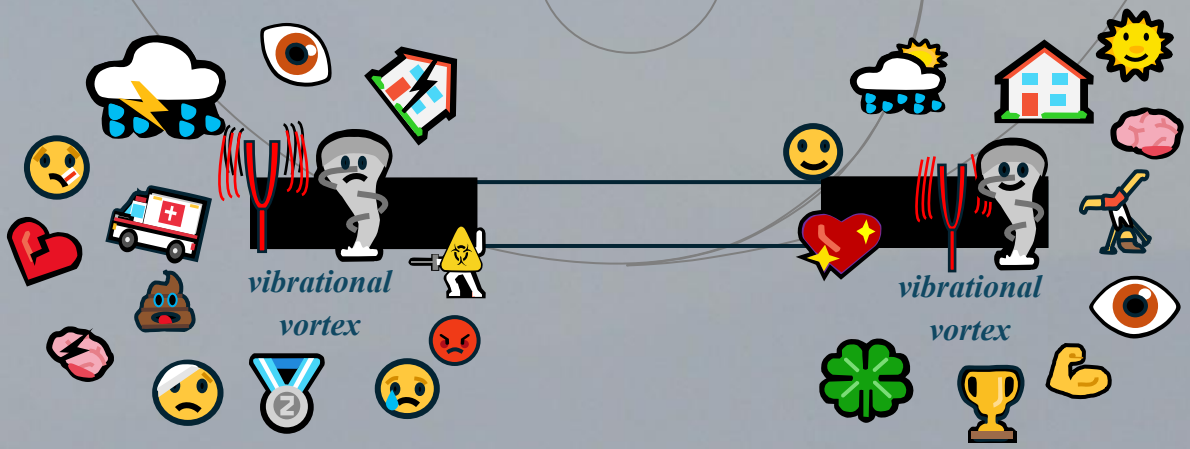
Emotional good-feeling, *healthy, strong, robust, and balanced physiology*

NOTE:

A "feels good is good" and a "feels bad is bad" understanding of emotional awareness is about empowering and disempowering one's own biochemical, neurological, and physiological health and well-being and NOT about moral and ethical behavior. Having a new bike may feel-good but stealing one has its own set of social and cultural understandings and consequences that must be part of an individual's educational curriculum.

A Vibrational Vortex of Emotionally Bad-Feeling Mental Activities

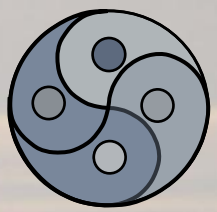
A Vibrational Vortex of Emotionally Good-Feeling Mental Activities



The person that wallows in the bad-feeling misery of a "mishap"

The person that, spites each "mishap"

The Symbiotic Synergy Between Mind, Body, Emotion, and Awareness



Climbing the Mt. Everest of Success

Our evolved and natural cognitive-emotional operant conditioning mechanism to reprocess, reconstruct, and redevelop…

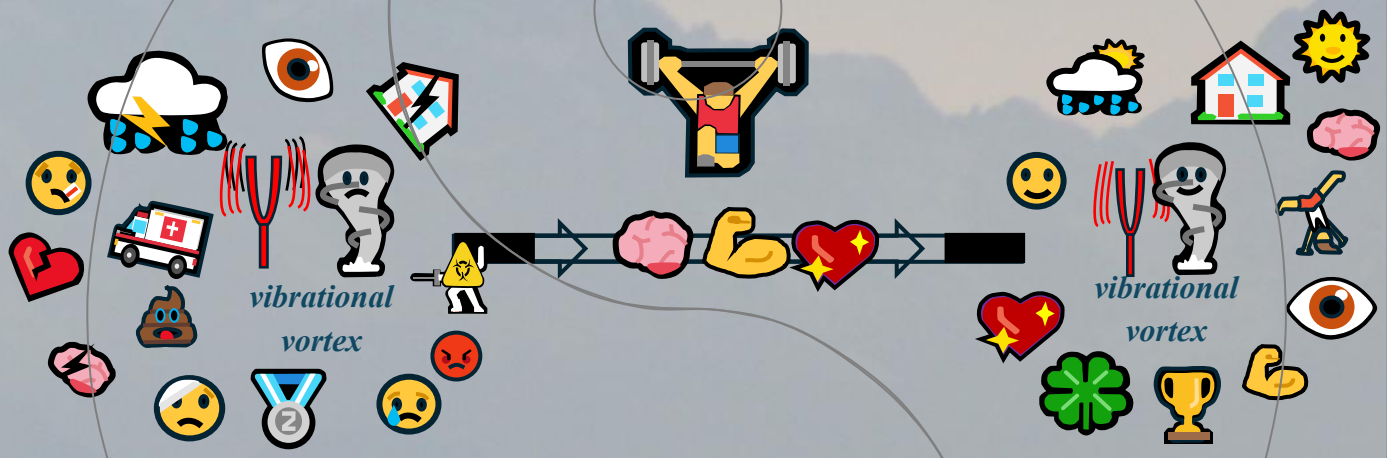
1) ***unhealthy, disempowering, biochemically imbalanced, and emotionally bad-feeling cognitions of failure into***

2) ***healthy, empowering, biochemically balanced, and emotionally good-feeling cognitions of success***

Climbing the Mt. Everest of the Success

Cognitive-Emotional Operant Conditioning

Discipline, Work, Strength and Conditioning



Vibrational Vortex of weakness → *Vibrational Vortex of strength*

Cognitive-Emotional Health Education and Training means:
developing the skills, abilities and knowledge to respond and use emotional awareness to guide mental activities towards a physical vortex of strength, power, agility and stamina conducive to health, well-being, and successful critical analysis and decision-making prowess.

Cognitive-Emotional Operant Conditioning

vibrational vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vibrational vortex of empowering, healthy, and good-feeling mental activities

Cognitive-emotional operant conditioning is about developing and strengthening an individual's skills, abilities, and understandings to successfully respond to their emotional awareness and re-process disempowering, unhealthy, and bad-feeling mental activities into empowering, robust, and good-feeling mental activities conducive to health, well-being, and successful critical analysis and decision-making prowess. Symbiotic Psychology understands the mind, body, emotions, and awareness as a harmonious team that has evolved out of millions of years of struggle, conflict, and battle as well as millions of years of play, ease, and cooperation for the survival of the fittest, fastest, most agile, and clever among us to build the next generation of humanity.

Cognitive-Emotional Operant Conditioning

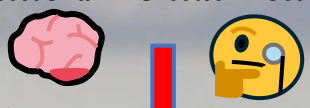
vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

Emotional Wisdom

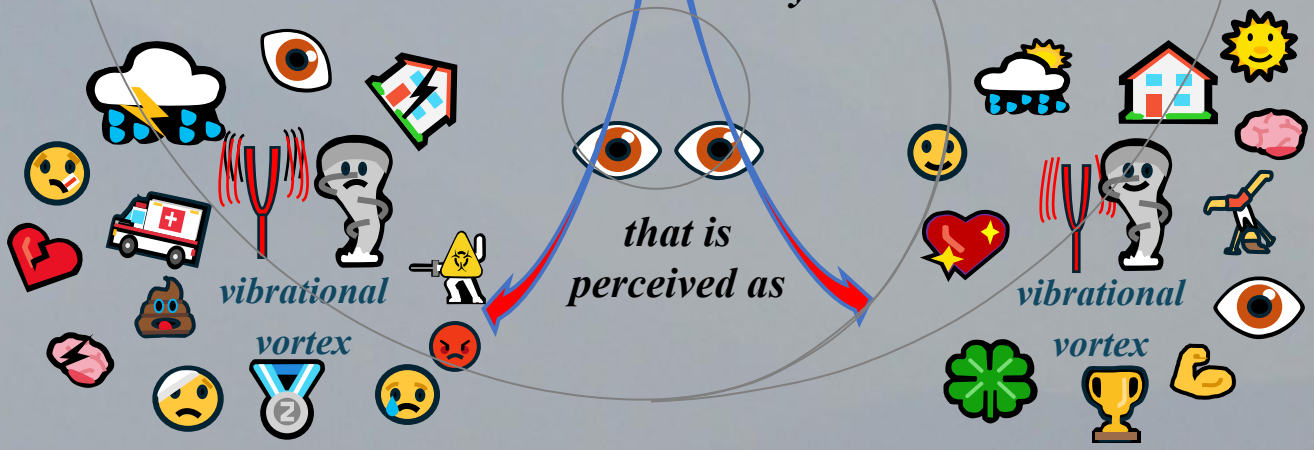
Cognition/Mental Activities



(thoughts, memories, beliefs, imaginations, perceptions, and reasonings)

precipitate

the neurology, biochemistry, and physiology of brain and body



feels-bad emotions of an unhealthy physiology susceptible to illness, injury, and accidents.

or

feels-good emotions of a healthy physiology conducive to strength, power, and success.

Cognitive-Emotional Operant Conditioning

vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

Emotional Wisdom

Cognition/Mental Activities

(thoughts, memories, beliefs, imaginations, perceptions, and reasonings)

precipitate

Re-processing bad-feeling unhealthy mental activities

Affirmation of good-feeling healthy mental activities

the neurology, biochemistry, and physiology of brain and body

that is perceived as

vibrational vortex

vibrational vortex

feels-bad emotions of an unhealthy physiology susceptible to illness, injury, and accidents.

or

feels-good emotions of a healthy physiology conducive to strength, power, and success.

Cognitive-Emotional Operant Conditioning

vortex of disempowering, unhealthy, and bad-feeling mental activities

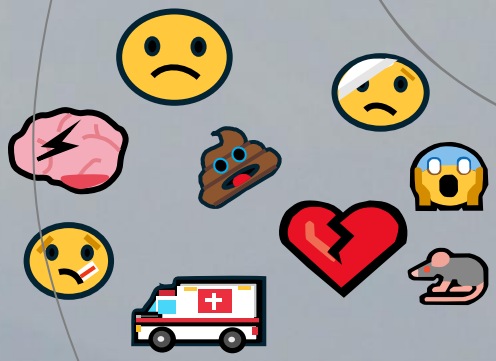
Discipline, Work, Strength, & Conditioning

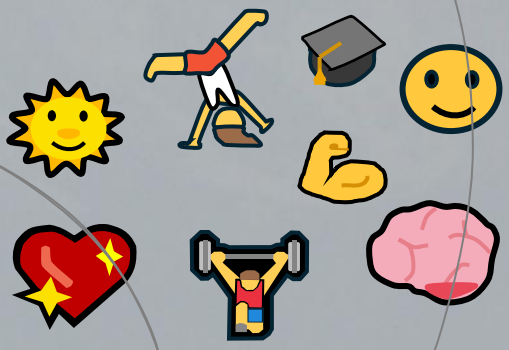
vortex of empowering, healthy, and good-feeling mental activities

Emotional Wisdom

Feeling-bad is bad… biologically speaking.

Feeling-good is good… biologically speaking.





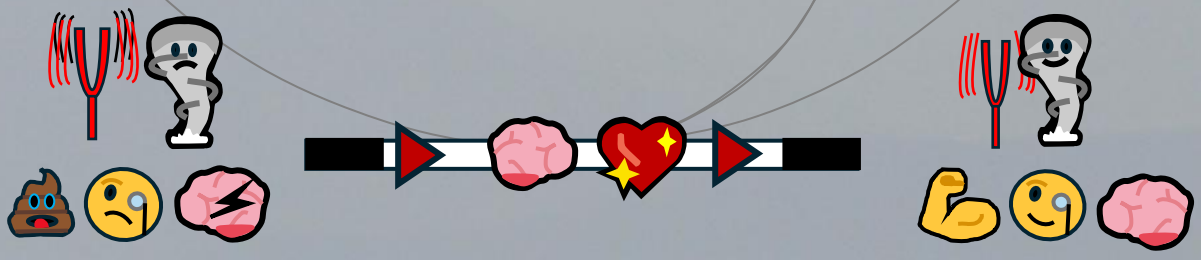
But, socially, culturally, and in rules of engagement:

Targeting and intentionally hurting someone in football may make a person feel-good but the consequences are unfortunate for them and their team. Rules are meant for fairness of play and for the health of the players, the sport, and for the society and culture in which they live.

Anger is a two-edged sword. Yes, there is a feels-good short-term burst of adrenalin for greater power and strength for survival of the moment. But there can be behavior control problems with immediate (and long-term) negative health effects.

Cognitive-Emotional Operant Conditioning…

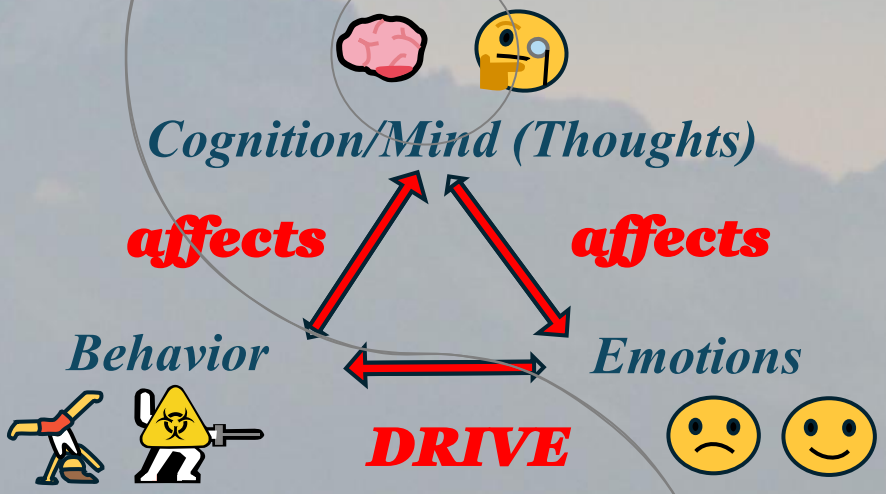
Why does humanity have to relearn, train, and develop the skills for what was natural and an evolutionary necessity for survival?



The Mountain Exists as Humanity Was Taught

Today's cognitive-emotional behavior is based on an erroneous 3000-year-old language and literary linguistics of emotionally driven behavior where dangerous emotions drive destructive behavior and therefore emotions must be controlled, regulated, and managed by the cognitive mind.

The "Cognitive-Triangle"

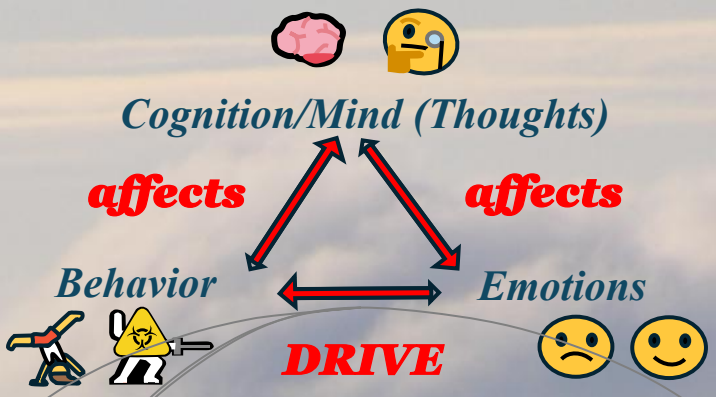


"Goddess, sing me the anger of Achilles, Peleus' son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment."

Homer, (800-700/2009). "*The Iliad"* (A.S. Kline, Trans.), Benard Picart & Hendrick Goltzius

Achilles' anger brought countless sorrows upon the Greeks. Achilles' anger sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This language and literary linguistic paradigm of "emotionally driven behavior" demands emotional regulation, management, and control by the cognitive mind because dangerous emotions can drive destructive behavior.

The Cognitive Triangle of Modern Psychology and Psychiatry



Now, for nearly 3000 years, humanity has been deluded, deceived, and neurolinguistically programed within an erroneous language and literary linguistics of "emotionally drive behavior" where aberrant and dangerous emotions drive destructive behavior and therefore emotions must be controlled, regulated, and managed by the superior cognitive mind and even with pharmaceuticals if deemed necessary.

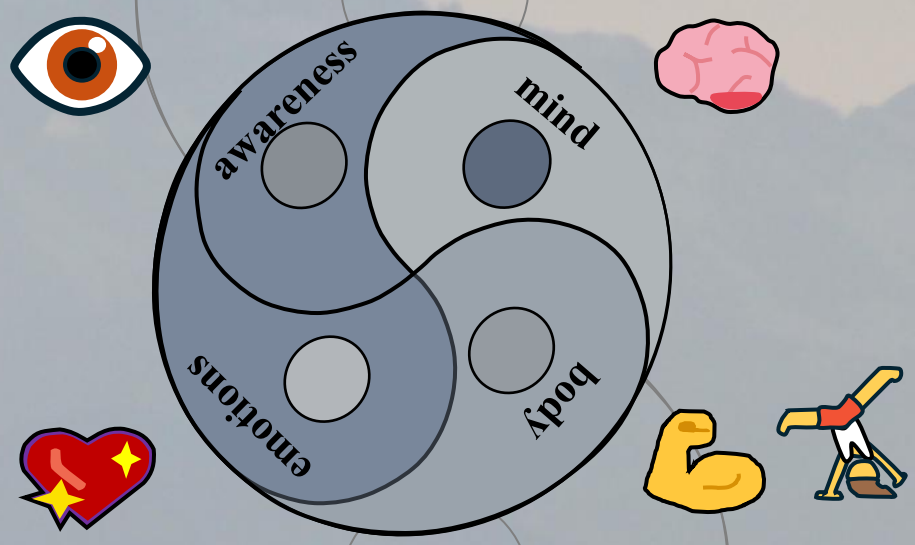
Beginning with the Ancient Greek Philosophers (600- 300BCE) humanity has been plagued with the supremacy of "mind" and "reason" and *emotional dysfunction, disorder, and need for emotional control. These linguistic debates between thoughts, emotions, and behavior continued throughout our religious history and in such literary works of: Shakespear, Mark Twain's Tom Sawyer, Austen's Pride and Prejudice, Dickens's Great Expectations, and Shelly's Frankenstein.*

Modern psychology has incorrectly adopted this 3000-year-old language and literary linguistics of emotional dysfunction and disorder that demands emotional control, regulation, and management by mind and, if necessary, pharmaceuticals to manage biochemical imbalances mistakenly believed to be caused by emotional dysfunction.

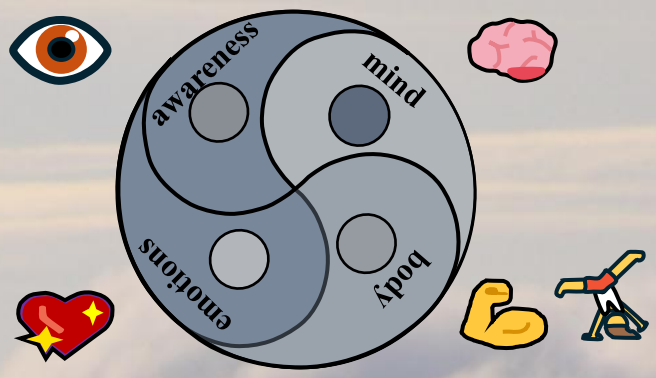
Cognition, not emotion, precipitates the biochemistry, neurology, and physiology that drives behavior and it is the mental activities of the mind that must be controlled, regulated, and managed.

Symbiotic Psychology

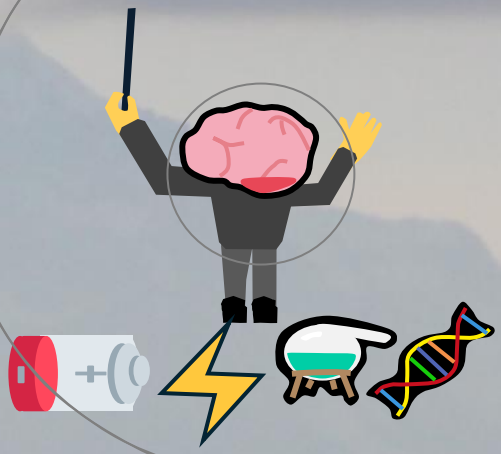
Instead of dangerous emotions that must be controlled by the cognitive mind, emotions have evolved to work harmoniously with the mind and guide cognitive behavior towards a healthy physiology of well-being and success.



Evolution has intertwined the mind, physiology, emotions, and consciousness where they all work together as a team in symbiotic harmony to attain and maintain an individual's healthy physiology of well-being and successful critical analysis and decision-making prowess.

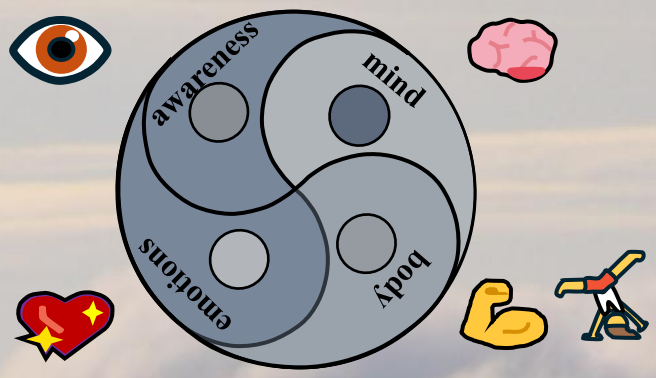


What is the cognitive triangle missing?



A. The brain is a highly functional biological processor:

1) ***That orchestrates neurological, biochemical, and physiological changes and states of being that animates the body and drives behavior.***
   a. ***COGNITION PRECIPITATES THE PHYSIOLOGY THAT DRIVES BEHAVIOR!***
   b. ***Emotions are the perception of these changes and states of physiological being***
2) ***Emotions become involved in the brain's driving behavior algorithm when they influence cognition that precipitates the physiology that drives behavior.***
3) ***Therefore, destructive behavior and biochemical imbalances and neurological dysfunction are a result of***
   a. ***Cognitive dysfunction (not emotional dysfunction).***



What is the cognitive triangle missing?

Bad-feeling: *unhealthy, weak, fragile, and imbalanced physiology*

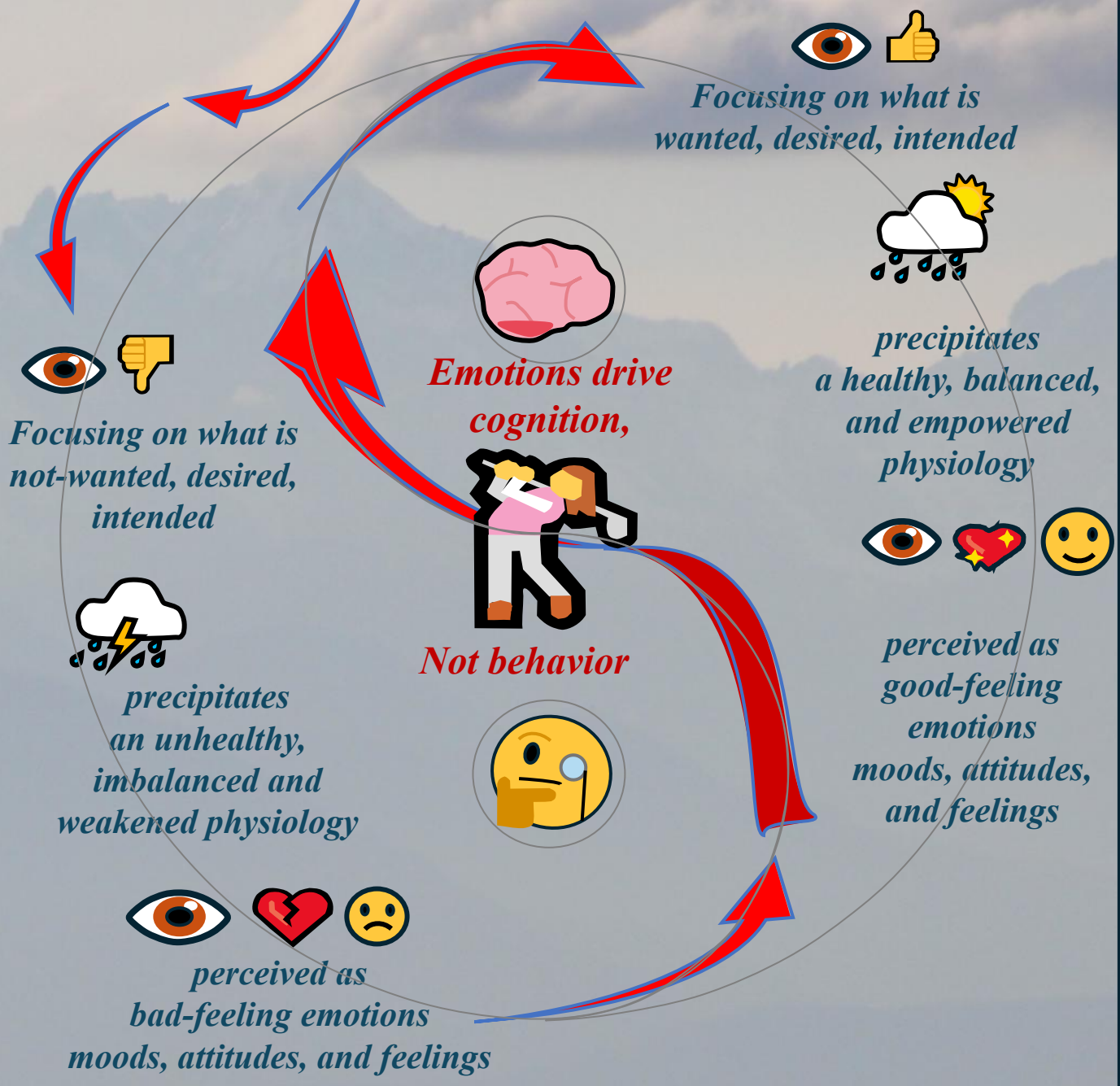
Good-feeling: *healthy, strong, robust, and balanced physiology*

B. The Evolution of Physiology and Emotions

1) ***Imagine a feeling good, but sick early humanoid…going out on a hunt on the plains of Africa?***
   a. ***Is his good-feeling but unhealthy physiology going to keep him alive?***
2) ***Think of a good feeling drunk, stumbling out of a bar and into his car to drive across town during rush hour traffic to buy groceries…***
   a. ***What is going to happen?***
3) ***Therefore, because of the evolutionary process of survival:***
   a. ***Feeling-good emotions must correlate with a healthy physiology.***
   b. ***Feeling-bad emotions must correlate with an unhealthy physiology.***

C. Using Emotional Awareness to Drive Re-Processing Mental Activities and Focus

1) ***Feeling-bad cognitive behavior correlates with a movement towards an imbalanced biochemical and neurological physiology susceptible to illness, injury, accidents, and poor decision-making ability.***



2) ***Feeling-good cognitive behavior correlates with a movement towards a balanced biochemical and neurological physiology conducive to strength, power, agility, cunning and successful critical analysis and decision-making ability.***

The Mental-Emotional Being

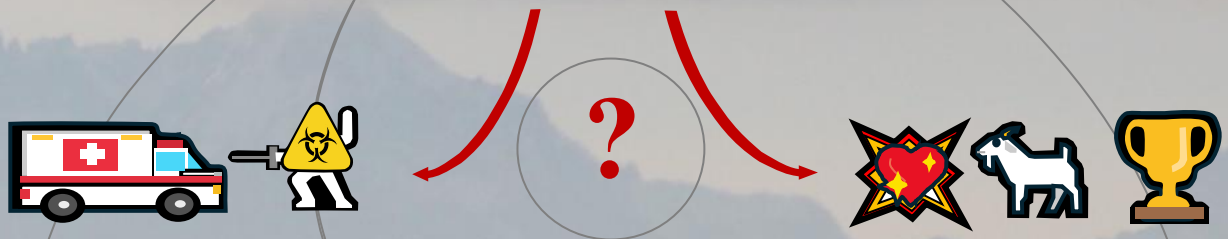
vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

Challenging Academic's Literary Linguistic Psychology of 3000-year-old Emotionally Driven Behavior and Control

Something went wrong!?



Something went amiss for promising, young University of Wisconsin long distance runner Sara Shulze (2000-2022) who committed suicide in our world of highly advanced, researched, and academically grounded sports psychology.

How did an athlete's natural and evolved cognitive-emotional operant conditioning mechanism become so convoluted to where emotional awareness, instead of influencing cognitive reprocessing behavior towards health and well-being, emotional awareness inflated bad-feeling cognitions to where suicide was the result?

1) ***"Mental toughness" is about tolerating and performing within a stressed, anxious, and unhealthy physiology!***
    a. ***Instead of "mental toughness" and athlete must develop the "mental discipline" to re-process emotionally bad-feeling unhealthy physiology towards an emotionally good-feeling healthy physiology of strength, power, agility, and cunning conducive to success***

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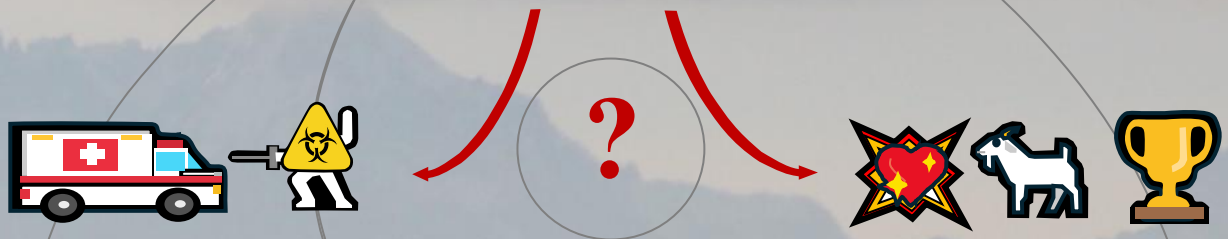

2) ***"Emotional control" means emotional regulation and management by the mind and (if necessary) with pharmaceuticals!***
   a. ***But cognitive behavior (not emotions) precipitates the physiology that drives behavior, and therefore dangerous cognitive behavior must be controlled, regulated, and managed with emotional awareness***
   b. ***Like a car's instruments inform the driver of potential problems, a person's emotions perceive the health of their physiological state of being***
   c. ***Note: Always follow your Doctors prescriptions.***

3) ***"Mindfulness" teaches non-judgment & non-response to thoughts and emotions.***
   a. ***But an athlete must evaluate & respond to their emotional awareness and reprocess cognitive behavior towards their own health, well-being, and successful decision-making prowess.***

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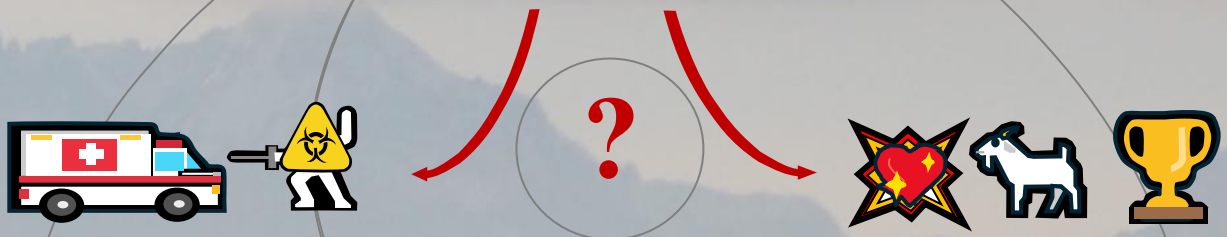

4) ***"Emotional Disorder": Do emotions drive dysfunctional behavior or does dysfunctional cognitive activities precipitate the physiology that drives dysfunctional behavior? Emotions are not a disorder or dysfunctional when accurately perceiving one's physiological state of being. The issue is why are individual's not responding to their evolved cognitive-emotional operant conditioning mechanics.***

5) ***"Mental Illness" resulting from cognitive-emotional ignorance is where emotional good and bad-feelings are not regulating cognitive behavior's production of unhealthy, biochemically and neurologically imbalanced physiology in the brain and body. Different pharmaceutical therapies may be necessary to stabilize an individual's neurological and biochemical physiology. But pharmaceutical therapy must always be accompanied by cognitive-emotional therapy to stop emotionally bad-feeling cognitive behavior's abuse of the brain.***

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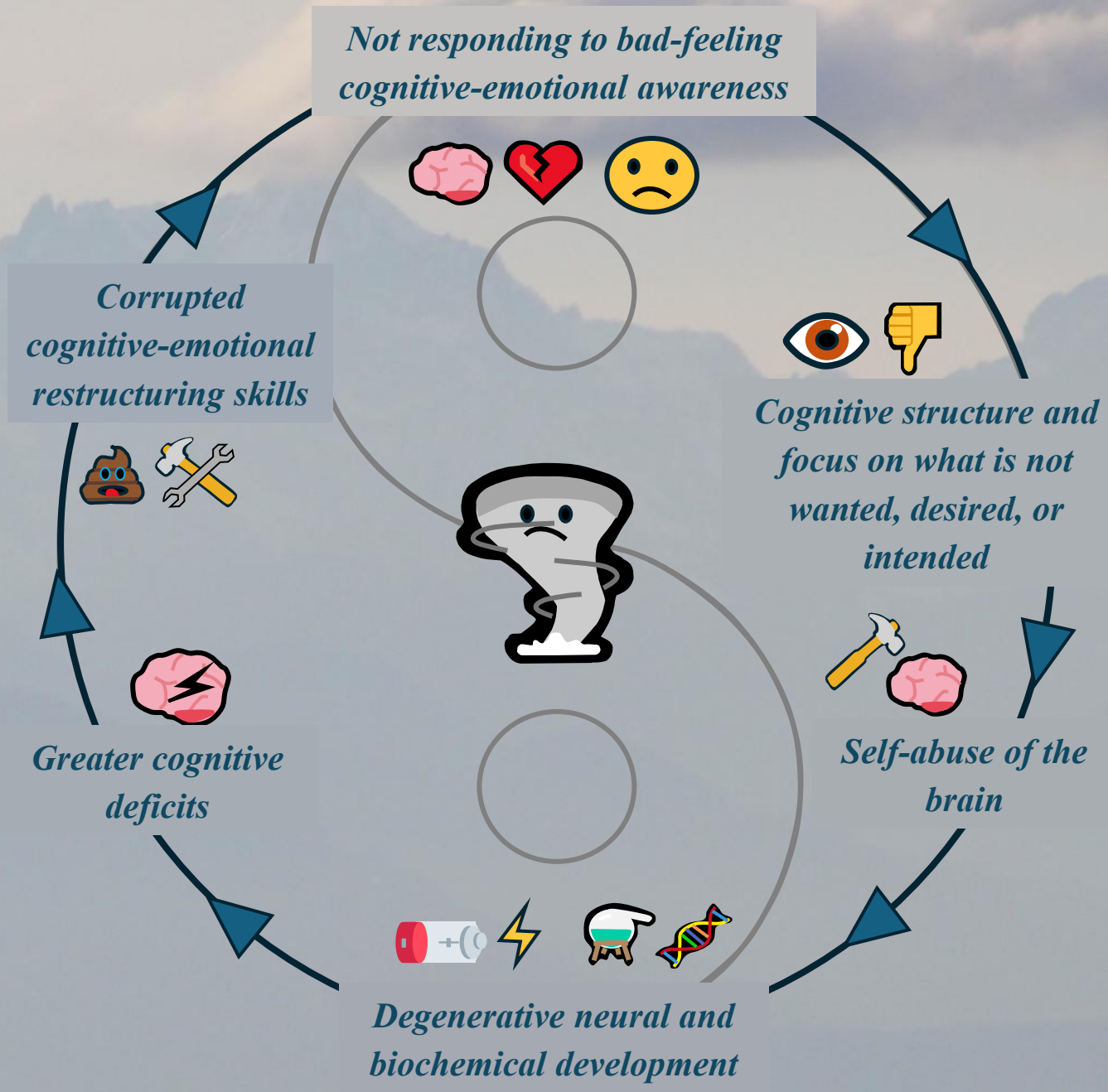

Cognitive-Emotional Degenerative Cycle

The Mental-Emotional Being

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Discipline, Work, Strength, & Conditioning

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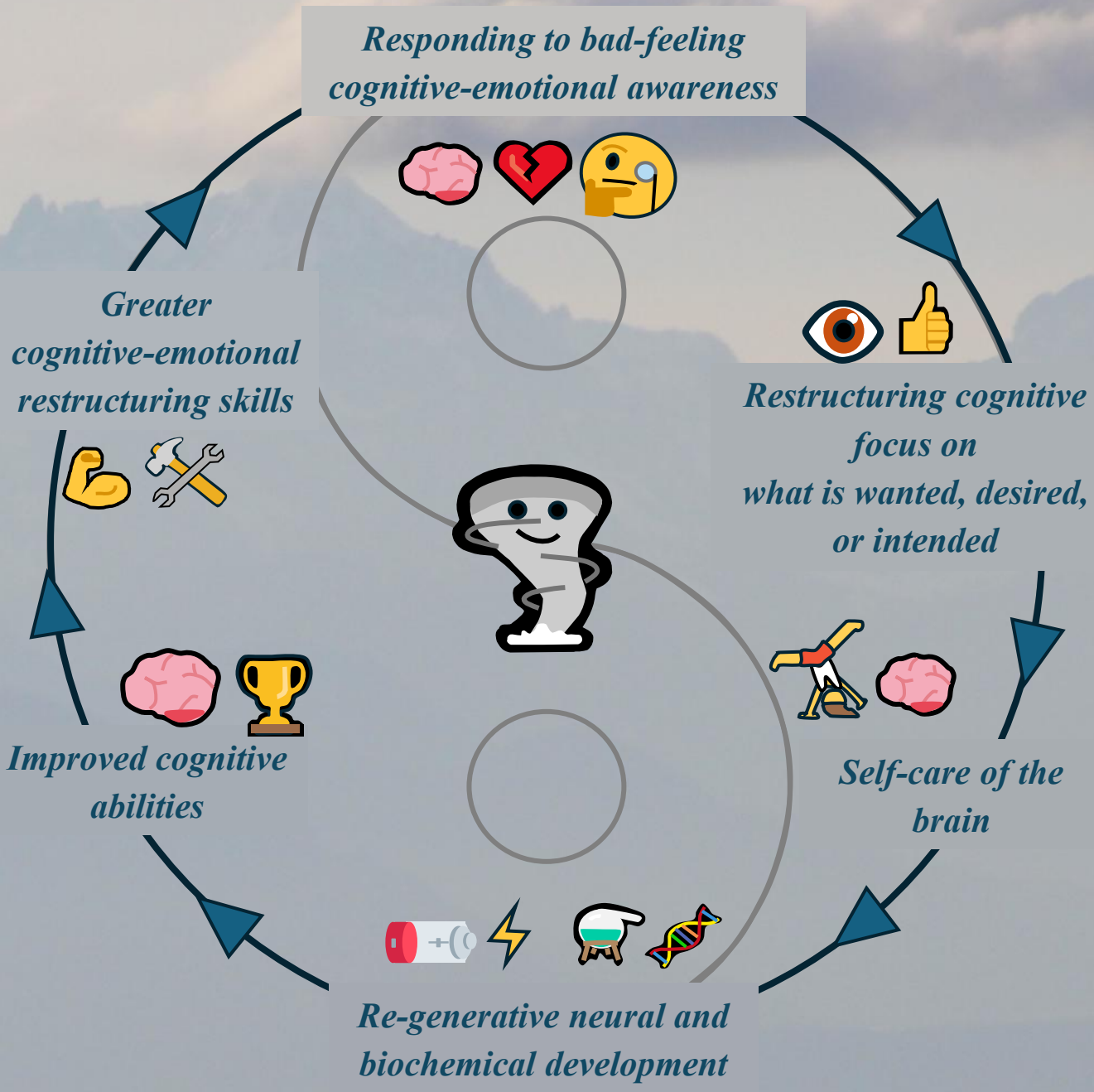

Cognitive-Emotional Regenerative Cycle

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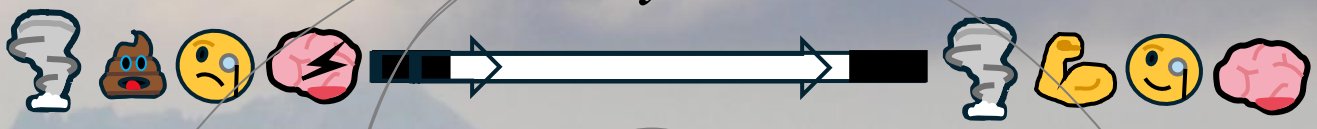
Cognitive-Emotional Wisdom
Where do you start?



Hanging on to the emotionally bad-feeling end of the stick *only continues the production of an imbalanced physiology of the brain and body .*

1. ***An individual starts by attaining and maintaining a vortex of empowering, healthy, and emotionally good-feeling mental activities.***

2. ***Do something for oneself*** *every day, that brings about an emotional good-feeling awareness*

3. ***Before starting a project, workout, or any chore or activity, take a moment to*** *get into an emotional good-feeling place of power.*

4. ***Become aware of what delights, excites, and ignites.*** *Start prioritizing daily activities with the one that brings about the most excitement or passion. And after that activity has run its course, do the next exciting activity. And so on throughout the day.*

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Cognitive-Emotional Wisdom
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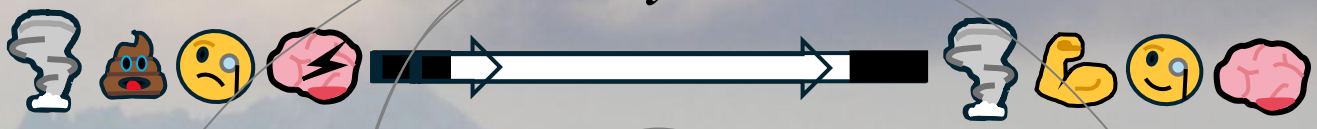

5. Use the Power Stick to focus on what is wanted:
(or re-focus from what is not wanted to what is wanted)

a. realize what really is not wanted

i. negative, emotional bad-feelings from an unhealthy physiology of weakness and impotence when consciously dwelling and focused upon what is NOT wanted:

- *in sports: a penalty, turnover, interception, fumble, missed block*
- *in academics: a poor "performance", "bad" grades, not understanding the material*

b. Now get to the other end of the stick when focusing upon what you do want

i. emotional good-feelings from a healthy and balanced physiology of strength and power when consciously dwelling and focused upon what is wanted:

ii. re-phase, re-develop bad-feeling unhealthy thinking

i. focus on what is wanted, desired, and intended

ii. "What do you WANT to happen?"

iii. Not… on what you don't want to happen!

Cognitive-Emotional Operant Conditioning

vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

Cognitive-Emotional Operant Conditioning

Step 1: Develop Healthy Mental-Emotional Distracting Activities

Intent is to purposely distract the mind and get off an emotionally bad-feeling place and into a better (or-less bad) feeling-good place of power.

1) ***Learn to "stop", at the edge before you fall in. Don't go there: change the subject***
2) ***"Hop-skip-jump": focus on breathing, where and what you feel inside, and look around all at the same time***
3) ***Deliberate focused breathing: 4-4 timing (4in-4out); 4-2-4 timing (4in- hold2-4out); 2-4 timing (2in-4out); experiment and see what works.***
4) ***Do something passionate…. for yourself…. that excites, delights, and ignites.***
5) ***Go for a run, exercise, wear yourself out***
6) ***Song and Laughter***
    a. ***Listen to music, watch videos,***
    b. ***get a laugh, sing a song.***
7) ***Go some place comforting, exciting, or peaceful, etc.***

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8) ***Go on a rampages of appreciation. Or just look around and appreciate…***
9) ***Acts of Kindness; Do something nice for a friend; Pet a cat (dog, rabbit..); ?***
10) ***Get busy with your hobby(s) or some extra-curricular activity***
11) ***Do some creative writing, keep a journal… but don't wallow in the mud.***
12) ***Dwell within, meditate within, a (your) feeling-good Higher Power***
13) ***???? Your suggestions_____***

Note: The "Black Dog Institute" in Australia uses student "anxiety" in primary schools as an indicator of a potential future of "mental health problems". That is, if a student doesn't have the skills to move out of "anxiety" now… they won't have the capacity to re-process bad-feeling and unhealthy mental activities in their teen and adult years when life brings much greater challenges.

Cognitive-Emotional Operant Conditioning

vortex of disempowering, unhealthy, and bad-feeling mental activities

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vortex of empowering, healthy, and good-feeling mental activities

Cognitive-Emotional Operant Conditioning

Step 2 Exercises: Develop Mental-Emotional Re-Processing Skills (to get into a better (or less-bad) feeling place of power).

The intent is to turn pain into gain. How fast can an individual re-process, re-structure, or re-develop emotionally debilitating, unhealthy and bad-feeling *mental activities* into healthy, strong, powerful, and good-feeling *mental activities*? (mental activities produce thoughts, memories, beliefs, imaginings, perceptions, and reasonings)

1) ***Find a better feeling (or "less-bad") thought.***
2) ***Re-state and re-focus from "unwanted" to the "wanted" desire and intended outcome: "I am not going to throw an interception" to "I will complete this pass".***
3) ***Re-framing, Lemons into Lemonade: This storm means an inside workout, but the crops can use the rain. Or… I learned something important from this defeat.***
4) ***Modify beliefs: reason out a better feeling idea, concept, or belief that "expands, excites, and ignites".***
5) ***Attitude of Gratitude for Lessons Learned: From this failure, I learned how to be better and will succeed next time.***
6) ***Appreciate the moment: Can "feels-good" be found here?***

Cognitive-Emotional Operant Conditioning

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Cognitive-Emotional Operant Conditioning

Step 2 Exercises: Develop Mental-Emotional Re-Processing Skills (to get into a better (or less-bad) feeling place of power).

7) ***Forgiveness: forgiveness is not about pardoning another's transgressions, but to free oneself from one's own bad-feeling, unhealthy, and destructive mental activities.)***
8) ***Re-evaluate wants, and desires: re-establish or re-think intent/intentions***
9) ***Find, meditate and dwell within the good-feeling place of success***
10) ***Re-assess inherited personal, institutional, and religious beliefs and logic.***
11) ***Use religious and secular teachings of compassion, love, and forgiveness.***
12) ***Learn to "STOP"; don't start down the negative, bad-feeling rabbit hole.***
13) ***Use the "not wanted" to define what "is wanted"***
14) ***Seek professional Therapy, Counseling, and Healing. (personal note: never take any medications without also including some sort of cognitive behavior modification therapy)***

Cognitive-Emotional Operant Conditioning

vortex of disempowering, unhealthy, and bad-feeling mental activities

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Emotional Wisdom

Cognition/Mental Activities

(thoughts, memories, beliefs, imaginations, perceptions, and reasonings)

precipitate

Re-processing bad-feeling unhealthy mental activities

Affirmation of good-feeling healthy mental activities

the neurology, biochemistry, and physiology of brain and body

that is perceived as

vibrational vortex

vibrational vortex

feels-bad emotions of an unhealthy physiology susceptible to illness, injury, and accidents.

or

feels-good emotions of a healthy physiology conducive to strength, power, and success.

Symbiotic Psychology
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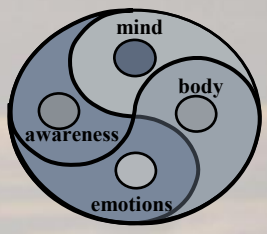
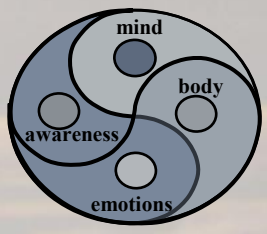


Symbiotic Psychology is based on millions of years of evolutionary survival of the strongest, most powerful, clever, and fittest. Symbiosis is about different entities such as the mind, body, emotions, and awareness working together in harmony and mutual benefit. This understanding of teamwork and cooperation is not addressed and even excluded in educational and sports psychologies which are erroneously based in academia's 3000-year-old literary linguistics of emotionally driven behavior where emotions must be controlled, regulated, and managed by the mind.

Emotions have not survived the evolutionary mill to be dominated with mental toughness and control. Nor have emotions evolved to be ignored and snubbed with mindfulness training. Emotional awareness, understanding, and response is vital to athletic success. Emotions are necessary to understand and bring an awareness to an individual's physiological health, strength, and power. Bad-feeling emotions have evolved with a weak, fragile, and imbalanced physiology vulnerable to sickness, ill-health, accidents, and poor decision-making ability. Good-feeling emotions have evolved with a strong, powerful, and agile physiology conducive to health, well-being, and successful critical analysis and decision-making prowess. Good and bad-feeling emotional awareness and proper response are vital to an individual's development of their own physiological health, well-being, and success.

What is a "proper response" to good and bad-feeling emotional awareness? Simply stated, when individuals mentally focus and dwell upon something not wanted, not desired, or not intended, they will feel emotionally-bad. When focusing upon that which is wanted, desired, or intended, they will feel emotionally-good. And since bad-feeling emotions have an evolved correlation with an unhealthy physiology and good-feeling emotions have an evolved correlation with a healthy, robust, and vital physiology, the challenge becomes straight forward.

Symbiotic Psychology



What is Cognitive-Emotional Operant Conditioning Education?

1) *Developing an individual's understanding and significance of their evolved good and bad-feeling emotions, moods, attitudes, and feelings*

2) *Developing an individual's awareness and response to their own emotional state of being*

3) *Developing an individual's mental-emotional strength, skill, and agility to re-focus the mind from…*
   1) *bad-feeling, unhealthy, and disempowering thoughts, memories, beliefs, imaginings, perceptions, and reasonings*

   and towards…
   1) *good-feeling , healthy, and empowering mental activities that correlate with a powerful, strong, and agile physiology conducive to health, well-being, and successful analytic analysis and decision-making prowess.*

The success of any cognitive-emotional operant conditioning cannot be defined solely by an individual's ability to achieve today; success must be defined by an ability to achieve with the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these learning behaviors throughout life by employing their own evolved cognitive-emotional operant conditioning mechanisms.

When an individual has developed the strength, skill, and agility to respond to their emotional awareness and re-focus their own mental activities towards good-feeling and healthy thoughts, memories, beliefs, imaginings, perceptions, and reasonings they are ready to climb the Mt. Everest of Success.

Success is not trying.

Success is not doing.

Success is being.

Success is a state of being… a feeling-good, mental-emotional healthy state of being that has evolved with a physiology of power, strength, speed, stamina, agility, and successful critical analysis and decision-making ability.

Don't' do it.

Be It!

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.

How valid is any genetic, neurological, biochemical, and physiological research into mental illness, emotional disorders, and human behavior as well as into any physical diseases, illnesses, and cancers… if individual conscious activity within an evolved and natural cognitive-emotional operant conditioning mechanism to enhance one's own mental, physical, and emotional health and well-being is not integrated into academia's experimental research designs

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.