Cognitive Regulation with Emotional Awareness: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation and Disorder (with Supplements)

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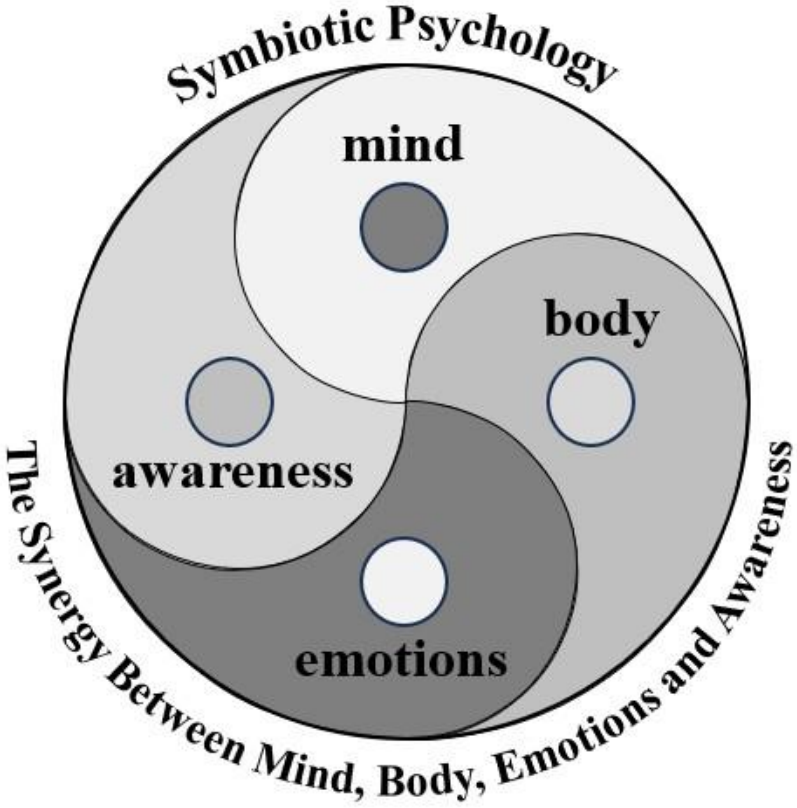

Andrew O. Jackson

Cognitive Regulation with Emotional Awareness: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation and Disorder (with Supplements)

Andrew O. Jackson

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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.

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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.

Overview

Emotional Semantics

Traditionally, when speaking of emotions, included within its linguistic semantics are its combined experiential components… feeling, cognition, and behavior. And confusing this

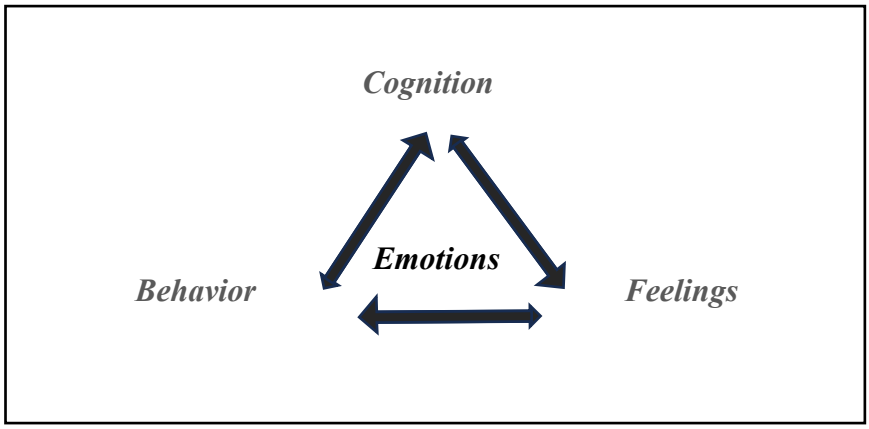

Figure I.1: Emotional Linguistics

language and literary linguistic semantics is a separate psychological interplay between these components as typically illustrated with the cognitive triangle where each influences the other.

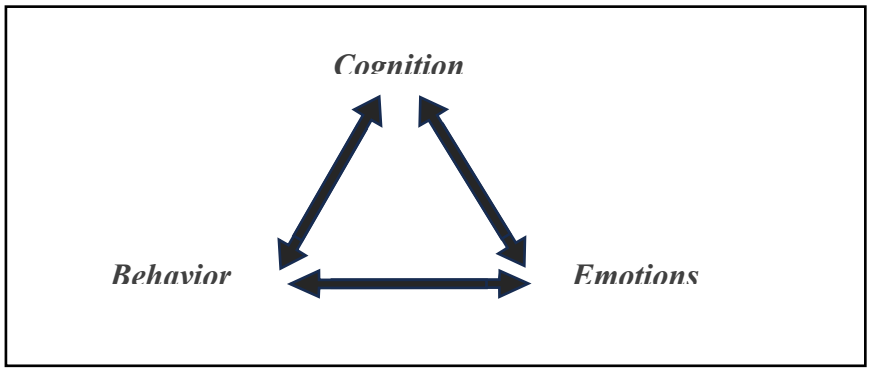

Figure I.2: Cognitive Triangle

Wrath has well defined feeling, cognitive, and behavior aspects within its linguistic semantics. But there are also a physiological aspects as well as a significant and very separate

awareness of good or bad feelings. And, all these characteristics have evolved within an algorithmic relationship that to speak of one aspect surreptitiously may or may not include the others. Unlike emotions, when psychology speaks of behavior, cognition, and physiology, they are typically spoken of without including any emotional feeling semantics even though there is an evolutionary algorithmic relationship between all of them.

(Note: the word "precipitate" used throughout this paper is chemistry speech; as in rain is a precipitant (noun) or to precipitate (verb) rain from a cloud, or a solid from a liquid and *NOT* as in hurried or action done in "great haste" (adjective). "Emotionally good-feeling cognitive, or mental, activities precipitate a healthy biochemical and neurological physiology of the brain and body.)

Traditional emotional neurolinguistic semantics must be segmented and redefined within their evolved algorithmic relationships. Why does psychology speak of "emotional regulation" when cognition precipitates the physiology that drives behavior… and emotions are but the perception of this physiology? The heart of this document is an argument countering traditional language and literary emotional semantics which have been neurolinguistically programmed within the human brain for the last 3000 years. A lifetime of language and literary neurolinguistic programing makes it habitually accepted but not necessarily scientifically accurate. The rest of this document contains the arguments leading to the accuracy within the following cognitive constructs:

1) Emotions are functionally defined as ***the singular experiential aspect of the good, or bad-feeling perception*** of changes and states of physiological being within the brain and body.

2) Emotions, moods, attitudes, and feelings all have this common feels-good or feels-bad aspect and perception of changes and states of physiology.
3) These physiological changes and states of being are precipitated [as in chemistry] by cognitive activities of the brain. Cognitions include thoughts, memories, beliefs, imaginings, perceptions, and reasonings.
4) A person is not "emotionally driven" but in actuality is "physiologically driven". The brain is a highly sophisticated biological neural networked processor that orchestrates the changes and states of physiological being in the brain and body that animates and drives the body's actions. Emotions are not causal to but a perceived effect of the changes and states of physiological being.
5) "Emotionally driven behavior" is a misleading construct because it is the cognitive perception of emotion that can and does affect cognitive behavior… which in turn affects physiologically driven behavior.
6) "Dangerous and aberrant emotions that must be controlled, regulated, and managed, even with pharmaceuticals because dangerous emotions drive destructive behavior" is another misleading construct because emotions do not drive behavior per se.
7) When cognition is dwelling and focused upon that which is wanted, desired and intended it precipitates a healthy physiology perceived emotionally as good-feelings.
8) When cognition is dwelling and focused upon that which is *NOT* wanted, desired and intended it precipitates an unhealthy physiology perceived emotionally as bad feelings.

9) Emotions have not evolved to be regulated by cognitive behavior modification therapies because emotions have evolved to guide cognition from precipitating an unhealthy physiology and towards precipitating a healthy physiology.
10) As first, second, and third-degree burns are classifications of the amount, or quantity of devastation, the devastation of a "cognitively induced unhealthy physiology" is dependent on length of time and traumatic force of the emotional, bad-feeling experience.
11) Bad-feeling, unhealthy, weak, and biochemically imbalanced neural development is vulnerable to accidents, sickness, and poor decision-making abilities.
12) Good-feeling, healthy, robust, biochemically balanced neural development is conducive to well-being and successful critical analysis and decision-making prowess.
13) The neural plastic development between these relationships define a natural cognitive-emotional operant conditioning mechanism which has evolved to attain and maintain an individual's physiological health and well-being necessary for physical survival as well as for successful critical analysis and decision-making prowess within self and moral agency, and self-determination.
14) Legally speaking, a healthy, functional cognitive-emotional operant conditioning mechanism is fundamental for making any conscious decision or choice to stop malicious aforethought and resulting violence biologically possible.

Cognitive behavior modification therapies are well researched and evidenced based. What has not been scientifically established are the cognitive, emotional, behavior, and physiological

foundations, inter-relationships, definitions, and principles of which all this research and evidence demonstrates. This paper does not provide new empirical research evidence, but questions the existing interdependent cognitive, emotional, behavior, and physiological linguistics within these well researched and evidenced based studies.

3000 Years of Cognitive-Emotional Neurolinguistic Programming

Primary, secondary, and collegiate language, literacy, and literary educators are teaching a psychology of "emotionally driven behavior" as inscribed by Homer's *"The Iliad"* nearly 3000 years-ago:

> ***"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 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. (Note: Achille's emotion is translated by other authors as "wrath".) This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions can drive destructive behavior.

This cognitive-emotional linguistic construct ignores emotion's evolutionary role in re-processing, re-developing, and re-constructing destructive, emotionally bad-feeling cognitive

behavior towards emotionally good-feeling and constructive cognitive behavior that signifies an individual's (and society's) health, well-being, and success.

Every writer since Homer reflects the emotional linguistics of his *"The Iliad";* and millions of years of cognitive-emotional evolution have been (and are being) neurolinguistically redefined and sabotaged by our language and literary institutions and psychology's adaptation of this flawed emotionally driven behavior cognitive construct. And, because so-called dangerous and aberrant emotions are deemed to drive destructive behavior, emotions must be regulated, managed, and controlled.

But, more accurately, Achilles' animated destructive behavior is physiologically driven by a highly intricate biological neural networking processor called the brain. And, cognitive activities of the mind, not emotion… precipitates these changes and states of neurological, biochemical and physiological being in the brain and body. Emotional awareness can and does influence cognitive behavior and thereby can influence Achilles' destructive behavior. Good and bad-feeling emotional awareness is the perception of these physiological changes and states of being. Good and bad-feeling emotional awareness is also a property of moods, attitudes, and feelings. And, good and bad-feeling emotional awareness has an evolutionary significance towards the survival of the species.

Good-feeling emotions, moods, attitudes, and feelings must have an evolved correlation with physiological movement towards health, well-being, and effective and successful critical analysis and decision-making prowess and abilities within a healthy, balanced, and empowered

biochemistry, neurology, and physiology**. Bad feeling emotions, moods, attitudes, and feelings** have an evolved correlation with short term survival, but in the long term, this bad-feeling awareness correlates with ***physiological movement towards the negation of health, well-being, and effective and successful critical analysis and decision-making*** within an unhealthy and imbalanced biochemistry, neurology, and physiology. If this were not so, humanity would not have survived the evolutionary mill. The modern equivalent would be a good-feeling drunk, joyfully stumbling into his car to drive across town during rush-hour traffic to buy groceries.

Therefore, contrary to our literary linguistics, emotions instead of conflicting with, and need of control by the cognitive mind as implied by cognitive behavior modification psychology and our psychological institutions of religion, law, politics, and philosophy… emotions have evolved within a cognitive-emotional operant conditioning mechanism to guide cognitive behavior away from emotionally bad-feelings of an unhealthy, weak, and disempowered biochemically imbalanced physiology vulnerable to accidents, sickness, and poor decision-making and destructive behavior and towards a healthy, strong and empowered biochemically balanced neural structures and physiology conducive to well-being and successful critical analysis and decision-making prowess and constructive behavior.

Contrary to writing standards, conventions, and implications, cognition, not emotion, precipitates the changes and states of biochemical, neurological, and physiological being that drives behavior. Emotions, as in good or bad-feeling emotional awareness, are an intertwined perception of these changes and states of physiology. Today's language and literary artisans and their emotionally driven behavior and control neurolinguistic programming of a neuroplastic

brain are corrupting humanity's evolved cognitive-emotional operant conditioning mechanism and are instrumental to the hundreds of thousands yearly suicide deaths, a cradle to prison pipeline with millions of incarcerated people, reprehensible mass shootings, and the human degradation and insanity constantly on exhibit in the Mid-East.

Teachers within all academic disciplines and authors, poets, journalists, and playwrights must learn and develop an emotional language and linguistics that mirrors humanity's evolved cognitive-emotional symbiotic heritage of the heart, mind, and body. The solution to our destructive social and cultural behavior (and Mid-East conflicts and wars) lies within this new linguistic psychology of cognitive-emotional cooperative… instead of conflict and control… behavior and law.

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 bad-feeling cognitive activities are re-processed, re-developed, and re-constructed into emotionally good-feeling 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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1.0 Introduction

When language, literature, and psychology speak of emotions, included within its linguistic semantics are its combined experiential components… feelings, cognition, and

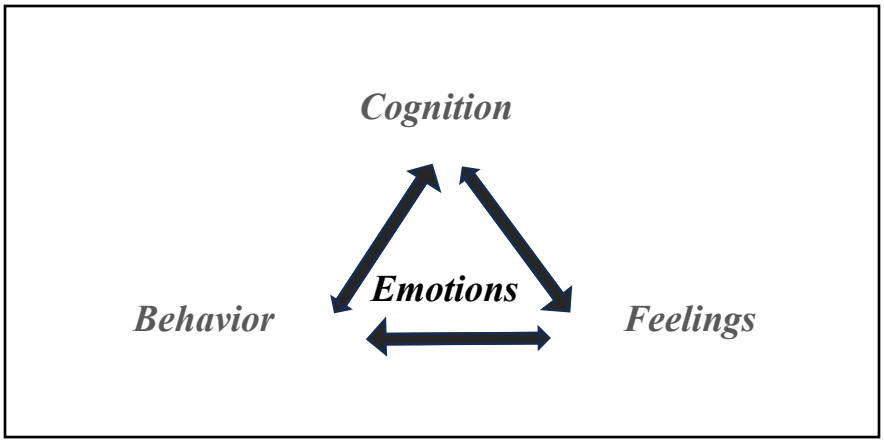

Figure 1.1: Emotional Linguistics

behavior. But confusing this language and literary linguistic semantics is a separate psychological interplay between these components as typically illustrated with the cognitive triangle where each influences the other. And, what is commonly left out are changes and states

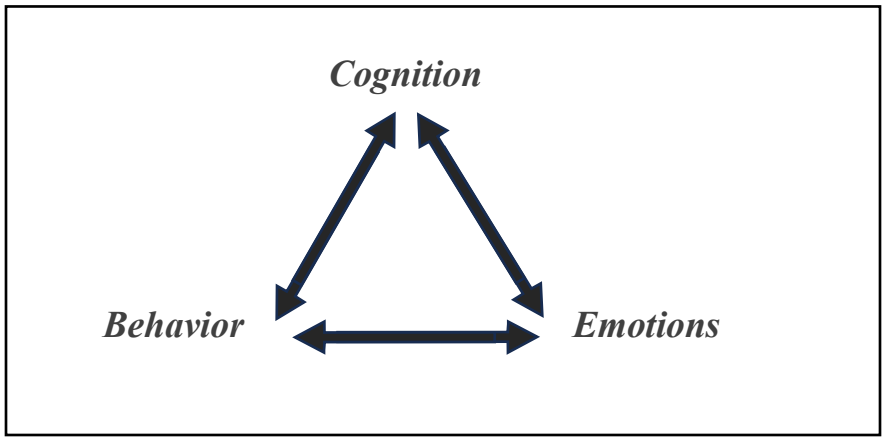

Figure 1.2: The Cognitive Triangle

of physiological being in the brain and body. Or simply put, "physiology." Also, to understand and help define these inter-relationships, the role evolution has played for survival must be accounted for. Evolution gives meaning to the experience of good and bad-feelings and their

relationship to cognitive focus and physiological health. This text takes a deep dive into the complications within our 3000-year-old language and literary linguistics of emotionally driven behavior when interpreting these relationships without the benefit of physiological, evolutionary, and engineering sciences.

For instance, "emotional control" has a different meaning and significance in literary linguistics than in engineering linguistics. 3000 years of language and literature have defined emotions as "motivating" and causal to behavior. Engineering linguistics would say that emotions are not causal but a correlative effect of cognitive behavior. Also, how can psychology re-interpret these inter-relationships when integrating changes and states of neurological, biochemical, and physiological being in the brain and body, evolutionary survival, and a neuroplastic brain and its role as a biological neural networking processor?

Homer's *"The Iliad"* opens with the line, ***"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 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. But this ancient linguistic paradigm of emotionally driven behavior, as used through-out history within the language and literature of religion, philosophy, sociology, and law and adapted into modern, evidenced based cognitive behavior modification therapies, is limiting the future of psychological development for the health, well-being, and success… and even survival of the species.

This cognitive-emotional linguistic construct of "emotionally driven behavior" ignores emotion's evolutionary role in re-processing, re-developing, and re-constructing destructive, emotionally bad-feeling cognitive behavior towards emotionally good-feeling and constructive cognitive behavior that signifies an individual's (and society's) health, well-being, and success. The literary linguistic paradigm of destructive behavior arising from aberrant emotional dysregulation demands emotional regulation, management, and control (even with pharmaceuticals if necessary). But are the linguistics of "control" defined in a literary or engineering context? Is the issue an emotional dysfunction or a cognitive dysfunction? Within engineering process control linguistics, "emotional control" as used in cognitive behavior modification therapies implies "cognitive disorder and dysfunction." In literary linguistics, "emotional control" implies an "emotional disorder and dysfunction". This paper will demonstrate how emotional control as a result of emotional disorder and dysfunction is detrimental to the future cultivation of language, literature, philosophy, religion, law, and education and limits the efficacy of modern evidence-based therapeutics within the psychological and psychiatric rehabilitative sciences.

This paper establishes that the success and foundation of extensively used (and evidenced based) cognitive behavior modification therapies is dependent upon (1) the good (or bad) feeling conscious experience (awareness) of emotions, moods, attitudes, and feelings as the perceived effect of neurological, biochemical, and physiological changes and states of being within the brain and body precipitated by (causal) cognitive activities. Also, (2) good feeling emotions, moods, attitudes, and feelings must have an evolved correlation with a healthy, empowered, robust, and balanced biochemical and neural development that are conducive to well-being and effective and successful critical analysis and decision-making prowess. A person driven by

anger, jealousy, or greed may be emotionally driven in a movie, video, song, or book demonstrating the need for emotional control, but within engineering process control theory, these neurological and biological changes and states of emotional being are a product of cognitive activities which must be managed and controlled. The significance of teaching the science of emotions (separate from their literary, religious, and philosophical conceptualization) in our educational institutions cannot be overstated.

Primary and secondary school language acquisition and literacy educators are now teaching a restrictive psychology of emotionally driven behavior. They must incorporate an appreciation of emotions' evolutionary role to guide and re-construct cognitive behaviors toward a healthy, biochemically balanced, and empowered physiology conducive to well-being and successful critical analysis and decision-making prowess. Cognitive-emotional health education in pre-school, primary, and secondary curriculums can easily develop an individual's skills, abilities, and beliefs to re-construct emotionally bad feeling and destructive cognitive behavior into emotionally good-feeling and constructive cognitive behaviors. As a teacher now develops a student's language and literacy linguistics of emotionally driven behavior, they can also develop an awareness and significance of one's own good or bad-feeling cognitive-emotional states of being. Any character development explanation can also include presenting how this character in another world could use their good and bad-feeling emotional awareness to reconstruct their **own *cognitive behaviors*** towards health, well-being, and success and for the health, well-being, and success of the culture and society in which they live.

The following illustration demonstrates the cognitive-emotional re-processing flow. Note that the "Emotional Response components: experiential, behavior, and physiological" (Gross, 2014) are divided and represent a more accurate representation of our mind, body, emotion, and

conscious awareness evolved good and bad-feeling symbiotic harmony. Behavior is not emotionally driven, but physiologically animated and driven through a highly advanced biological neural networking processor called the brain.

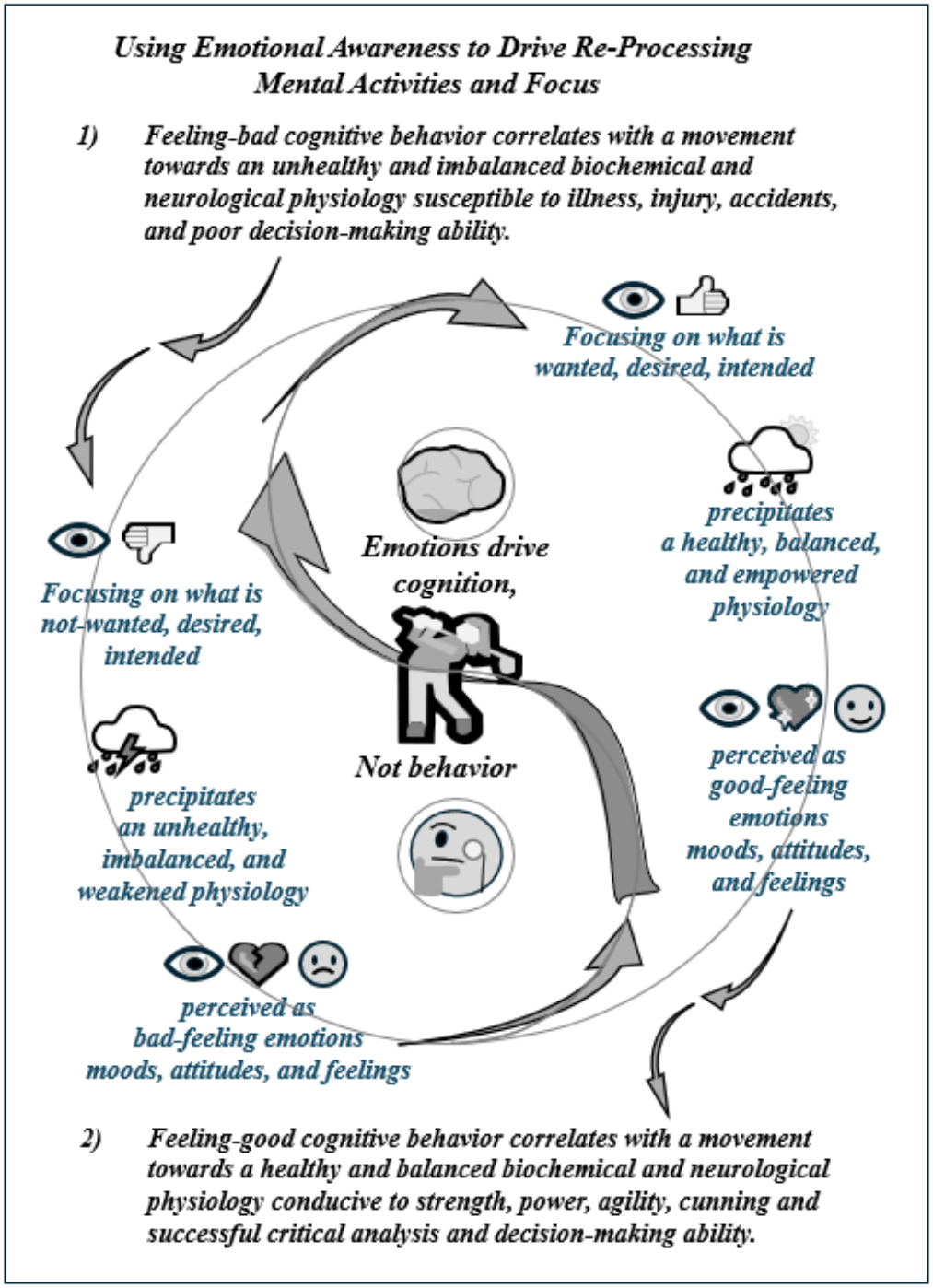

Figure 1.3: Cognitive-Emotional Re-Processing Flow Chart

What can be reasonably understood and concluded about the "pathological world of aberrant and dangerous emotions driving destructive behavior" if emotions are not causal to, but an effect of, the neurological, biochemical, and physiological changes and states of being that do drive behavior? How reliable are existing psychological dependent studies if variation within an individual's capacity for re-processing, re-organizing, and re-constructing one's own cognitive-emotional dynamics towards health, well-being and successful critical analysis and decision-making prowess exist but are unaccounted for? If an evolved cognitive-emotional operant conditioning mechanism exists and hasn't been academically and experimentally accounted for, how reliable are psychological and psychiatric sciences as well as the humanities of sociology, philosophy, religion, and law? How do philosophy, religion, law, and the educational sciences reconcile the individual and personal ***physiological requirements and necessity*** to 1) feel good for one's own health, well-being, and successful critical analysis and effective decision-making prowess and ability with the 2) health and well-being of others, and with 3) the health and well-being of the culture and society in which we all live and need for survival?

2.0 Definition Notes

1. "Cognition" is *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. Cognitive activities of the mind *include their product* such as thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings.

2. A person's actual animated behavior is driven by a highly sophisticated biological neural networking processor that orchestrates the changes and states of physiology in the brain and body precipitated by cognitive activities. Cognition is causal and emotions are the perception of these changes and states physiological being.

3. "Emotions" are functionally defined as the good (or bad) perceptual feelings of neurological, biochemical, and physiological changes and states of being within the *brain and body* precipitated by cognition. Not addressed in this paper are emotional perceptions as a result of physiological changes and states of being in the brain and body initiated by sickness, illness, disease, or injury.

Note 1: This paper demonstrates how psychiatric diseases", that is the abnormal and dysfunctional biological and neural development found in such "illnesses" as major depressive disorder, psychotic mania, and tendencies of schizophrenia have evolved and are supposed to exist when good and bad-feeling guiding emotions are ignored and the brain is constantly abused and forced to cognitively dwell and focus upon that which is not wanted, desired, and intended in one's own life's experience.

Note: 2: The terms “good” and “bad” are not used in a religious or moral sense. “Feels-good” or “feels-bad” is used as the conscious awareness of the states of physiological health and being in the brain and body.

Note: 3: Emotional Intelligence defines an emotion as the product of bodily awareness with emphasis on the cognitive activity that produced that physiological state of being. Emotional Intelligence dwells within the linguistic precision and terminology to facilitate cognitive behavior modification for wellbeing and success. (Beck, 2011); Bracket, 2019; Smith, 2015). This text develops a context and significance for a simple cognitive-emotional behavior modification therapy based on what cognitive activities emotionally feel-good or what cognitive activities emotionally feel-bad within a framework of a natural and evolved cognitive-emotional operant conditioning mechanism to where emotionally good-feelings enhance a strong, empowered, and biochemically balanced physiology conducive to health, well-being and successful critical analysis and decision-making prowess.

Note 4: Positive and negative are not used because they can be intellectual terms of assessment without an emotional feeling. Also, a “good feeling” can be termed negative within “inappropriate” circumstances. And cognitive behavior therapy (CBT) tends to assess cognitive activity as positive or negative as in what’s “good” or “bad” for the patient without incorporating any evolutionary meaning and significance towards one’s own biochemical, neurological, and physiological (healthy or unhealthy) state of being.

4. A person feels/senses/perceives a variety and combination of *physiological changes and states of being in the brain and body* (precipitated by cognitive activities). These variations in physiological perceptions and cognitive awareness are known as emotions, moods, attitudes, and feelings (EMAFs). All EMAFs have a common characteristics of feeling-good or feeling-bad but vary in their level and awareness of associative 1) cognitive activities and 2) physiological state of being and 3) behaviors as demonstrated in *The Book of Human Emotions: From Ambiguphobia to Umpty – 154 Words from Around the World for How We* Feel (Smith, 2015).

5. Joseph LeDoux and associates have segregated emotional feelings from physiological changes in the brain, body, and their outward behavior expression (LeDoux, 2020; LeDoux & Brown, 2017; LeDoux & Pine, 2016). But keep in mind that to have the existence and perception of emotional feelings there must also be changes and states of neurology, biochemistry, and physiology in the brain and body. The question remains, how do individual variations of "conscious awareness" intertwine these physiological changes and states of cognitive, behavior, and emotional being?

6. Good-feeling emotional being must have an evolved correlation with health, well-being, and constructive and successful critical analysis and decision-making prowess and ability. Bad-feeling emotional being must have an evolved correlation with ***the lack of*** health, well-being, and constructive and successful critical analysis and decision-making prowess and ability. If this were not so, humanity would not have survived the evolutionary mill. Although, short-term emotionally bad-feeling awareness and being is essential for

survival. (The reasoning and logical arguments for these understandings are developed in the text.)

7. "Emotional valance" is not used here because in the definition of "the value associated with a stimulus as expressed on a continuum from pleasant to unpleasant or from attractive to aversive" (APA, emotional valance), the notion of "stimulus" lacks clarity and typically refers to an external event, object, situation, or an environmental factor/event and not to the good and bad feeling awareness within cognitive activities.

8. The "somatosensory system" is "the parts of the nervous system that serve perception of touch, vibration, pain, and temperature" (APA, somatosensory system); by definition, this does not incorporate the perception of emotional-feelings derived from the brain and body's physiology.

9. The relationships between emotions and emotional valance, arousal, and behavior cannot be discussed or understood until emotions as a perceptual effect of neurological and biological changes in the *brain and body* precipitated by (causal) cognitive activities are understood.

10. The idea of "neurolinguistic cognitive construct" suggests that a word and its defining cognitive construct have been so woven into the fabric of the mind that meaning has become a physical, neurological, and biochemical aspect of the neuroplastic brain (APA, neuroplastic; Costandi, 2016; Ingram, 2007) and therefore an integral part of a person's

core beliefs, habitual understanding, and definition of one's own reality and the exclusion of another's (reference Plato's allegory of the cave (Allegory, 2020)).

11. James Gross's process model of emotional regulation defines five steps towards emotional generation, where each step is a "potential target for regulation," i.e., (1) situation selection, (2) situation modification, (3) attentional deployment, (4) cognitive change, and (5) response modification (Gross, 2014). Cognitive-emotional re-processing therapy uses emotional awareness at each target to re-evaluate and regenerate new activities that precipitate healthy and good-feeling biochemical, neurological, and physiological conditions and states of being.

12. "Emotional control" entails opposite cause-and-effect conceptualizations. Emotional control, as commonly used in literature, religion, science, law, and philosophy, means managing, restricting, and regulating emotions (Gross, 2014) because emotions ***are causal*** to neurological, biochemical, and physiological changes within the brain and body that drive behavior. In engineering control theory (Marken 2020; Ogata, 2010; Palm, 2014), emotional control means emotions are regulated and managed as an end product of a system. "Manipulated variables" within that system (i.e., cognition) are changed and altered resulting in a controlled variable (i.e., emotion) change (Powers, 2016). Think of how a thermostat "controls" the temperature in a room. What is manipulated are the causal variables within the furnace and air-conditioner mechanisms. The air temperature in a room is the result of, or an effect of these processes. Temperature only becomes "causal" and drives behavior after they are perceived as being too cold or too warm. Likewise,

emotions are first a result of, a consequence of, or **an effect** of the cognitive process. Cognition precipitates the changes in physiology in the brain and body that are perceived as emotions. Only then, if and when used as feedback do emotions **become causal** and drive behavior. Or, instead, emotional awareness can be used within the reconstruction, re-organization, and re-processing of cognitive activities (cognitive-emotional behavior modification therapies) to obtain a more desirable and healthier physiology and outward physical behavior.

13. A cognitive-emotional re-processing therapy would utilize the perception of emotionally bad-feelings to aid cognitive reconstruction activities of awareness and knowing towards emotionally good-feeling states of being which have an evolved correlation with physiological health, well-being and success.

14. "Physiology" is the study of functions and mechanisms in a living system (Wikipedia, 2021). The term "neurological and biochemical physiology" is used to accentuate the change and states of neurological and biochemical physiology used by consciousness cognitive-emotional re-processing and psychiatric therapeutics. A therapist would point out how "thoughts (or other cognitions and cognitive activities) are precipitating bad-feeling feeling emotions and train their client to spring off those bad-feeling thoughts and develop (remember or imagine) opposing good feeling cognitions. That is, you know what you don't want, now what is it you do want?" Medications may be a necessary first aid but only as a temporary crutch while a person develops their cognitive-emotional re-

processing capacity and is empowered with the skills, abilities, and beliefs to pivot out of emotionally bad-feeling cognitive behavior on their own.

15. Cognitive-emotional development and education within an individual involve learning, practicing, and utilizing various cognitive-emotional re-processing techniques to where good-feeling emotions, moods, attitudes, and feelings accentuate compassionate behavior.

16. The word "precipitate" used throughout this paper is chemistry speech; as in rain is a precipitant (noun) or to precipitate (verb) rain from a cloud, or a solid from a liquid and *NOT* as in hurried or action done in "great haste" (adjective). "Emotionally good-feeling cognitive, or mental, activities precipitate a healthy biochemical and neurological physiology of the brain and body.)

To develop an individual's skills, abilities, and beliefs to re-process cognitive behavior, cognitive-emotional health education is necessary within early child development, primary and secondary education, and should be an integral part of cognitive behavior therapies.

3.0 Historical Background Perceptions: Emotions as a Causal to Biological Change

Professor Antonio Damasio outlines the modern psychological theory of emotions at the beginning of his book *The Feeling of What Happens: Body and Emotion in the Making of Consciousness* (Damasio, 1999). Paraphrased, he describes that (1st) "emotions [are] induced in the brain," which leads to (2nd) "consequent bodily changes" and to a (3rd) "feeling [that] could become *known* to the organism having the emotion." He defines emotions as causes of the

biological changes that a person then feels as emotions; emotions are both a cause and an effect of such changes.

James Gross illustrates in his modal model of emotional generation (**reference Figure 3.1, page 33)** that emotions are a "response" to the cognitive activities of paying attention to, and making an appraisal of, a situation, "e.g., a snake slithering into my tent." To paraphrase Gross; when such moments lead to emotions that are of the wrong type, intensity, or duration for a given situation, we may try to regulate our emotions: "This fundamental insight that emotions can and should be regulated in certain situations is well represented over the centuries" (Gross, 2014). (Note: 3000 years of literary linguistics has assumed that emotion, and not cognition, is causal to the changes and states of physiology that drives behavior.)

The idea of "response" is further broken down into its own "experiential, behavioral, and neurobiological response systems" without a clear cause/effect relationship between these systems. However, the linguistics of the very title of his article, "Emotional Regulation:

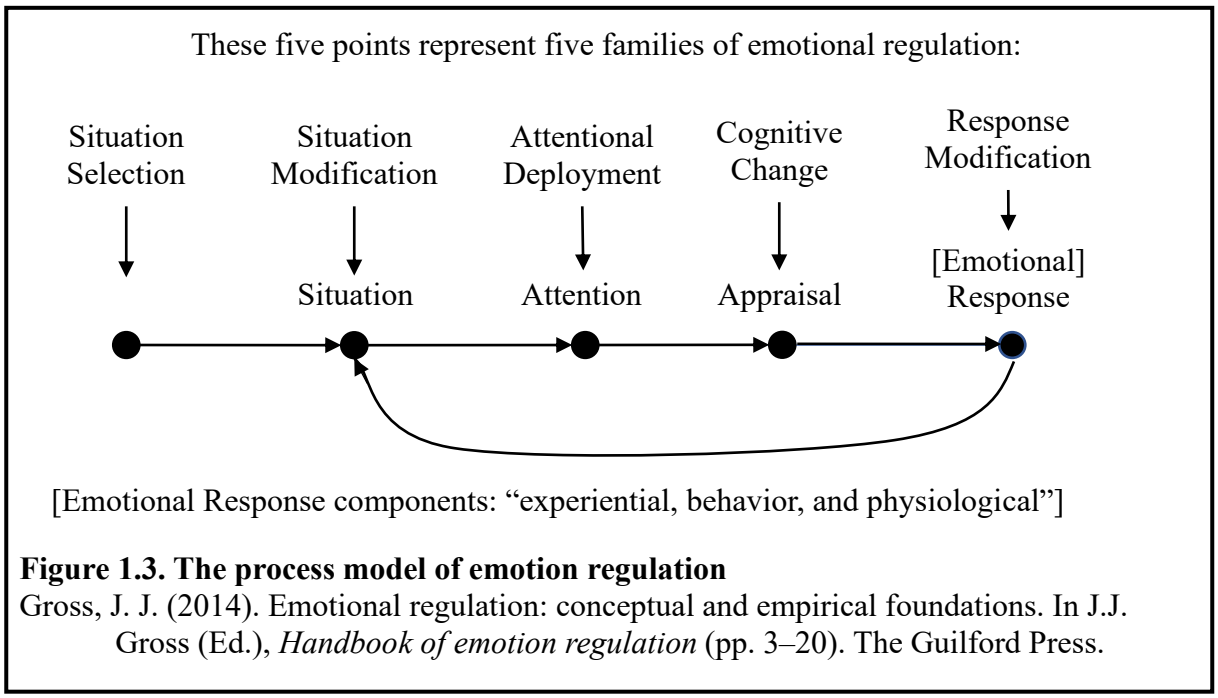

Figure 1.3. The process model of emotion regulation
Gross, J. J. (2014). Emotional regulation: conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press.

Figure 3.1: The Process Model of Regulation

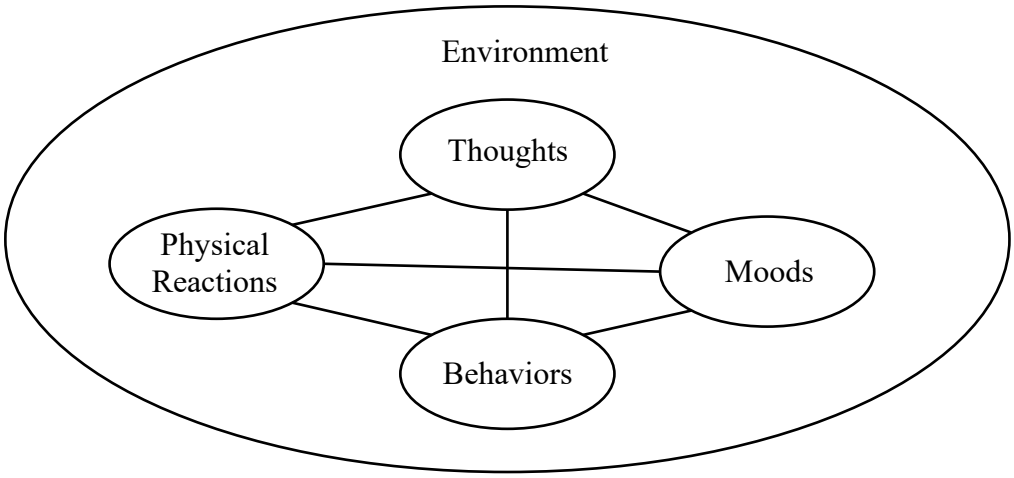

Figure 2.1. Five-part model to understand life experiences Copyright 1986 by Christine A. Padesky
Greenberger, D., & Padesky, C. (2016). *Mind over mood: Change how you feel by changing the way you think* (2nd ed.). The Guilford Press.

Figure 3.2: Padesky: Five-Part Model

Conceptual and Empirical Foundations," suggests that emotions need to be regulated because extreme bad-feeling emotions are traditionally perceived as aberrant, destructive, out-of-control, and causal to aggressive and dangerous behavior (Emotion, 2020).

The same lack of clarity arises within the all-encompassing cause/effect order within the "environment" of "thoughts, physical reactions, moods, and behaviors," as written in *Mind over Mood* (Greenberger & Padesky, 2016) (**reference Figure 3.2, page 34**). This lack of a distinct cause/effect order comes in part from the commonly accepted cause/effect relationship as illustrated in *Cognitive Behavior Therapy: Basics and Beyond* (Beck, 2011), where again, emotional, physiological, and behavioral "reactions" are bundled into an unknown cause and effect process (**reference Figure 3.3, page 35**).

If the circular logic of the standard ABC thought/emotion diagram, as illustrated in *Mindfulness-Based Cognitive Therapy for Depression* (Segal et al., 2018), (**reference Figure 3.4, page 34**) was to include the physiological states and changes associated with emotions, the

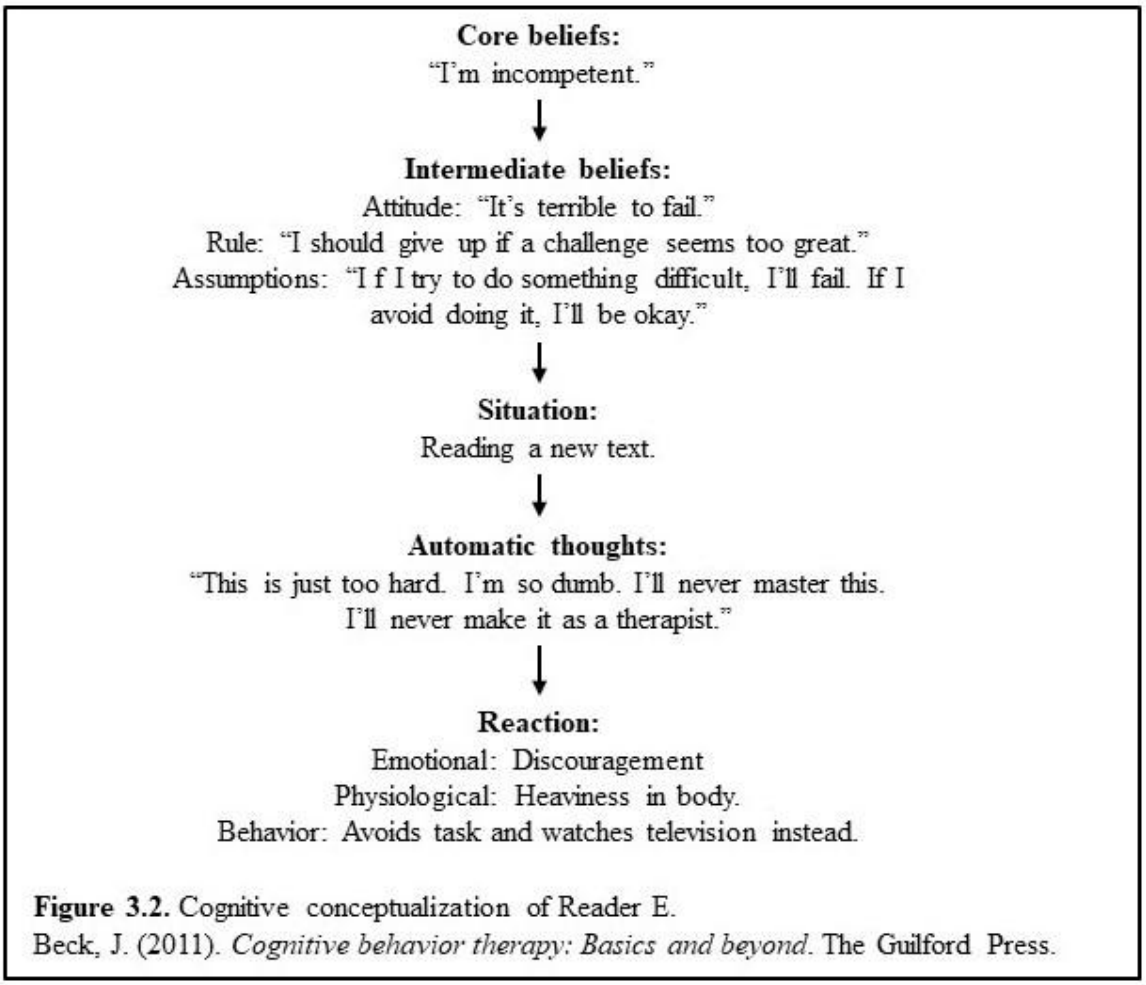

Figure 3.3: Beck: Cognition to Reaction Process Flow.

causal nature of "thoughts" on physiology would clarify emotions as a perceived effect of these states of being.

These diagrams exemplify the confusion and lack of cause-and-effect analysis between cognition, physiology, and the conscious perception of emotions. Emotions are typically characterized as causal to the physiological changes that drive behavior (Emotion, 2020) and the basis of emotional dysfunction, disorder, and illness where emotions need to be regulated, managed, and controlled (even with the use of pharmaceuticals).

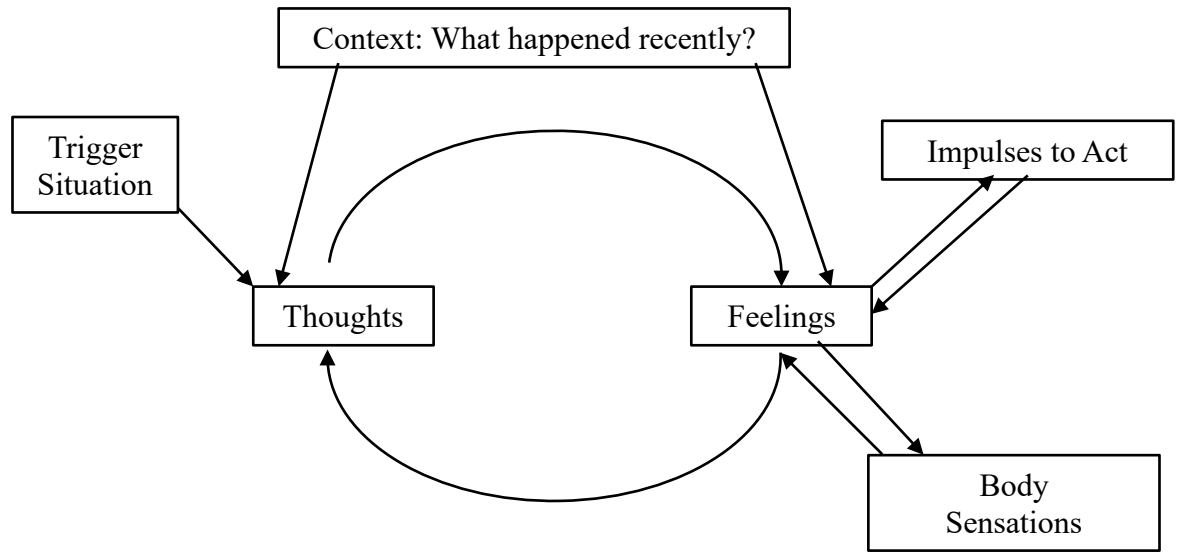

Figure 14.1 [ABC Model of Situation] Thoughts and feelings….
Segal, Z., Williams M., & Teasdale, J. (2018). *Mindfulness-Based cognitive therapy for depression* (2nd ed.). The Guilford Press.

Figure 3.4: Segal: ABC Model of Situation Thought–Emotion-Acts

4.0 Significant Knowing and Awareness: "But it's a talking dog!"

(Movie *Up*, Doctor & Peterson (2009))

A barn is seen in the distance while driving through rural Wisconsin. Is it a barn or a Hollywood set built on location? (Fred Dretske, circa the 1970s, University of Wisconsin class discussion of the Gettier Problem.) A philosopher of epistemology may give one answer, but is knowledge solely a function of the mind without the emotional experience? What if you are an artist painting a rural Wisconsin landscape, an author writing a novel, an Illinois tourist, or a farmer? And even then, what may traditionally be defined as a real barn, a modern dairy farmer may disagree because it lacks the modern amenities he needs to run the farm as a business; and a Hollywood director filming a late nineteen-century saga may view such a real barn with disdain.

The cognitive mind deals with the process of awareness and knowing (APA, cognition), which includes the product of such activities as thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings where understanding and comprehension can project future consequences and events. Let's look at the following scenario: Our character treks through the woods and perceives recent tree trunk scratches, disturbed bark, and broken branches. As he imagines the possibility of a bear rumbling through in search of food, he freezes in fear and begins to tremble at the sight of a very protective mother bear with her cubs in a thicket of freshly ripened blueberries.

Cognitively speaking, this character first *perceived* a motion in a thicket of blueberries, second, *recognized* it as a bear with cubs, and third *conceived* what it meant to intrude upon a protective mother bear with cubs. After these cognitive activities came the biochemical and neurological changes in the brain and body that are perceived as the emotion of fear. Much of what the character would emotionally feel depends on their past experiences. And, exactly how the preverbal cognitive pie is divided that initiated this process is not as important as understanding that a "threat" (LeDoux & Pine, 2016; Schaffner, 2020, figure 32.1) is not a threat until cognitively perceived, recognized, and conceived as a threat. Only then do changes and states of emotional physiology in the brain (via cortex) and body (via amygdala) occur (**reference Figure 4.1, page 36**). As to what the changes and states of physiology in the brain and body feel like are not only genetic but socially and culturally driven. 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). By breaking experimental design down into a two factor "feels-good" or "feels-bad" awareness, results can become manageable, quantifiable, and meaningful.

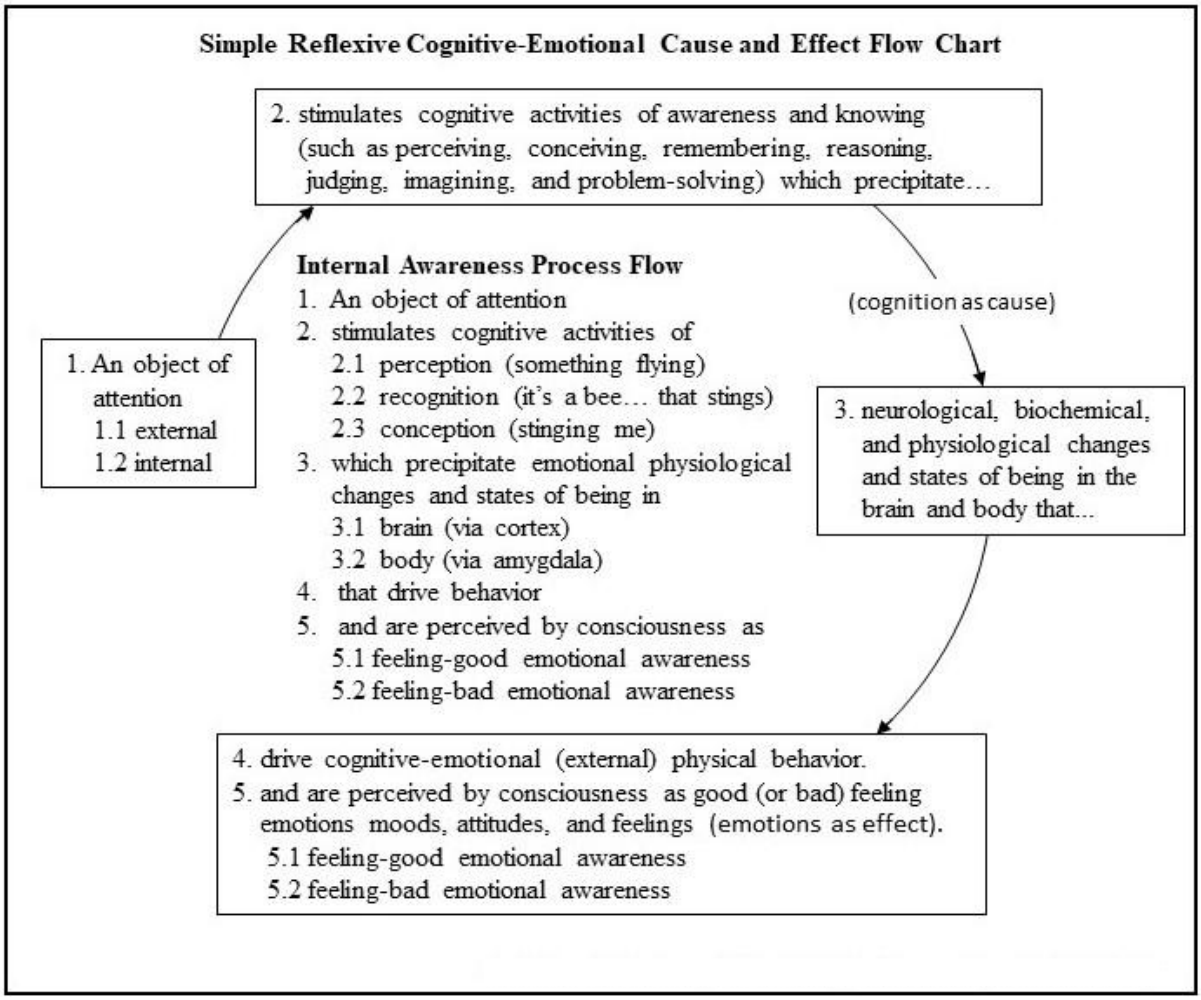

Figure 4.1: Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart

5.0 Defining Cognition as a Causal

The neurological network that activates neurological and physiological changes within the brain and body, and is emotionally perceived, is referred to as the "emotional brain" or as emotional neurology (LeDoux, 1996). This emotional neurology is not the perception of emotions but the neurological components – such as the cortex, amygdala, hippocampus, and hypothalamus (LeDoux & Pine, 2016) – involved in actuating neurological and physiological changes in the brain and body that are then perceived as emotions. As it is, (1) the cognitive acts of perceiving, conceiving of, and comprehending, for instance, a mutilated person in a car

accident, (2) initiate the activity within one's "emotional" neurology that, (3) precipitates the changes within the brain and body that, (4) are perceived as emotions. Consequently, cognition can be defined as causal and emotions as the perceived effect **(reference Figure 4.1 page 35 and figure 11.1, page 53**). I would suggest that the natural and common process is that emotional perception includes changes in neurological, biochemical, and physiological states and changes of being in both the brain and body combined whereas traditional literary and linguistic emotional conceptualization also includes outward physical behavior, expression, and acts.

The cognitive-emotional dynamic theory presented here is not the 3000-year-old neurolinguistic emotional construct as used in religion (Noss & Grangaard, 2008) and literature (e.g., that used in Homer's "*The Iliad"*) (Homer, 800-700/2009). A person driven by anger, jealousy, or greed may be emotionally driven in a movie or book, demonstrating the need for emotional control. But within engineering process control theory, these neurological and physiological changes and states of emotional being are a product of cognitive activities which must be managed and controlled. The significance of teaching the engineering science of emotions (separate from their literary, religious, and philosophical conceptualization) in our educational institutions cannot be overstated.

It is essential to understand that a person is not emotionally out of control but cognitively out of control. A person is not suffering from depression because of an emotional disorder (and in need of psychological or pharmaceutical emotional therapy). Because of the linguistic confusion regarding how emotions have evolved to guide cognitive activities, such people have a cognitive disorder and need cognitive rehabilitation to develop the necessary abilities and skills and to utilize emotional awareness to change their cognitive activities. (Note:

illnesses, diseases, infections, genetic defects, and physical trauma that affect emotional biology are part of another discussion.) Emotions are the good- and bad-feeling perception of neurological, biochemical, and physiological changes and states of being precipitated by cognition. Cognition initiates (or is causal to) the changes in neurological and biochemical physiology that are then perceived as emotions that feel good (or bad). As such, emotions exist as a natural cognitive-emotional operant conditioning and control mechanism to guide the individual away from bad-feeling aberrant and destructive cognitive behavior and towards good-feeling cognitive activities that promote personal health, well-being, and success. (Reference a later discussion**, 8.0: The Evolutionary Significance of Emotionally "Feeling-Good" or "Feeling-Bad**.")

6.0 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; it has mechanically "evolved" to bring to conscious awareness potential problems within the engine. If these mechanical problems are left unresolved, they will lead to mechanical breakdown and failure – like what is observed in physiology that leads to major depressive disorder, psychotic mania, and schizophrenic tendencies.

The physiological signatures of these psychiatric illness exist and are evolutionary supposed to exist when the operator ignores their emotional, bad-feeling awareness and continues their cognitive dwelling and focus upon that which is not wanted. These conditions are like ignoring the pain of a hand left on the hot stove. The pain and physiological signature of

a burnt hand is not because of a "burnt hand disease. The dysfunction exists because the operator ignored or subverted the pain and failed to take action and get their hand off the hot stove. The same goes for emotional bad feelings. They are a signal to get the mind of the proverbial hot stove, i.e.., get your cognitive focus off of what you don't want and onto what you do want in life's experience. (Reference a later discussion**, 8.0: The Evolutionary Significance of Emotionally "Feeling-Good" or "Feeling-Bad**.")

The "check engine" light on the dash of a car is not causal – it is an effect. The issue is inside the engine; it is not the light itself. The light is the messenger informing the operator that the engine may be damaged if remedial action is not taken because of its physical condition. The light is not destructive and does not need to be controlled, managed, or regulated. The light provides an invaluable service by bringing to the operator's attention potentially damaging operating conditions inside the engine. Ignoring the light or taking action to change the light itself – that is, an attempt to control, manage, or regulate the light – would be detrimental to the engine's survival.

7.0 Emotional Control in Engineering, Science, Literature, and Religion

This discussion is about establishing good or bad-feeling emotions as the combined perception of neurological, biochemical, and physiological states and being within (1) the brain (via the cortex) and (2) the body (via the amygdala) precipitated by cognition (LeDoux, 2020; LeDoux & Pine, 2016) and how emotional awareness is used to re-process and re-construct emotionally bad-feeling, vulnerable, and enslaving cognitive behavior towards emotionally good-feeling and empowering, and liberating cognitive activities. Once this process is

understood and developed, another discussion may be pursued involving cognitive-emotional dynamics and emotions' intertwined interactions with physical expression and behavior.

Homer's *"The Iliad"* opens with the line, ***"Goddess, sing me the anger [wrath] of Achilles, Peleus' son, that fatal anger [wrath] 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). With these words written almost 3000 years ago, Homer linguistically sabotaged hundreds of millions of years of emotional evolution. The civilized arena was staged for aberrant emotion to drive destructive behavior.

Have a person's core beliefs of emotions – which may have been neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions and, in later years, through reading and comprehending literary works such as Shelly's *Frankenstein*, Melville's *Moby-Dick*, Dickens's *Great Expectations*, Poe's *The Raven*, and Austen's *Pride and Prejudice* – impacted their current understanding of emotions and cognition (Tomasello, 2005)? A shared cultural and linguistic development (Bavin, 2012; Allen, 2019) of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these famous English literary works. As students mature and are introduced to the more advanced pieces of William Shakespeare, Tolstoy, Dostoevsky, and others, comprehension is even more dependent upon the prior assimilation of cultural and linguistic paradigms (Evans, 2017; Kenrick et al., 2015). Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotions (Ekman & Davidson, 1994; Kring & Sloan, 2010).

Achilles' *anger [wrath]* brought countless sorrows upon the Greeks. Achilles' *anger [wrath]* sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This cognitive-emotional linguistic construct ignores emotion's evolutionary role in re-processing emotionally bad-feeling cognitive behavior toward an individual's emotionally good-feeling being of health, well-being, and success. The paradigm of destructive behavior arising from emotional dysregulation (Dalai Lama, 1999; Gross, 2014**)** instead of cognitive dysregulation, questionably demands emotional regulation, management, and control (even with pharmaceuticals if necessary) (Barlow, 2014) to the detriment and cultivation of language, literature, philosophy, religion, law, and education and limits the efficacy of modern evidence-based therapeutics of the psychological and psychiatric rehabilitative sciences.

The perception of aberrant and dangerous emotions is analogous to the perception of the pain of your hand when placed on a hot stove. But the solution is not to control, regulate, and manage the pain from your burning hand but to remove your hand from the hot stove. Because of existing linguistic cognitive constructs of emotions, practitioners infer emotions must be controlled, managed, and regulated, even with pharmaceuticals. But, like the burning hand on the hot stove precipitates dangerous neurological and biochemical physiology perceived as pain, emotionally, bad-feeling *cognitive* behavior precipitates the dangerous and aberrant neurological and biochemical physiology within the brain and body. The unhealthy physiological signature of debilitating emotions, moods, attitudes, and feelings of suicidal depression, psychotic mania, and schizophrenic tendencies of the mind have evolved to exit when cognitive activities of the mind are focused and dwelling upon that which is not wanted, desired, and intended within life's adventures. These abnormal biochemical, neurological, and

physiological signatures will exist when the brain is abused, assaulted, and traumatically forced to continually manipulate emotionally bad feeling cognitive activities. As physical pain brings awareness of a potentially debilitating physical condition, bad-feeling emotions bring awareness and understanding towards physiological debilitating cognitive activities within the mind. Instead of mental, cognitive activities controlling, managing, and regulating emotional behavior, emotions have evolved to guide, control, and re-process cognitive behavior. Emotions change because the new cognitive behavior precipitates a new neurological and biochemical physiology in the brain and body which are perceived as new emotions.

Emotions are perceived in science (Davidson & Begley, 2012), literature (Homer, 800-700/2009), and religion (Goleman, 2003) as potentially aberrant and destructive and in need of management and control, sometimes with the use of pharmaceuticals, because emotions are understood and defined as causal to neurological and biological changes that drive behavior (Barlow, 2014; Emotion, 2020). The mind neurolinguistically combines the (1) cognitive activities of awareness and knowing that precipitates neurological and biochemical states and changes in the physiology of the brain and body, (2) the feelings and perceptions of these same changes in neurological and biochemical physiology, with their (3) outward behavior and expressions into one cognitive construct called emotion (Tomasello, 2005). In engineering control theory (Marken 2020; Ogata, 2010; Palm, 2014), emotional control means using emotions to guide and manipulate cognitive behavior because cognition precipitates the changes in physiology that are perceived as emotion. Aberrant behavior is caused by dysfunctional cognitive, not emotional, behavior and dysfunction. In engineering, emotions are an effect of changes and states of physiology that drive behavior. In literature emotions are causal to changes and states of physiology that drive behavior. This confusion may add color and mystery

to scholarly dissertations of emotions in religion and literature, but within science, law, and philosophy, this chaos is unacceptable.

8.0 The Evolutionary Significance of Emotionally "Feeling-Good" or "Feeling-Bad"

Emotions are felt. Emotions feel good or not. Joy feels good. Anger does not. Love feels good. Hate does not. Emotions are the perception of physiological changes and states within the brain and body we feel (James, 1890; Prinz, 2004). We feel anger; we feel love; we feel joy… all of which have some corresponding neurological, biochemical, and physiological state of being. Although LeDoux and associates distinguish between consciousness emotion perception within the brain (cortex) and physiological changes of the body (precipitated by the amygdala) (LeDoux & Brown, 2017; LeDoux & Pine, 2016; LeDoux, 2020)… does an individual's "emotional awareness" also make this distinction between the perception of neurological and biochemical changes and states within the body's and brain's physiology? Emotional awareness, however physiologically defined, may bring unrealized and subliminal cognitive activity to conscious attention. Understanding and appreciating LeDoux and associates' division of conscious emotional perception (via cortex activities) and physiological changes (via amygdala activities) will help realize how neurological circuits in the brain can be cross-wired through genetic mutations or environmental influences.

Is it possible to think of emotions as developing separately from the evolutionary process of the human species? If emotions have been run through the evolutionary mill, i.e., are part of the evolutionary process, what are some characteristics of the resultant design? Is it possible to use the ideas and concepts found within evolution to form logical inferences and

conclusions about emotions and feelings pertaining to biological functions? (Brune, 2016; Nesse, 2019; Shackelford & Zeigler-Hill, 2017).

The term "emotion" is a misleading neurolinguistic cognitive construct of a civilized, literary, and religious society (Bavin, 2012; Noss & Grangaard, 2008) that has caused us to ignore the dynamic relationship between cognition and emotion within the context of emotions evolutionary guiding function to modulate cognitive re-processing activities (Gross, 2014). Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights from the Frontier of Evolutionary Psychiatry* (Nesse, 2019), "Why did natural selection leave us so vulnerable to so many mental disorders?" The short answer is that evolution did not; society did. Depression, suicidal depression, mania, psychotic mania, schizophrenic tendencies, and other disorders of the mind (Davidson & Begley, 2012; Nesse, 2019) will exist when emotions, moods, attitudes, and feelings are ignored, disregarded, suppressed, or even disassociated from their evolved cognitive-emotional operant conditioning role to reprocess, reorganize, and reconstruct cognitive behaviors and beliefs towards those that emotionally feel better and signify healthier physiology.

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 a cognitive-emotional operant conditioning mechanism if any human is to live to maturity, or thrive, and produce offspring to continue the survival of the species. 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 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 correlated with (1) a cognitive belief of one's own 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. A modern example is when a good-feeling and intoxicated person confidently gets behind the wheel of a car to navigate across town and through rush hour traffic to buy groceries for his family. Conversely, 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, emotionally feeling good must correlate with vitality, vigor, and strength, and emotionally feeling bad must correlate with illness, lethargy, and weakness. Bear in mind, emotionally bad-feelings, in the short-term, are evolutionary very significant as warnings of dangerous and hazardous conditions or possibilities.

(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.

(3) Another evolutionary correlation exists between emotionally feeling good and when cognitively dwelling and focused upon that which is wanted, desired and intended within one's own life's circumstances. As well as, emotionally feeling bad when cognitively dwelling and focused upon that which is *NOT* wanted desired, and intended in life. How would a person exist if that which is desired or even needed for life brings about emotional pain. Imagine if such basic desires as food, shelter, clothing, or? brought about such emotional pain that they were avoided. Human survival is dependent on feeling good when dwelling upon that which is wanted, desired, and intended in life's experiences. A belief that desire is causal to life's suffering and therefore one must eliminate desire is a misrepresentation. Life's suffering is not a function of desire itself but exists when one is dwelling and focused upon the lack of, or absence of that which is desired.

From an evolutionary perspective, there is a positive correlation and neural network development between (1) cognitive awareness of one's strength, vigor, and well-being, (2) an actualization of physiological strength, vigor, and well-being; (3) the good-feeling emotions of pleasure when (4) dwelling and focused upon that which is wanted, desired, and intended in life's adventures.. 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 and (2) having strength, vigor, and well-being, with (3) good feeling emotions when (4) dwelling upon that which is wanted. Simply put, if these correlations did not exist in this way, a person would have a low probability of survival. Any attempt to understand, experiment, and affect the internal human environment with psychological and pharmaceutical

therapeutics must be with an understanding of the internal neurological, biochemical, and physiological conditions as indicated by an evolved emotional neurocircuitry.

When the neurolinguistic cognitive construct of emotions (Friederici, 2012; Ingram, 2007) used in literature was created (and adopted by religion, philosophy, law, and the psychological and psychiatric sciences) and included (1) the causal cognitive activities that change the brain and body's neurology and neurological and biochemical physiology (Maletic & Raison, 2017), (2) the perceived emotional effect of these same biological changes (Davidson & Begley, 2012; Smith, 2015; Pessoa, 2013), and (3) emotions outward expression in behavior (Homer, 800-700/2009), humanity usurped emotions' evolutionary function. Instead of allowing emotions to perform their natural evolutionary and symbiotic function of providing necessary regulatory feedback and control on cognitive activities within an evolved cognitive-emotional operant conditioning mechanism, emotions became aberrant, destructive, and untrustworthy because they are (falsely) deemed to cause the physiological changes that drive a person's destructive thoughts and behaviors (Goleman, 2003; Gorwood et al., 2008; Gross, 2014). (Note: emotions are first a result of, an effect from the perception of cognitive behavior's precipitation of physiological changes and states within the body and brain… that drive behavior. And then new cognitive examination of this emotional awareness may or may not be casual to a new physiology and resulting new behavior (depending on an individual's cognitive-emotional reprocessing awareness, motivation, and skills). As such, today's literary linguistics dictate that emotions must be regulated, controlled, and managed, and with pharmaceuticals if needed… which only further disinherits their evolutionary function of guiding one's cognitive behavior towards improved health, well-being, and successful critical analysis and decision-making

prowess. (Note: Pharmaceuticals may absolutely be a necessary, but temporary, first aid crutch while a patient develops their cognitive re-construction skills, abilities, and awareness.)

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution (Darwin, 1859; LeDoux, 2019). Suppose a person can live (and even flourish) to maturity and has offspring who will continue the species' "survival", how can there not be an evolved link or correlation between an individual's (1) emotions, (2) their cognitive activities, and (3) their brain and body's physiology when (4) dwelling or focused upon that which is wanted (or not wanted)? The bottom line is that except within disease, illness, and injury, the neurological and biochemical physiological signatures of "emotional disorders" (Brune, 2008; Maletic & Raison, 2017) will exist as such when conscious cognitive behavior ignores the governance and control of an internal cognitive-emotional operant conditioning mechanism and its use of good and bad-feeling emotions, moods, attitudes, and feelings to guide cognitive activities.

Emotional Wisdom

A nation of peace, harmony, and justice cannot exist in a masculine psychology and literary linguistics of emotionally driven behavior and control, conflict, and suppression. Cognition, not emotion, precipitates the good and bad feeling neurological, biochemical, and physiological changes and states of being in the brain and body that drives behavior. Emotions are the perception of these changes and states of physiology. Our feminine emotional being has evolved not to be controlled, regulated, or managed by our masculine mind, but to empathetically guide cognitive behavior towards good feeling, healthy, and successful critical analysis and decision-making prowess and abilities.

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 bad-feeling cognitive activities are re-processed, re-developed, and re-constructed into emotionally good-feeling 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.

9.0 Successful Critical Analysis and Decision-Making Prowess: An Evolutionary Metaphor

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

A person cognitively dwelling upon the presence of that which is wanted precipitates a healthy neurological and biochemical physiology within the brain and body that actuates a neural network combination perceived by consciousness as emotionally 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 correlated with emotionally 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 bad-feeling emotions? When a person dwells upon that which is not desired, it triggers survival, neurological and biochemical physiology of the brain and body (but with long-term negative physiological consequences) that is consciously perceived as emotionally bad-feelings. There must have been an evolutionary development that resulted in these correlations, or we would not have survived as a species.

10.0 Hot Stove Analogy of Depression's Signature Physiology

The physical pain when a hand rests on a hot stove brings about a very natural reflexive response (Panksepp, 1994). The perception of pain begins a series of neurological, biochemical, and physiological activities to remove and protect the hand from the burning stove. The actuation of the body's natural reflexive response is vital to the hand's maintenance, health, and working order. If the pain is ignored and the hand remains on the hot stove, the neurological, biochemical, and physiological state of the hand changes by the degree to which the hand burns. The feeling of pain is crucial to the body's health and survival. Lack of response to physical pain is problematic. Until a reflexive or conscious reaction exists that removes the "hand on the hot stove," the hand will not heal, and a "burnt-hand" biological signature will develop and be maintained.

Evolution has built up a biological sensory and reflexive mechanism that pulls the hand off the stove to prevent harm. Suppose for some reason, the hand remains on the hot stove long enough to burn. In that case, a biochemical examination of the skin will give a definitive analysis comparable to any other hand that has suffered the same fate. However, science does not declare the existence of a "burnt-hand" disease or illness (unless someone wants to know

why a person would keep their hand on a hot stove). Because the sense of pain is essential to the feedback mechanism that generally and naturally removes the hand from the stove, pain caused by the "burnt-hand" illness should be managed, controlled, or regulated – with medications if necessary **– *only as a temporary measure while the body heals and rehabilitates from the injury***. Pain has a very significant evolutionary function, and usurping this function with medications for healing will have dire consequences for the individual.

The *illness* in mental illness arises when healthy conscious – or unconscious – responses to the cognitive-emotional operant conditioning and control mechanism are absent. Then, the individual does not have the cognitive-emotional capacity, agility, or wisdom to respond to their emotional awareness in a natural and healthy manner and remove their cognitive activities from whatever their "hot stove" is. However, is this lack of emotional responsiveness an illness or an injury (Kolk, 2015)? Emotions have a function. Emotions bring about conscious awareness of health, or lack thereof, of cognitive activities. Feeling-good correlates with healthy neurological and biochemical physiology and feeling-bad correlates with unhealthy neurological and biochemical physiology (Davidson & Begley, 2012). Psychological and pharmaceutical therapy must honor these functions and work to re-establish the normal functioning of an evolved cognitive-emotional operant condition mechanism. (Note: the physiological necessity to maintain an emotionally good-feeling perspective for individual health and well-being must be understood within a cultural and societal need for health and well-being. That is, it may feel-good to have a brand-new car, but by theft has individual and societal viability consequences.)

From the perspective of cognition-as-cause and emotions-as-effect evolution, the biology of a 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 that emotional pain is (1) ignored, (2) suppressed, (3) usurped, (4) biochemically blocked, (5) sedated, or (6) unacknowledged for any reason such that the individual's thoughts and cognitive activities remain on the "hot stove," the more the associated neurological, biochemical, and physiological signature and processes will be pathological and differ from those of a "normal" healthy person (Draud, et el., 2011). The issue here (which could include diseases, trauma, and hereditary disabilities) is the lack of responsiveness to emotional pain, which seeks to disrupt the mind from a potentially damaging mental stream of consciousness. The semantics between emotional regulation and cognitive regulation through emotional awareness is critical.

Bad-feeling emotions, feelings, and moods that can lead to depression are analogous to "burnt-hand disease," where the issue is not the "pathological" biochemical signature (Maletic & Raison, 2017) but why a person would ignore their "feels-bad" emotional perceptions and keep their mind, or more specifically, their cognitive activities of knowing and awareness upon the proverbial hot and burning stove of that which is not wanted, desired, or intended in life? Emotion has an evolved meaning and significance. Emotionally bad-feeling neurological and biochemical physiology can be vital for short-term survival within the fight, flight, or freeze mechanism and for bringing clarity and meaning to an undesirable world, but sustained, long-term effects are detrimental to an individual's health, well-being, and success. More specifically, bad-feeling and good-feeling emotions have evolved within a cognitive-emotional operant conditioning and control mechanism to guide cognitive behavior towards the precipitation of a strong, biochemically balanced, and robust physiology necessary for health, well-being, and successful critical analysis and decision-making prowess.

This is in direct opposition to current psychological theory, which holds that emotions produce different physiological, behavioral, and cognitive pathologies (Emotion, 2020), and therefore, aberrant, destructive, and dangerous emotions should be regulated, controlled, and managed, even with the use of pharmaceuticals (Barlow, 2014; Gross, 2014; Maletic & Raison, 2017). This current psychological theory states that emotion changes the physiology of the brain and body that causes emotion. Logically speaking, this theory argues that X changes Y, and the result is X. Does that make logical sense?

Emotion should also be understood as a verb. Feeling an emotion means a person is cognitively active… perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving. Unlike the reflexive action of removing a hand from a hot stove after feeling pain, emotional pain allows time and space for the analysis, understanding, and comparison of any number of challenging cognitive thoughts (memories, beliefs, imaginings, perceptions, and reasonings) their outward expression, and inherent ethical and emotional attributes. Rather than being a separate and singularly focused class in psychology, the understanding and education of a biologically evolved cognitive-emotional operant conditioning and control mechanism should be an integral part of every aspect of primary and secondary school curriculum as a question of "What are you doing about ***your own*** bad-feeling cognitive behavior?" Emotions as a cognitive-emotional operant conditioning and control mechanism can be used to understand, guide, reframe, and refine bad-feeling and enslaving, harmful, and vulnerable cognitive activity into good-feeling, robust, healthy, and empowering cognitive activity that gives meaning and vibrancy to life (Nussbaum, 2001, 2018).

The connecting processes between cognitive activities that feel emotionally good and those that feel emotionally bad are the foundation for individual, cultural, and societal

regeneration and rebirth and the creation of something new: "I am emotionally aware of what I do not want. Now, what is it that I do want and desire? What action, mental or physical, can I take now, today, and tomorrow that will make me feel good (and lead me from my emotionally bad-feeling journey (and unhealthy physiology) and onto my emotionally good-feeling journey (and healthy physiology)?" Happiness is not something a person attains and therefore possesses like a house or a car. Happiness is a continual journey of re-processing cognitive activity from the emotionally bad-feeling to emotionally good-feeling. It is a journey of dwelling and focusing upon that which is wanted rather on that which is not wanted.

The neuroplastic networks that supported a reality and cause of suicidal depression, psychotic mania, and schizophrenic tendencies yesterday – those same neural networks have the physical plasticity to change today and no longer have the capacity to support that pathological reality and behavior tomorrow. (Reference *"Dark Night of the Full Moon"* , a memoir short by Andrew O. Jackson, (2026). Symbiotic Press.)

11.0 Human Cognitive-Emotional Re-Processing Flow Chart

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 neurological, biochemical, and physiological states and changes within the brain and body as good and bad feeling emotions, moods, attitudes, and feelings. **Reference Figure 11.1, page 56** that illustrates the following order of cognitive-emotional reprocessing:

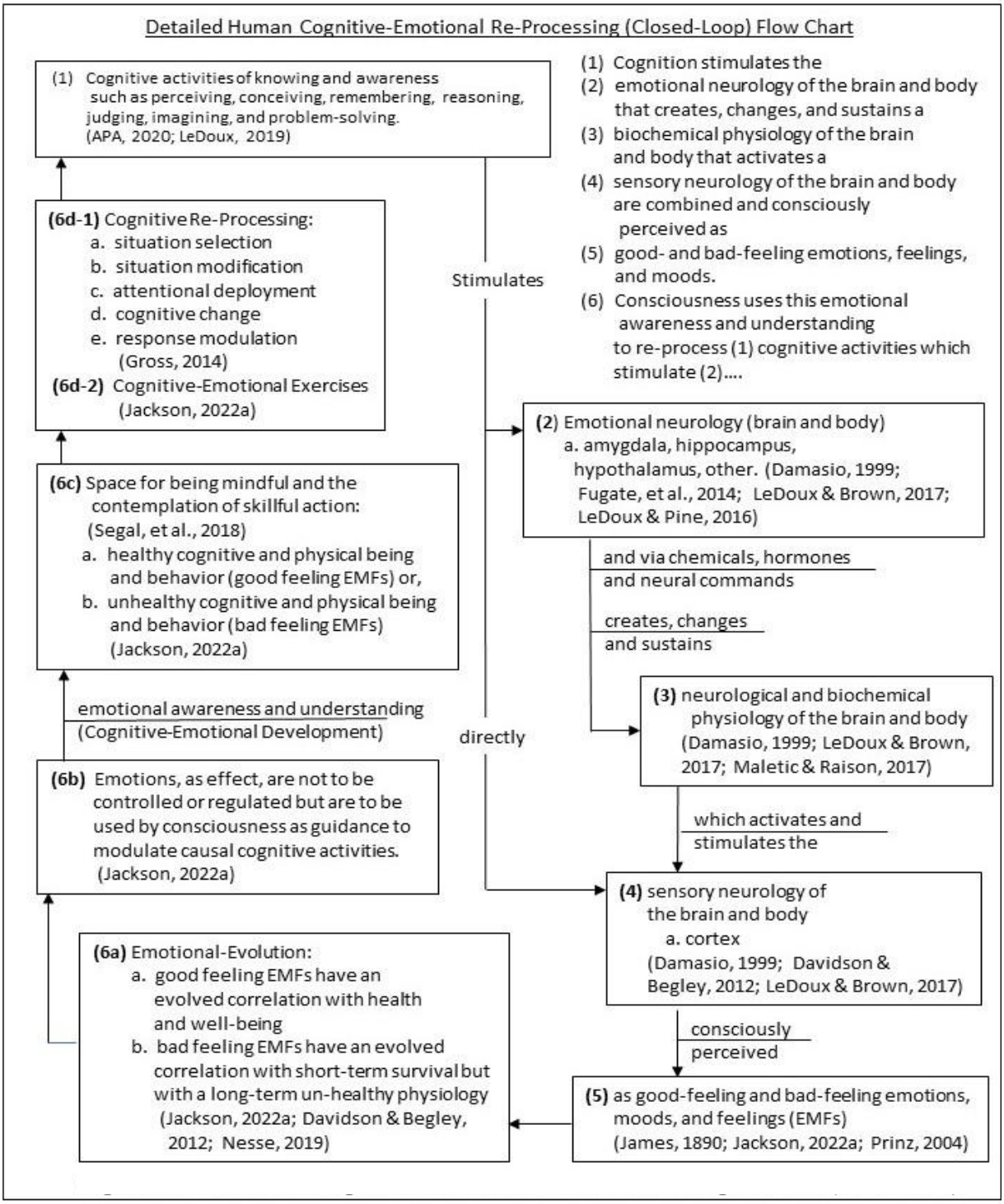

Figure 11.1: Detailed Human Cognitive-Emotional Re-Processing Flow Chart

(1)Within a cognitive-emotional event, cognitive activities of awareness and knowing stimulate

(2) emotional neurology. This neurology is not the emotions a person feels but is a neurology of the brain that through chemical, hormones, and neural commands creates, changes, and sustains 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 intertwines within a body's physiology, these emotional sensory stimulations must

and robust neurology, biochemistry, and physiology). Note: LeDoux, Brown, and Pine's research have concluded that cognition can simulate the sensory neurology directly (LeDoux & Brown, 2017; LeDoux & Pine, 2016; LeDoux, 2020).

For humanity to have survived the evolutionary mill, this process must sustain a biochemical and neurological physiology such that good feeling emotional perceptions correlate with a healthy physiology and well-being and bad feeling emotional perceptions with an unhealthy physiology and ill-being.

12.0 Linguistic Semantics vs. Process Schematics of Human Emotional Control

A thermostat in a room controls the room's temperature (temperature control). Yet what is being managed are various internal variables within the furnace and air conditioning units. The

room temperature is the controlled variable, and the heat and cooling 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. Cruise control on a car controls the car's speed (speed control), but what is being managed and manipulated 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 vehicle to maintain the desired speed going up a hill, more power is needed, and going down, less. Within the furnace, air conditioner, and car are multiple internal process functions that are manipulated to "control" temperature and to control speed. Only by understanding the process schematics within each system does the cause-and-effect terminology of temperature control and speed control lead a person to comprehend what (and how) each process within a system can be manipulated to maintain the desired or intended outcome (goal).

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

"Emotional control" entails opposite cause-and-effect conceptualizations. Emotional control (as commonly used in literature, religion, law, philosophy, and psychology) means managing, restricting, and regulating emotions because emotions ***are causal*** to neurological,

biochemical, and physiological changes within the brain and body that drive behavior. In engineering control theory, "emotional control" means emotions are an end-product of a system, ***an effect*** that can be used as feedback to accentuate good feeling cognitive activities that have an evolved correlation with health, well-being, and success (**reference Figure 12.1, page 59**). The more developed, cultivated, and refined a person's re-processing capability, the less re-processing is needed to keep the system in control, and the less a person is disrupted by external conditions and able to maintain their health, well-being, and success. Whereas the less refined

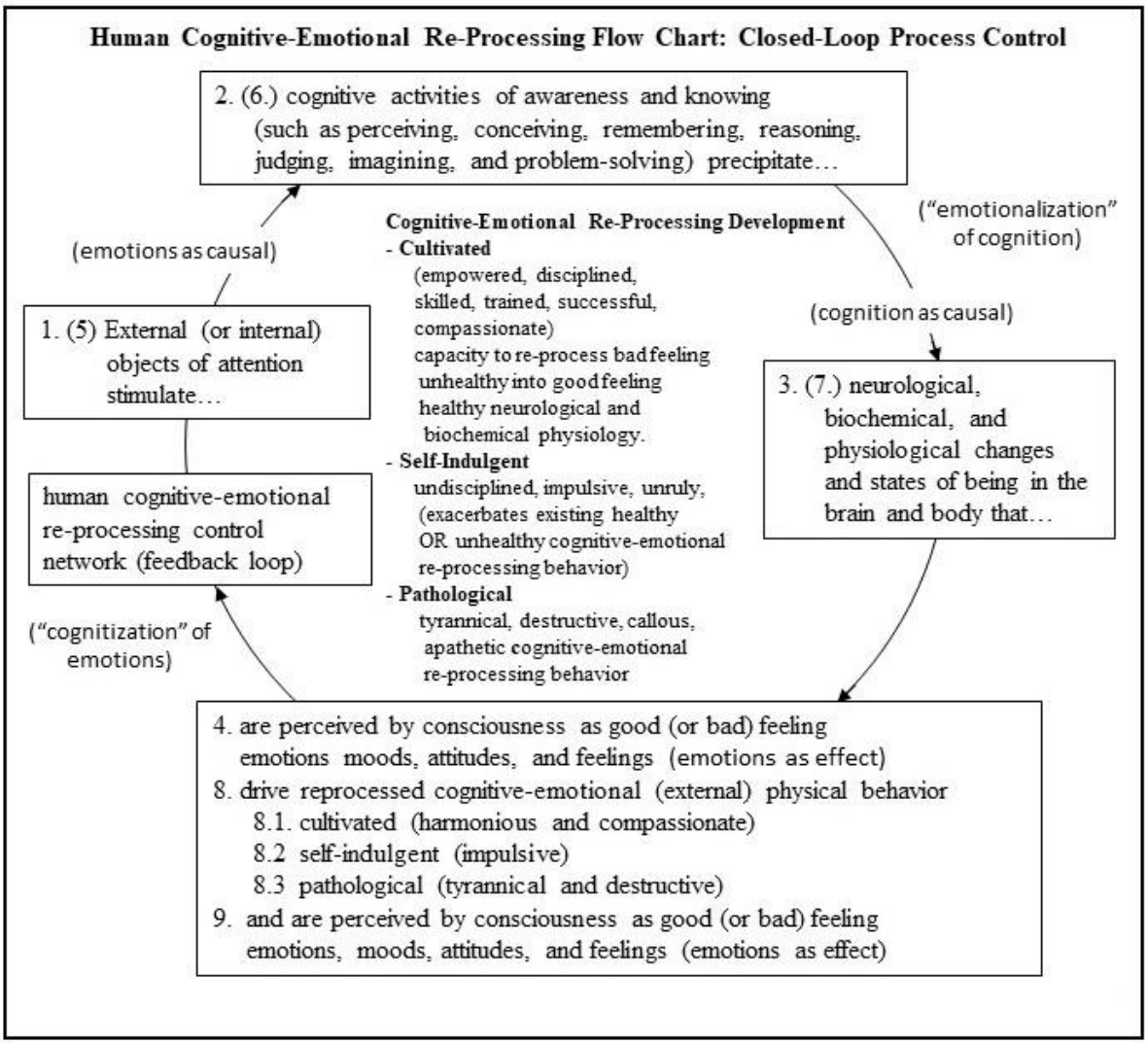

Figure 12.1: Human Cognitive-Emotional Re-Processing Flow Chart

and more self-indulgent the re-processing capability, the more a person is disrupted, influenced, and persuaded by external events, conditions, and demands of others.

It is cognition, not emotion, that precipitates the physiological states and changes within the brain and body that drive external behavior. The dysregulation of cognition is the foundation of mental illness, disorder, and destructive behavior, and it is cognition that must be regulated, controlled, and managed. Emotions are first an effect, the perception of states and changes brought on by cognitive behavior. And then second, emotions can become causal and further drive bad-feeling cognitions that correlate with an unhealthy, imbalanced physiology that continues self-absorbed and reckless acts of conduct. Whether emotions drive self-absorbed destructive cognitive behavior or constructive and cultivated cognitive behavior is dependent on how one's education, training, and beliefs corrupted or reinforced their ability to evaluate, re-process, and "guide" cognitive activities towards (hopefully) those that accentuate health, well-being, and success.

This text is about individual self-empowerment, where consciousness perceives, comprehends and manipulates one's cognitive processes towards self-determined and desirable goals and outcomes. Emotional-feelings may be an un-measurable quantity in research psychology but internally, they are readily perceptible to the individual as feeling-good or feeling-bad states of being… although, a cognitive construct association may not be as readily discernible (Becket, (2019); Bracket, (2019); Smith, 2015). The psychological terminology of "emotional control" within control systems engineering is correct but linguistically confusing. Within engineering control theory, emotional control is the self-perception and use of emotions to control, manipulate, and re-process cognitive activities within a "closed-loop" process control

system. Cognitive-emotional development is where discipline, training, and skill promote healthy, successful, and compassionate, good feeling states of being.

Animalistic open-loop emotional control is more indicative of current literature, psychology, medicine, law, and philosophy where emotions are not used within a feedback loop to heal and fortify a healthy and robust internal neurological and biochemical physiology but are dependent on pre-existing cultivated, self-indulgent, or pathological cognitive-emotional development (**reference figure 12.2, page 61**). Preexisting conditions hindering an individual's health, well-being, and success become predominant when ***emotions are not used as feedback*** to

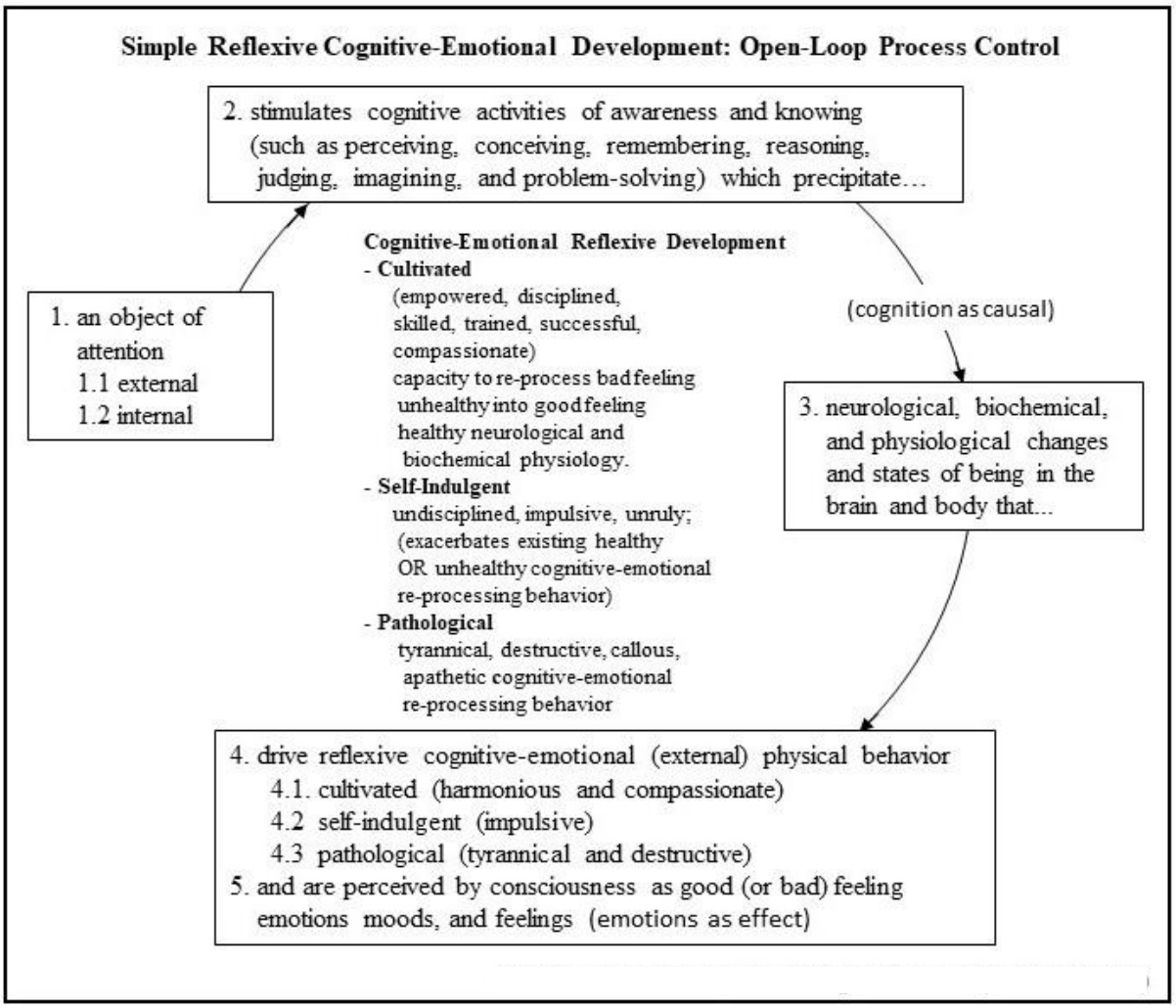

Figure 12.2: Simple Reflexive Cognitive-Emotional Processing Flow Chart: Open Loop Process Control

control, manipulate, and re-construct cognitive behavior. As discussed in this text, the resulting unhealthy, weak, and neurological and biochemical imbalanced physiology from uncontrolled bad-feeling cognitive-emotional behavior is vulnerable to disease, illness, and disempowering external environmental disturbances and poor decision-making ability.

Only by understanding the process schematics within an individual's cognitive, biochemical, and physiological states and changes, and resultant emotional behavior does the cause-and-effect terminology within cognitive-emotional behavior control lead an individual to comprehend what cognitive activities within themselves can and should be self-manipulated, re-processed, and re-constructed to maintain one's own desired emotional state. Every psychological therapy provides its unique construct of cognitive behavior and system for cognitive manipulation, re-processing, and reconstruction to reach a desired, good-feeling emotional goal. Each provides its own methodology for "emotional regulation and control" – as in engineering control theory – that may be used by the individual.

13.0 Success in Education

"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. Emotional literature appeared in the Western world almost 3,000 years ago with Homer's *The Iliad* and *The Odyssey*. Whether for entertainment where poets lift and cast down their audiences' emotions like a roller coaster excites, thrills or frightens its breathless riders, or for intellectual awareness and development, reading, understanding, and writing literature are necessary actions in our modern world… as is understanding emotions' evolutionary role for the

maintenance of individuals' health and well-being. Losing oneself within the emotional moment, either for the joy, thrill, and excitement of the entertainment or for the educational value of walking within another person's shoes while being emotionally engaged within a character of a movie, book, play, or ballet (or of any other medium) means ***suspending a natural cognitive-emotional operant conditioning mechanism that has evolved to guide cognitive behavior towards health, well-being, and success.*** The entertainment/educational mode and the evolutionary re-processing mode of cognitive-emotional behavior have their place. The awareness and understanding of both modes of cognitive-emotional behavior must be part of every individual's education.

Developing a child's skills and ability to re-process cognitive activities based on emotional feedback is necessary for early childhood and elementary school education. But how does one explain to an elementary school student – in age-appropriate terminology – that "emotional regulation refers to any process an individual uses to influence the onset, offset, magnitude, duration, intensity or quality of one or more aspects of an emotional response" (Gross, 2007; (McRae et al., 2012) when emotions themselves are not what should be regulated but should instead be used as feedback to regulate internal cognitive activities? (Note: A wonderful resource is "*The Resilience Workbook for Kids: 32 Skills to Build "I CAN DO IT" Muscles. Fun CBT Activities to Help You Bounce Back from Stress and Grow from Challenges*," by Caren Baruch-Feldman, Ph.D. and Rebecca Comizio, MA, Med., New Harbinger Publications, Inc.)

In pre-school, a facilitator helps a student understand, by drawing attention and awareness to their thoughts and what they are thinking about (appraisal) anytime they are experiencing emotionally bad-feelings (such as in anger, anxiety, fear). They play a game of

"mystery" and "detective" (Mystery Science Theater) looking for clues on what thoughts, ideas, imaginings, and memories caused them to feel bad. Then the facilitator can remind them of their game of "find a better feeling thought." "Using what we have discovered, what ideas do you have, or can come up with (attention), that makes you feel a little better. You may not be feeling good yet, but feeling better is in the right direction." When they finally can detect good feelings (re-appraisal), they have "won!" and are awarded a gold star for being a successful research scientist. They can also begin understanding that feeling good is healthy for them and will help them be successful in school and sports.

In primary school, while learning to read, the teacher can point out how a good story gets their attention and emotionally involved, similar to the ups and downs, twists, and turns of a roller coaster. The teacher can do the same with a movie, TV show, video, or any other medium. Then the teacher can point out how the emotional ups and downs are part of the story, but they can learn (and should learn), like in life, to put the book down and get off the emotional roller coaster if they are having trouble or can't get back to a better feeling place.

As students advance in their education, they also can advance in their skills, abilities, and beliefs to re-process emotionally bad feeling cognitive-emotional behaviors into emotionally good feeling cognitive-emotional behaviors. They can also begin understanding that emotionally feeling good has an evolved correlation with a strong, empowered, and biochemically balanced neurological, biochemical, and physiological development conducive to health, well-being, and successful critical analysis and decision-making prowess and emotionally bad-feelings with their negation. And they can understand that a neuroplastic brain will reinforce their capability to re-process cognitive-emotional behaviors (and also reinforce their lack of capacity).

These educational vignettes play out the symbiotic psychology of an evolved three-sided neuroplastic coin. The three surfaces (or circuits of corroborative constructs) are (1) emotionally feeling good, (2) emotionally feeling bad, and (3) the transitional surface between the two. The coin is neuroplastic and therefore changes in neurology, biochemistry, and physiology will reinforce and sustain the development and cultivation of healthy or pathological cognitive-emotional dynamic processes (and their control) within the brain and body depending on a student's learning environment. Therefore, a strong cognitive-emotional re-processing curriculum that reinforces a student's natural cognitive-emotional operant condition mechanism should absolutely be part of all educational institutions.

Teachers of language acquisition and literary development are currently teaching a philosophy and theory of emotions where emotions drive behavior and therefore dangerous and aberrant emotions that drive destructive behavior must be controlled, regulated, and managed, even with the use of pharmaceuticals. Preschool, primary, and secondary school language acquisition and literary development must include both the traditional linguistic semantics of emotionally driven behavior for its experiential value and growth potential within the vicarious living of others (be they actual or fictitious) and the linguistic semantics of emotional control in the engineering sense where emotions are used as feedback to guide and re-process cognitive activities towards emotionally good-feeling health, well-being, and success.

Authors (of all genres) fail to realize that the "suspension of disbelief" and avoidance of critical thinking include the suspension of a cognitive-emotional operant conditioning and control mechanism that has evolved for millions of years to not only protect an individual but to promote their health, well-being, and success. Yet there is potentially great educational value within these emotionally charged and entertaining roller coaster rides. Through the many lives

and deaths within each play, experiences, understandings, knowledge, and, potentially, the wisdom of others may be gleaned for the benefit of one's own life and reality. The efficacy of these dynamics will be significantly increased ***without the awareness that emotions have evolved to guide cognitive behavior towards*** individual health, well-being, and success. But a student's failure to re-engage their cognitive-emotional operant conditioning mechanism is at the expense of their future health, well-being, and success. Without implementing cognitive-emotional health education into all aspects of an institution's curriculum, can educators and administrators honestly believe their educational institutions are a success? A student's future is dependent upon their skills, abilities, and beliefs to re-process emotionally bad-feeling cognitive behaviors into emotionally good-feeling cognitive behaviors. College credits in cognitive-emotional health education must be a requirement of every teacher certification **(reference supplement: The Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student's Evolutionary-Self of Strength, Power, Cunning, and Success)**.

14.0 Cognitive Regulation through Emotional Awareness

Cognition is causal (to neurological, biological, and physiological states and changes of being); emotion is a perceived effect (of these neurological, biological, and physiological states and changes); but emotions can become causal when they are used to drive cognitive activities. Aberrant and destructive cognition, *rather than emotions*, must be managed and controlled because cognitive behavior precipitates neurological and biological changes within the brain and body that drive behavior. Emotions have evolved as a control mechanism to guide cognitive activity to improve health, well-being, and success. Literature and religion may not understand this evolution, but philosophy, law, and science certainly should.

The accentuation of cognitive activities with emotional awareness derived from neurological, biochemical, and physiological changes and states of the body is an integral part of the cognitive-emotional operant conditioning and control mechanism to maintain the body's health, strength, and vigor. Emotional awareness brings another attribute to a person's conscious manipulation of their cognitive and physical activities. And the more developed and cultivated one's abilities to distill emotionally bad feeling cognitive behavior into an emotionally good-feeling state of being, the greater health, well-being, and success potential within any decisions made. If individual differences in cognitive-emotional re-processing skills, abilities, and beliefs are unaccounted for within psychological and psychiatric experimental designs, what results and conclusions can be accurately portrayed? What cultural differences exist in an individual's re-processing skill, ability, and beliefs that may limit their future health, well-being, and success? Are these cultural differences accounted for in experimental design? Can education augment any individual and cultural deficiencies?

A "feels good, is good" paradigm of behavior is about physical health, well-being and ***the capacity*** for decision-making and not about moral and ethics of decisions made. What Siddhartha Gautama and ancient Greek philosophers failed to acknowledge in their dissertations of emotions, desire, and intention is that emotional slavery, suffering, and vulnerability (Nussbaum, 2001, 2018) are not a function of emotions, desire, and intent themselves but exist as a natural function when consciousness is dwelling and focused upon ***the lack of, or absence of*** that which is wanted, desired, and intended. They disregard a cognitive-emotional operant conditioning and control mechanism that guides cognitive behavior towards the emotional good feelings of a healthy physiology when dwelling upon the real (or imaginary) presence or manifestation of that which is wanted and desired. The path from the tragedies of ill-fated luck

towards health, well-being, and success only exists within the cognitive-emotional reality and imagination of good-feeling emotions, moods, attitudes, and feelings when consciously dwelling and focused upon that which is wanted, desired, and intended. Humanity has evolved with a cognitive-emotional operant conditioning mechanism to keep us on that path.

While the linguistic artistry of literature cleverly orchestrate cognition and emotions with an outward behavior, symbiotic psychology focuses on how good and bad feeling emotions are the perception of healthy or un-healthy states of physiology precipitated by cognitive activities. The brain is a highly sophisticated biological neural networking processor orchestrating these physiological changes and states of being in the brain and body that drive behavior. Cognitive-emotional re-processing and control is necessary to stop bad-feeling mental activities associated with an unhealthy physiology and to promote good-feeling cognitions that correlate with a strong, powerful and balanced physiology associated with health, well-being and successful critical analysis and decision-making prowess.

The common denominator between pre-school, primary, and secondary education and the text "*The Levels of Analysis in Psychopathology: Cross-Disciplinary Perspectives*" (K.S. Kendler, J. Parnas, P. Zachar editors, 2020) is that emotions either feel good or they don't. And emotionally feeling good, or not, has extreme evolutionary significance within a conscious cognitive-emotional control mechanism evolved correlation with an individual's health, well-being and success. My definitions and conceptualizations may not be philosophically or scientifically exactly precise, but like calculus using rectangles to calculate the area under a curve, they will convey a useful and functional understanding of an individual's cognitive-emotional dynamic experiences and, hopefully, will move the science and research of human cognition and emotions forward in a practical matter.

This paper's focus is on the individual… their education, training, and understanding to consciously manipulate, manage, and control their cognitive-emotional experience as an evolved correlation to their health, well-being, and success in life, and a teacher's need to integrate this understanding into their classroom and overall school curriculum… even at the pre-school level (Jackson, 2024).

15.0 Psychological Therapy: Cognitive-Emotional Wisdom and Rehabilitation

Evidence-based practices such as rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), 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 centered around an individual's motivation, ability, and skill to re-process and re-construct cognitive activities (Gross, 2014). These cognitive activities are ultimately evaluated by the existence of an (1) emotionally good-feeling healthy physiology capable of (2) successful critical analysis and decision-making and (3) constructive physical behavior and expression. The efficacy of these therapies will be increased if couched in their foundation and understanding that cognition (not emotions) precipitates the neurological and biochemical physiology in the brain and body that is perceived as good or bad-felling emotions.

Therapy based on the cooperation between cognition and emotions (rather than on conflict and cognitive and pharmaceutical control) reaffirms an evolved biological guidance

mechanism where emotions are used to evaluate cognitive behaviors. In stark contrast to emotional regulation, 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. Bad-feeling emotional perceptions are reflections of this aberrant cognitive behavior. Emotions are not treated as dysfunctional but are understood as very functional. Emotions bring to consciousness awareness the dysfunctional aspect of the mind's cognitive activities that create an unhealthy and imbalanced neurological and biochemical physiology perceived as bad-feeling emotions. It is these irregularities in cognitive behavior that need to be addressed in psychological and pharmaceutical therapeutics. Emotions are but the messenger.

"What do you want?" is a question that brings about an emotionally bad feeling response if the person is dwelling within the cognitive constructs of the not wanted or lack of that which is desired. Our evolutionary cognitive-emotional operant conditioning mechanism moves consciousness from the bad-feeling within the not wanted and into the good-feelings of what is wanted. 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 an individual to ferret out what is wanted from that which is not wanted. This nature also enables an individual 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 healthy and vital neurological and biochemical physiology. Emotions have a serious evolutionary function. Emotions bring awareness to consciousness awareness of the health (emotional good-feelings), or lack thereof (emotional bad-feelings) of cognitive activities. Feeling good correlates with healthy and balanced biochemical and neurological physiology and feeling bad correlates with an imbalanced and unhealthy biochemical and neurological physiology. Psychological and pharmaceutical therapy must honor these evolutionary correlative functions. Mental illnesses arise within continuous emotional bad-feeling cognitive activity that ignores or becomes oblivious to an evolved cognitive-emotional operant conditioning mechanism. That is, when an individual does not have the cognitive-emotional capacity, agility, or wisdom to respond to their cognitive-emotional operant conditioning mechanism in a natural and healthy manner to get their mind off the burning hot stove.

A loss of a sense of agency (SoA: the sense that I am the one who is causing or generating the action) and a loss of a sense of ownership (SoO: the sense that I am the one who is undergoing an experience. For example, the sense that my body is moving regardless of whether the movement is voluntary or involuntary) (Gallagher, 2000) are symptoms of schizophrenic tendencies (Gallagher, 2020) and dissociative activities within suicidal depression and psychotic mania. A patient may find some relief from when incorporating the mindful self-reflection of their cognitive-emotional correlations and behavior. A sense of agency and ownership may develop when they are encouraged to use their emotional awareness as a control mechanism to

guide the thoughts, ideas, and other mental activities being generated in their mind and any outward expression and behavior they are experiencing. Pharmaceutical therapeutics (that can also generate a loss of agency) may be necessary to form some cognitive-emotional stability before a cognitive-emotional behavior therapy can begin.

The goal and practice of ***psychological rehabilitation*** are to utilize the brain's power of neuroplasticity and develop within an individual the mental agility and reflexes to constructively respond to their cognitive-emotional operant conditioning mechanism. At first, these steps may go from emotional painful cognitions to less painful cognitions. 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 foundation of mental health and well-being and the ability to lead an everyday life.

16.0 Psychiatric Therapy: Neurological, Biochemical, and Physiological Rehabilitation through Medicine

Medications can be very effective and absolutely necessary in bringing cognitive-emotional activities under control to where the individual can begin psychological rehabilitation. But what are these chemicals doing to the cognitive-emotional operant conditioning mechanism? What are they doing to consciousness' ability to control and change cognitive activities in response to good and bad-feeling emotional awareness? How can emotions guide cognitive behavior when emotional or physiological neural networks are being targeted with artificially introduced chemical agents? Medications that artificially promote emotionally good feelings despite cognitive behaviors that would normally produce emotionally bad-feelings can camouflage dangerous and aberrant cognitive activities and precipitation of a physiology that

corrupts any normal prevention of malicious aforethought and resulting dissociative and horrendous acts of abuse, destruction, and violence.

Any pharmaceutical designed to impact emotional awareness, also impact the emotions' correlations with (1) the mind's cognitive activities and (2) the body's neurological and biochemical physiology, and (3) consciousness awareness of these good-feeling (healthy) or bad-feeling (unhealthy) physiological conditions. The importance of today's psychiatrists to identify biochemical agents that harmonize with internal cognitive-emotional neurological and biochemical re-processing and augments their brain's neuroplastic capacity for supporting new constructive habits (APA, neuroplasticity; Costandi, 2016, Doidge, 2015) cannot be overemphasized. Besides normalizing behavior, pharmaceutical therapy should assist the consciousness's power and ability to manipulate cognition with good or bad-feeling emotional awareness and thus help an individual respond to their cognitive-emotional operant conditioning mechanism in a healthy and constructive manner. And as individual conscious cognitive-emotional manipulation becomes more cultivated and less pathological, pharmaceutical intervention and impact can be minimalized with alternative, less invasive medications. Shouldn't this be within the scientific objective of current pharmaceutical therapy… to act as a temporary crutch? But this will not happen if pharmaceutical prescriptions do not include psychological rehabilitation!

The absurdity of any pharmaceutical therapy without psychological therapy should be obvious and should legally be prohibited. The same goes for white collar crimes and criminal incarceration. Any consequences without rehabilitation of humanity's natural and evolved cognitive-emotional operant condition mechanism to develop the good-feeling, empowered, and biochemically balanced physiology necessary for health, well-being and successful critical

analysis, decision-making prowess, and ethical and moral behavior is irrational. This education must start with a child's language and literacy cognitive-emotional neurolinguistic development.

17.0 Experimental Design and Validity:

Where are psychological, pharmaceutical, and medical experimental designs incorporating the environmental and genetic differences and abilities of a person's self and moral agency and self determination to stop malicious aforethought and to reprocess, reconstruct, and redevelop their own emotionally bad-feeling cognitive behavior that has an evolved correlation with a weak, unhealthy, disempowered, and imbalanced neurological and biochemical physiology vulnerable to accidents, sickness, illness and poor decision-making ability?

Where are psychological, pharmaceutical, and medical experimental designs incorporating the environmental and genetic differences and abilities of a person's self and moral agency and self determination to enhance constructive aforethought and cognitive behavior towards emotionally good feeling emotions, moods, attitudes, and feelings that have an evolved correlation with a strong, empowering, and balanced neurological and biochemical physiology conducive to health, well-being, and successful critical analysis and decision-making prowess?

18.0 Summary

1. The emotional experience in literature, philosophy, religion, and law for thousands of years have been a combination of (1) the cognition that (2) precipitates the neurological and biological changes in the brain and body that drive a person's behavior and (3) the perceived good and bad feeling effect of the same changes of the brain and body. The mind has neurolinguistically created a cognitive construct that defines emotions as (1) causal to

neurological and biological change within the brain and body, (2) the perceived effect of this same neurological and biological change combined with (3) any associated behavior expression. This confusion may be acceptable in literature and religion. But it is not an appropriate linguistics for philosophy, law, evolutionary physiology, and the psychological and medical sciences, which must now reconstruct, utilize, and educate from a more functional definition.

2. Symbiotic psychology uses the principles of evolution to understand and define the emotional experience as the good- or bad-feeling perception of neurological, biochemical, and physiological states and changes within (1) the brain (via active cortex) and (2) the body (via active amygdala) precipitated by cognitive activities (LeDoux, 2020; LeDoux & Brown, 2017; LeDoux & Pine, 2016).

3. Evidence-based therapeutic 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 an individual's motivation, ability, and skill to re-process and reconstruct cognitive activities (Gross, 2014; Young et al., 2014). These cognitive activities are ultimately evaluated by the existence of the good or bad perceptual feeling awareness within emotions, moods, attitudes, and feelings and processed within an evolved cognitive-emotional operant conditioning mechanism.

4. The biochemical and neural development within depression (Maletic & Raison, 2017), bipolar disorder (Miklowitz, 2014), schizophrenic tendencies, and other psychotic disorders (Terrier & Taylor, 2014) exists, and is evolutionary supposed to exist when emotional bad-feeling cognitive activities are dwelling and focused within that which is not wanted, desired, or intended in life's experiences.

5. Recognizing a cognitive-emotional operant conditioning mechanism and a cognitive-emotional re-processing closed-loop process control within modern evidence-based therapeutic practices will improve the efficacy of such methods because emotions can be re-entrusted with their evolutionary role to guide cognitive behavior.

6. Evolution has orchestrated, biologically speaking, a morality in which what feels-good is good and what feels-bad is bad (Moore, 2019: Nussbaum, 2018). Humanity must nurture new algorithms that transform emotionally bad-feeling cognitive activities into emotionally good-feeling cognitions that reflect a healthy neurological and biochemical physiology as well as compassion and respect for oneself and others and the health and well-being of the culture and society in which we live.

19.0 Conclusion

Neurological and physiological changes in the brain and body that are felt emotionally cannot occur until the neurological cognitive processes of the brain are actualized. That is, there cannot be an emotional reaction to a bear until the bear is cognitively perceived and recognized as a bear, conceived as being dangerous, and understood that the current circumstances present a hazard to oneself. The cognitive processing of an event activates an "emotional" neurological network that precipitates any number of different combinations of neurological and physiological

changes that may then be perceived by consciousness as good- or bad-feeling emotions. As such, emotions are the perception of neurological and physiological changes (effect) precipitated by cognition (cause) (**reference Figure 6, page 19**).

The causal nature of Homer's emotions, feelings, and moods in driving behavior is a carefully nurtured neurolinguistic and cognitive construct of the mind systemically passed down through generation after generation and is ignorant of emotions' evolutionary role within a cognitive-emotional operant conditioning and control process to determine an individual's neurological, biochemical, and physiological state of health, well-being, and success. Emotions surreptitiously drive behavior when good and bad feeling emotional awareness is cognitively perceived and evaluated. But dangerous emotions directly driving destructive behavior is inaccurate. And the control, regulation, and management of emotions (James, 1890; Prinz, 2004) as the linguistics of psychology, religion, literature, philosophy, and law suggests (Goleman, 2003; Gross, 2014; Homer, 800-700/2009; Nussbaum, 2001) is flawed because emotions don't drive behavior and "emotional regulation" denies emotions evolutionary role within a cognitive-emotional operant conditioning mechanism.

The legacy of an emotional dysfunction theory that demands emotional regulation and management (even with the use of pharmaceuticals) is like a walk into Plato's cave (Allegory, 2020). Because of the brain's neuroplastic capacity, a lifetime of secular (and perhaps religious), learning, practice, teaching, and research founded on a belief in emotionally driven behavior and decision-making has neurolinguistically hardwired the brain into a reflexive neurocircuitry devoted to emotional disorder and emotional dysfunction within mental illness. For anyone to accept another cognitive-emotional dynamic requires a fierce commitment to science and logic.

Emotions have evolved for millions of years. They have become a very effective tool for 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 constructive behavior, decision making, and creativity to develop and maintain an individual's health, well-being, and success. The importance of knowing, understanding, and teaching our children how emotions carry out these evolutionary functions cannot be overstated. Language acquisition and literacy educators in a child's early, primary, secondary, as well as collegiate schools, are teaching a psychology and a theory of emotions and emotional behavior without any appreciation for emotions' evolutionary role to guide cognitive re-processing behaviors towards health, well-being, and success.

This must be rectified by educating our language acquisition and literacy teachers in the psychology of emotionally driven behavior and control they are now teaching as well as in a symbiotic psychology where emotions have evolved to guide mental activities towards health, well-being and success. How long will academia continue the instruction, edification, and liability of a cognitive-emotional dynamic regulatory theory based on 3000-year-old literary and religious linguistics? The success of any educational institution cannot be defined solely by its students' ability to secure cognitive achievements; success must also be determined by a student's ability to achieve health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these conditions throughout life by employing their own evolved cognitive-emotional operant conditioning and control mechanism.

Cognitive behavior therapies (such as rational emotive behavior therapy (REBT) (Ellis & Ellis,2019), cognitive behavior therapy (CBT) (Beck, 2011), 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) ultimately utilize the symbiotic nature of emotionally good-feeling, cognitive activities that precipitate a strong, robust, biochemically and neurologically balanced physiology conducive to health, well-being, and successful critical analysis and decision-making prowess. But these foundational underpinnings are rarely disclosed and become part of the therapeutic education process emphasizing the sense of agency (SoA) and sense of ownership (SoO) that is needed on the path to health, well-being, and success.

Psychological and pharmaceutical therapeutics must be about healthy cognitive-emotional development, i.e., the education and training of an individual to develop the skills, abilities, and beliefs needed to use their emotions as they have evolved. The mental health and well-being of a society are determined by its inhabitants' mental health and well-being. A culture ignorant of emotions' evolutionary role in guiding individual cognitive behavior and its physical outward expression is subject to all kinds of forces that can misdirect cognitive behavior towards all sorts of nefarious ends. Continual distortions and conceptualization of emotional dysregulation and emotional disorders (Payne et al., 2014) described by current psychological, psychiatric, and pharmaceutical institutions as requiring emotional management and control because of emotional disorders only further sabotage the opportunity to use emotional guidance to improve individual and societal mental health and well-being.

Until the true nature of emotions is understood, individual emotional behavior will be continually preyed upon by those who wish to control and subjugate individuals for their own selfish interests, be those interests benevolent or insidious. Until the true nature of emotions is

understood, individuals experiencing hardship can be tragically vulnerable and complicit towards selfish and corrupt actions of unscrupulous sales and marketing propaganda (Bandler, 2008; Kenrick et al., 2015; Nussbaum, 2001). It is up to humanity to nurture the intricacies and nuances of living in our modern world. But if philosophy, religion, 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.

The pain and hardships of life plant the seeds of intent and desire that formulate into individual and personal short, long, and immediate goals. Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive activity upon the absence or lack of what is desired that is the cause of suffering. Receiving a formal education on emotions' evolutionary role within human behavior can determine whether these seeds yield compassion and creativity or destruction and morbidity.

Societal institutions – such as parenting, education, religion, and politics – all have a responsibility to empower individuals with emotional awareness and the ability to use bad-feeling cognitive activities and behaviors as a springboard towards good-feeling cognitive activities that precipitate a strong, robust, and biochemically and neurologically balanced physiology conducive to health, well-being, and successful critical analysis and decision-making prowess. Humanity's future depends on the empowerment and understanding of the moral and ethical complexities within individual decision-making and sympathetic behavior, driven by a biologically evolved "feels good, is good" and "feels bad, is bad" compass.

How long will the academic institutions of education, language, linguistics, literature, psychology, philosophy, and law continue teaching a questionable and potentially 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).

20.0 Research Questions Section I

Cognitive-emotional operant conditioning mechanics understands that cognition, not emotion, changes the neurological and biochemical physiology that drives behavior. Do cognitive behavior modification therapies control, regulate, and manage cognition or emotions? Are emotions the perception of neurological, biochemical, and physiological changes in the brain and body precipitated by cognition? Has a relationship between emotions and physiology evolved where good-feeling emotions correlate with healthy physiology, and bad-feeling emotions correlate with unhealthy physiology? Do cognitive behavior therapies work because cognition changes the neurological and biochemical physiology that is then perceived as emotions? Do cognitive-emotional behavior therapies trust these emotions, moods, attitudes, and feelings to understand and guide appropriate, desirable, and healthy cognitive behavior that leads to individual health, well-being, and success?

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of regulation because of an emotional disorder, symbiotic psychology understands emotions as an evolved sensory system (akin to the senses of pleasure and pain), giving conscious feedback on the healthy (or unhealthy) state of neurological and biochemical physiology. Cognition, not emotions, precipitates the neurological and biochemical physiology of the brain and body that drives behavior. 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. 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. 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 six questions:

20.1 Do emotional dysfunction and disorder theories deny cognitive-emotional operant conditioning? Are emotional disorders (Barlow, 2014) such as depression, anxiety, suicide, mania, bipolar disorder, and borderline personality disorder that are attributed to emotional dysfunction deny an evolved cognitive-emotional operant conditioning mechanism? If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, is cognitive-emotional operant conditioning further sabotaged in fulfilling its evolutionary role? Does a belief in emotional control, management, and regulation (because of the influence of "emotional" dysregulation on a

person's neurological and biochemical physiology) convolute emotions' evolutionary role to pivot off of emotionally bad-feeling cognitive behaviors towards emotionally good-feeling cognitions?

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, television, books, songs, and music is dependent on a denial of cognitive-emotional operant conditioning to guide cognitive activity towards a healthy physiology and well-being. Does this suspension of emotional understanding bleed into daily life and disrupt emotions' role in guiding cognitive behavior, critical analysis, and effective decision-making?

20.2 Do psychological and pharmaceutical therapies camouflage aberrant cognitive behaviors? Can psychological and pharmaceutical therapy change a person's natural and evolved cognitive-emotional correlations and camouflage aberrant cognitive behaviors normally exposed through emotional dissonance? Can these unabated cognitive behaviors continue to change neurological and biochemical physiology and erupt uncontrollably into dangerous, psychotic, suicidal, and schizophrenic behaviors? Are domestic abuses, drug abuses, mass shootings, suicides, and childhood trauma evidence of uncontrolled emotional or cognitive dysregulation? If these emotions, stemming from an "emotional disorder," are managed pharmaceutically, is science usurping emotions' evolutionary role in accentuating aberrant and destructive cognitive behavior to an individual's conscious attention and awareness? Do modern psychological and pharmaceutical research studies integrate a person's capacity to re-process cognitive behavior (that solicits other emotional responses) into their experimental design? Are a person's skills, abilities, and

beliefs in cognitive-emotional re-processing purposely factored out of experimental designs?

20.3 Is cognitive-emotional re-processing into a better feeling place an unrecognized defense against illness, infections, disease, and cancer? 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, can the body build and fortify another evolutionary defense for survival? Does feeling emotionally good have an evolved correlation with being physiologically healthy and vigorous? Has 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 bad feeling physiological activity?

By cultivating a cultural attitude that dismisses the emotional "dashboard light" of bad-feeling emotions and does not recognize the role of bad-feeling emotions in informing one's consciousness that extra effort must be made to maintain an emotionally good-feeling attitude, is science creating a physically weak society? Does a person's cultural background influence their cognitive abilities, skills, and beliefs needed to maintain an attitude and mood of emotionally good-feeling feelings? Is there cultural empowerment to survival (such as pandemics like COVID-19) because of an individual's abilities, skills, and beliefs, or the lack thereof, to promote feeling good emotions that correlate with healthy physiology and successful critical analysis and decision-making prowess?

20.4 If an individual or patient is never taught:

a) how to use their cognitive-emotional operant conditioning mechanism and

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

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

d) even more detrimental, is taught to ignore, constrain, or inhibit this evolutionary operant conditioning mechanism, will they continually associate and give credit (or fault) to the origins of their emotions, moods, attitudes, and feelings to an *external* world?

Can an individual, or patient, act upon their external world other than 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?

That is, feeling good or bad emotional behavior is not about what "I" am doing, but what the world is doing to me. "I feel this way because of what 'they' and the external world of circumstances, events, and happenings are doing to me. Is not that the definition and research of "emotional valance"? And if they and the world do this to me, how can I act other than what I understand, know, and believe?" Does the concept of "emotional valance" validate secular and religious literature, philosophy, and law where credit or fault, reward or punishment, and fortune are attributed to those who "make me feel" this way? Does feeling good become about changing, controlling, or acting upon "them" and the external world and punishing those who make "me" feel angry,

depressed, or wronged? Are these the lessons of a psychological science where destructive and aberrant emotions drive dangerous behavior?

20.5 Can language acquisition and literacy development adversely affect an individual's natural and evolved cognitive-emotional functions? Does the current linguistic semantics of emotional behavior depicted in secular and religious language and literature 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 to 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. Do language acquisition and literacy development become 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?

20.6 Has evolution promoted a "feels-good-is-good" depravity because joy has an evolved correlation with health, well-being, and success? How does morality square with having evolved to be joyous beings? Can a self-centered feels-good-is-good morality be tempered with a compassionate awareness of the symbiotic connection between humanity through cognitive-emotional re-processing health education and training?

If an individual rigorously adopts and adheres to a set of feels-good religious, political, or academic set of beliefs and understandings that deny an internal reflection of personal cognitive behaviors, can our educational institutions (parents, schools, religions,

governments, etc.) teach, develop, and empower a feels-good-is-good cognitive-emotional dynamic that can rationally and comprehensibly debate the moral dilemmas facing schools, industry, politics, religion, health care, the environment, and law?

21.0 Research Questions Section II

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 bad-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. Whereas bad-feeling cognitive-emotional awareness, as in fear, sadness, and anger do, in the short-term function as a much-needed survival mechanism, the cognitive-emotional good-feeling and joyful state of being has a natural bias within its unique long-term correlation to health, well-being, and success within an empowered, robust, and balanced neural and biochemical development.

The third side is a cognitive-emotional operant condition and control mechanism between the two sides and has evolved and functions to maintain an individual's health, well-being, and success. But the neuroplastic brain will maintain and support (to the point of failure) those process networks, whether pathological or salubrious, that continue to be environmentally stressed, especially through adolescent development. Human psychological and psychiatric experimental variability (or lack of consistency and stability) can be reduced, and experimental comprehension can be increased by identifying within the experimental population cultivated (or

lack thereof) cognitive-emotional dynamic re-processing and reconstruction abilities, skills, and aptitudes where emotional awareness consciously guides cognitive behavior towards good-feeling cognitive-emotional states of being.

21.1 Reinterpreting brain function neurology: How would the function of the neurological defined areas of the brain be reinterpreted if emotions have evolved as part of a conscious cognitive-emotional operant conditioning mechanism where good feeling emotions regulate cognitive areas of the brain (and their activities) towards health, well-being, and success?

21.2 An unconscious cognitive-emotional operant conditioning and control mechanism: Is there an unconscious cognitive-emotional operant conditioning and control mechanism (or adaptive information processing system (Damasio, 1999; Ledoux, 1994)) between functional areas of the brain that suppresses emotionally bad-feeling cognitive behavior and enhances emotionally good-feeling cognitive behavior?

21.3 Cognitive-emotional skills, abilities, and beliefs affecting experimental Design: If primary and secondary school individuals are educated and trained to develop their abilities and beliefs to consciously re-process, re-organize, and re-structure cognitive activities towards a better cognitive-emotional feeling place, will the experimental environment surrounding major depression, psychotic mania, and schizophrenia studies develop greater stability, repeatability, consistency, and understanding?

a. Does primary and secondary school cognitive-emotional health education, training, and skill development increase the efficacy of psychological and pharmaceutical therapeutics?

b. As patients progress and develop the capacity to use their emotional feedback to regulate their cognitive and physical behavior, would a pharmaceutical therapeutic program that progressively decreases its impact allow patients to respond to their emotional awareness more effectively?

21.4 Cognitive-emotional re-processing education: With cognitive-emotional health education and training programs in our primary and secondary educational institutions (and as part of psychological and pharmaceutical therapeutics):

a. What would be the measurable effects be on the rates of suicide, mental health hospitalization, hospitalizations in general, homelessness, incarceration (recidivism), and joblessness within the general population?

b. Is there increased effectiveness of established psychological and pharmaceutical therapies?

c. Are there improvements in personal physical health and well-being within a primary school population?

d. Are there improvements in classroom behavior?

e. Are there improvements in student learning?

f. Are there improvements in individual sports performance and a reduction in sports injuries?

g. Should cognitive-emotional health education be part of criminal-justice reform?

h. What cognitive-emotional states are conducive to (1) inspiration, (2) problem solving, (3) imagination, and 4) memory and recall, which, in turn, improve student educational performance?

21.5 Effects of emotional dissociation: Can psychotic mania be attributed to conscious or unconscious disassociation with depressive functional areas of the brain and vice versa for major depressive disorder?

21.6 Sense of agency (SoA), ownership (SoO), and empowerment (SoE): Does cognitive-emotional health education provide students (or patients) with a sense of agency (SoA), ownership (SoO), and self-empowerment over their world?

a. Does SoA, SoO, and SoE improve psychological and psychiatric therapies?
b. Does cognitive-emotional health education provide patients with schizophrenic tendencies a sense of agency (SoA), ownership (SoO), and empowerment (SoE)?

21.7 Mental disorder: neurological, biochemical, and physiological signatures: How much of the observed neurological, biochemical, and physiological signatures of mental disorders within the body and brain can be attributed to a lack of conscious understanding and ability to self-regulate cognitive behavior (by using emotions, feelings, and moods as feedback mechanisms)?

21.8 Cognitive-emotional re-processing and the arts and performing arts: Are there significant differences in the effectiveness of cognitive-emotional re-processing skills to change cognitive behavior in response to the good and bad feelings of emotions, moods, attitudes, and feelings for individuals with a history of activities involving the arts and performing arts such as music, dance, and theater versus those without a history of participating in such activities?

21.9 Cognitive-emotional re-processing and language acquisition and literacy development: Does language teacher education of cognitive-emotional re-processing

theory, skills, abilities, and beliefs, in contrast to traditional emotionally driven behavior linguistics, improve students' health, well-being, and success?

a. What are the immediate classroom results and conclusions?

b. What are the short and long-term student health, well-being, and success results and conclusions?

21.10 Pharmacology working with evolution: What are the effects of pharmaceuticals designed to regulate emotional behavior and their neurological and biochemical physiology on a patient's ability to employ their conscious cognitive-emotional dynamic regulation and control system?

Note: The identification of different 1) re-processing skills to regulate cognitive-emotional behavior, 2) relevant educational training curriculum, 3) measures of the effectiveness and improvement of these skills, and 4) measures of the effectiveness of various re-processing skills for different affective states within different age groups have yet to be determined.

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Supplement A: The Dangers, Hazards, and Liabilities of Homer's Theory of Emotionally Driven Behavior (rev2022-11-02a)

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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 bad-feeling cognitive activities are re-processed, re-developed, and re-constructed into emotionally good-feeling 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.

1.0 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 "*The Iliad"* laid these limiting, 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 restrictive 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)

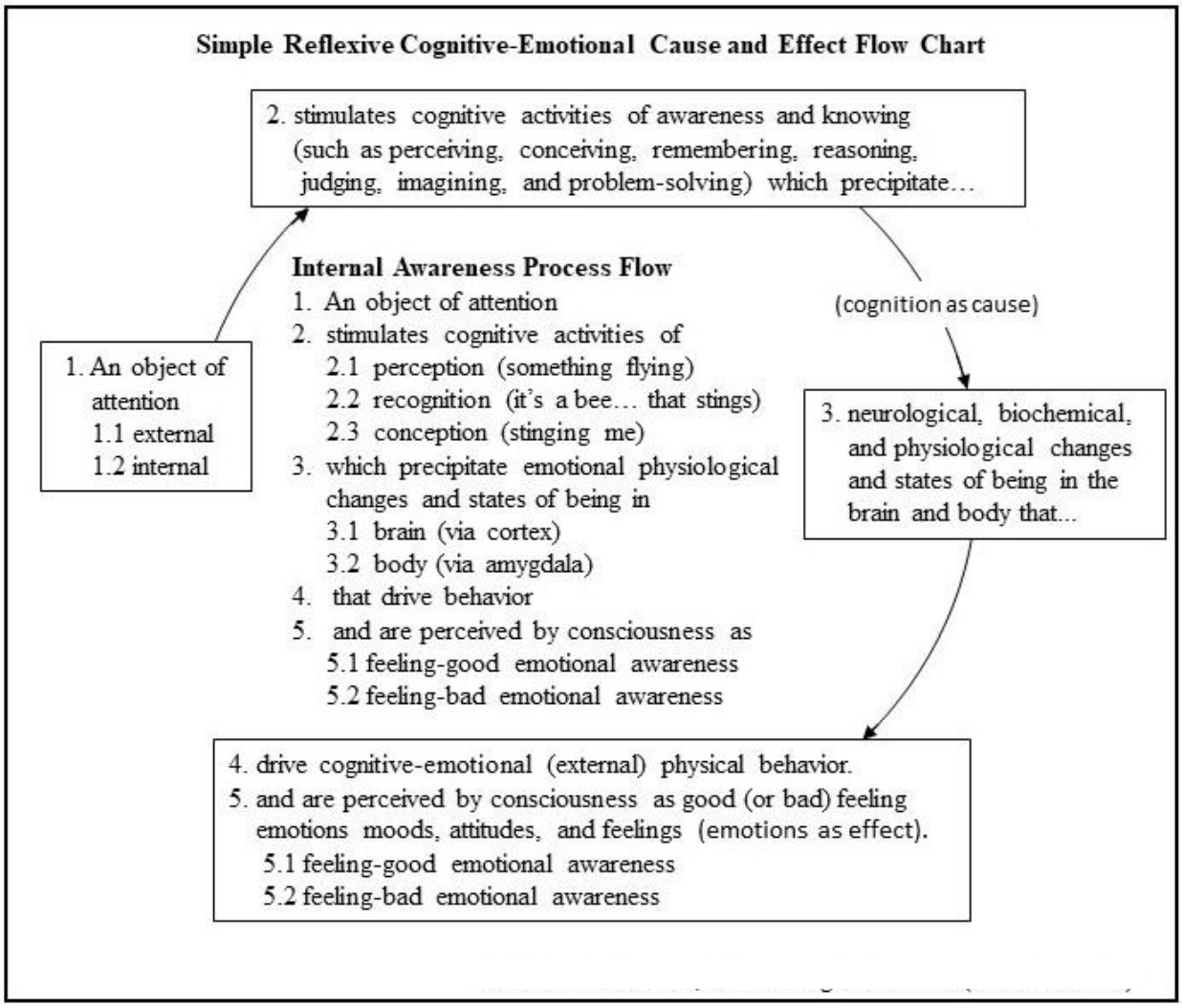

Figure 1: **Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart**

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

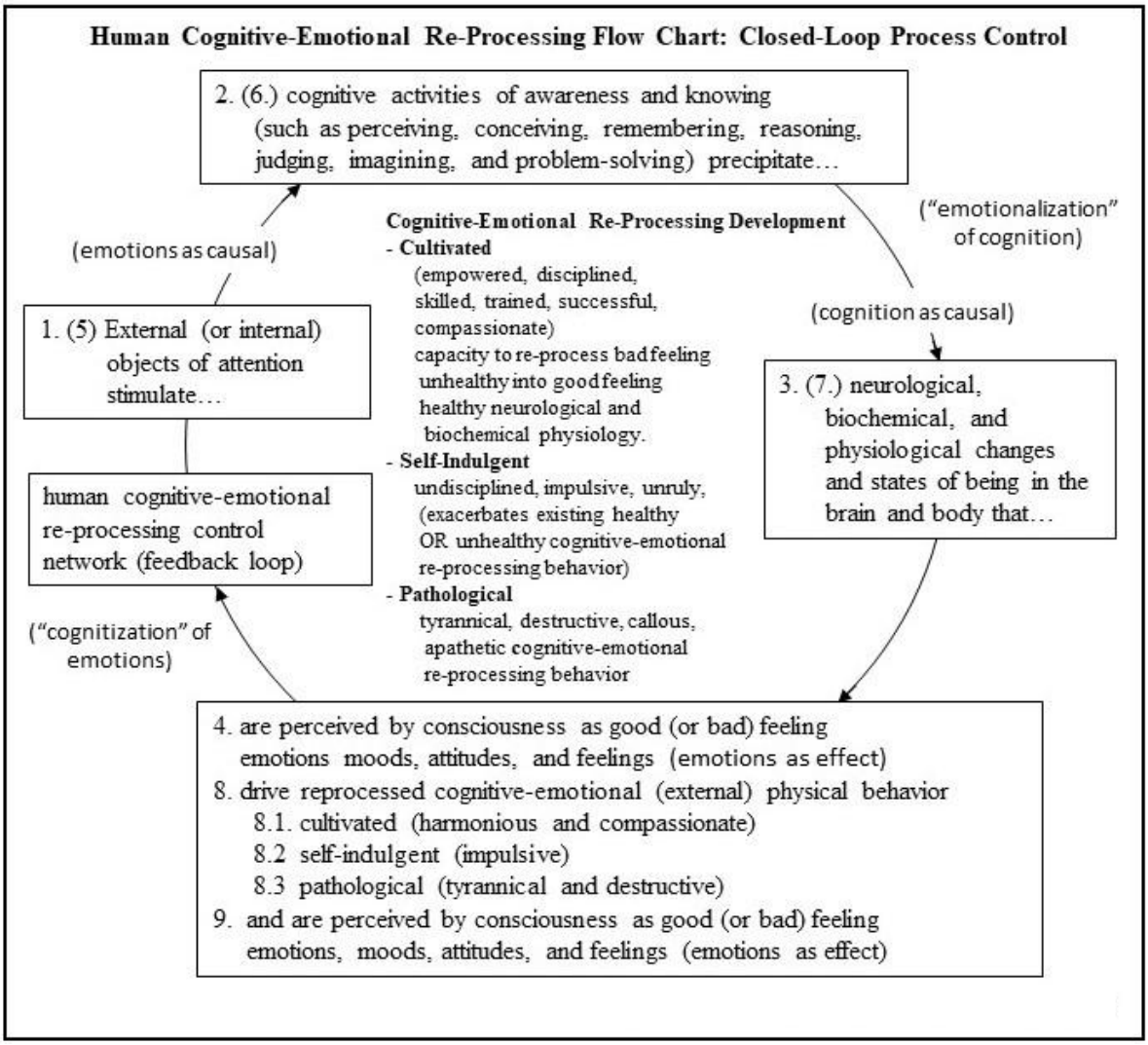

Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

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?) 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, page 107**), these questions must be re-addressed 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 motivations to nurture these conditions by employing one's cognitive-emotional operant conditioning and control mechanism (**see Figure 2, page 107**).

2.0 Cognitive Dysregulation

Emotion-as-effect theory (Jackson, 2022) 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.

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

2.1 Warning 1: Denial of a cognitive-emotional operant conditioning and control 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 cogntive-emotional operant conditioning 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 bad-feeling cognitive behaviors towards emotionally good-feeling 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 cognitive-emotional operant conditioning 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 denial of the evolved cognitive-emotional operant conditioning mechanism to guide cognitive activity towards the healthy physiology of 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.

2.2 Warning 2: Camouflaged aberrant cognitive behaviors

Any psychological or pharmaceutical therapy that changes a person'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.

2.3 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 bad feeling physiological activity.

By cultivating a cultural attitude that dismisses the emotional "dashboard light" of bad-feeling emotions and does not recognize the role of they have in informing one's consciousness that extra effort must be made to attain and maintain an emotionally good-feeling mood, attitude, and feeling, science is creating a physically weak society. People who have developed the cognitive abilities that are essential to attain and maintain a mood, attitude, and feeling of emotionally good-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 critical analysis and decision-making prowess. In addition, athletes depend on their mental and physical prowess, strength, and stamina which have an evolved correlation with good feeling emotions, moods, attitudes, and feelings. If an athlete is ignorant of or indulging in their bad-feeling emotional awarenesses that are indications of a weakened physiology, they are prong to a substandard performance and injury during practice and competition.

2.4 Warning 4: Misguided action upon an external world

If an individual or patient is never taught:

(1) how to use their cognitive-emotional operant conditioning and 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 cognitive-emotional operant conditioning and control mechanism,

will they 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" and "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 "…for thus was the will of Zeus brought to fulfilment" (Homer, 800-700/2009).

2.5 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.

2.6 Warning 6: Literacy's adverse effect on natural cognitive-emotional development

The current linguistic semantics of emotional behavior depicted in secular and religious literature reinforces a self-indulgent reflexive behavior driven by emotions. This animalistic portrayal of emotional behavior ignores any conscious cognitive-emotional re-processing of cognitive activities towards better feeling, healthy, and successful cognitions. To enjoy the thrill and excitement of a fantasy world and to 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.

2.7 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 bad-feeling thought patterns along with a misunderstanding of emotions role within a cognitive-emotional operant conditioning and control 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 proper education, training, and beliefs, the neuroplastic brain, can be rewired from emotionally bad-feeling decision processing that accentuates destructive behavior to emotionally good-feeling decision processing that accentuates rewarding, useful, and constructive behavior and results (Begley, 2013).

2.8 *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). Bad-feeling feeling cognitive-emotional behavior, although in

the short is a necessary survival mechanism, in the long run bad-feeling emotions, moods, attitudes, and feelings correlate with the negation of physical and mental health, well-being, and successful critical analysis and 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 a restrictive 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?

3.0 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 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

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 product of cognitive activities such thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings 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.

Supplement B:
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)

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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.

1.0 Introduction

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 emotionally bad-feeling cognitive behavior (which include thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings) into cognitive activities and their products that feel emotionally good. The evolutionary role of emotions is to guide emotionally bad-feeling cognitive activities into emotionally good-feeling cognitive activities that precipitate a healthy and successful physiology in the brain and body..

Developing a student's and athlete's skills, abilities, and attitudes to re-process, re-construct, and re-develop emotionally bad-feeling cognitions into emotionally good-feeling 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 critical analysis and 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 bad-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 critical analysis and 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).

2.0 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 an evolved and natural cognitive-emotional operant conditioning and control mechanism 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 emotionally bad-feeling to emotionally good-feeling. These good-feeling emotions, moods, and attitudes have an evolved correlation with an individual's health, well-being, and successful critical analysis and decision-making prowesss (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 operant conditioning and control mechanism, (2) to re-process emotionally bad-feeling cognitive behaviors into emotionally good-feeling cognitive behaviors, and (3) then to act within these good-feeling cognitive-emotional emotions, moods, attitudes, and feelings. These fundamental skills are necessary to attain 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 bad-feeling cognitive activities into emotionally good-feeling cognitions. Everybody's load will diminish if everyone plays a part in a student's cognitive-emotional health 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 operant conditioning and control mechanism for re-processing emotionally bad-feeling cognitions towards emotionally good-feeling cognitions that signify health, well-being, and successful critical analysis and 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 cognitive 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 awareness, 2) having the ability to STOP…and respond to this evaluation, 3) taking the time to pivot from emotionally-bad-feeling cognitive activities to those cognitive activities that will elicit good-feeling emotions and feelings and, finally, 4) using these new emotionally good-feeling 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 bad-feeling cognitive behavior.

Bad-feeling emotions are essential; they are a fundamental part of the equation for a person's success. Bad-feeling 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 emotionally bad-feeling cognitions. 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 emotionally good-feeling 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…."

3.0 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 operant conditioning and control 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 and bad-feeling 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 cognitive focus on that which is wanted and desired and associated 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 evolved cognitive-emotional

operant conditioning and control mechanism to change those emotionally bad-feeling 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."

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

All the following exercises are methods for quieting one's focus and fixation within bad-feeling cognitive activities and allowing less bad-feeling or even good-feeling cognitive 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. *Another would be Permission to Feel* (Brackett, 2019). But rather than understanding the particulars within basic and complex emotions, it is far more important to develop an awareness towards what emotionally feels-good and what emotionally feels-bad.

The exercises, processes, and areas of study that follow present possible activities that anyone can initiate to redirect an emotionally bad-feeling downhill slide upward into an emotionally good-feeling cognitive 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 reconstruction 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.

4.1 **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 evolved cognitive-emotional operant conditioning and control mechanism that have 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 bad-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 and maintain 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 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 bad-feeling emotions, moods, 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 bad-feeling cognitive-emotional behaviors 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.

Not discussed here is that, in the heat of competition, a bad-feeling emotional awareness is an evolutionary and evolved signal that "something is amiss!" Good and bad feeling instincts and intuitive awareness have evolved to bring some unconscious awareness to the surface where they can be acted on. Either conditions are "right" for an intended play, or they are "wrong" and immediate adjustments are necessary. Athletic cognitive and emotional biochemical and neural development are extensively discussed in "The Tao of Athletic Success" texts. These are freely available on my website, symbioticpsychology.com.

4.2 Mindfulness (Segal, et al., 2013)

At their desks, students close their eyes and become 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 reconstructing emotionally bad-feeling cognitions to emotionally good-feeling mental activities, every segment of living can be joyous, and life is no longer a series of events that demand extraordinary achievements and excellence to feel being alive.

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 critical analysis and decision making prowess. 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-construct emotionally bad-feeling cognitive activities into emotionally good-feeling cognitions is essential for a student's health, well-being, and success as an individual.

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

Bad-feeling emotions mean something. In the short-term, emotional bad-feelings may be essential as a survival mechanism to bring to conscious awareness that "something" is amiss. Emotionally bad-feelings should highlight a big red STOP sign that does means stop! Do not go there. Wherever a student's bad-feeling 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 bad-feeling emotions mean that they need to re-construct 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 emotional awareness of 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 good-feeling 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).

4.4 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 evolved cognitive-emotional operant conditioning and control 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.

4.5 Embrace the Inner Child

This is an exercise in perceiving oneself within a past traumatic circumstance or event as a child that was overwhelming and just too much for such a young person to cope with. This traumatized child can now be embraced and comforted by your present-day adult person.

4.6 Meditation, Mindfulness, and Contemplation

Meditation and mindfulness are healthful activities whose function is to remove consciousness from the mental chaos generated by daily life. Meditation 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 bad-feeling 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 allows 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 bad-feeling cognitive activity. A student will feel better because mental activity has been removed from unwanted or undesirable subjects of angst, allowing emotionally good-feeling cognitive activities to reassert themselves. The natural fruit of this labor comes when this new, emotionally good-feeling 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.

4.7 Appreciating and Reframing

To appreciate an event, place, subject, or person means to find something of "value" within them to focus on, which stimulates good-feeling 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 fearful 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 good-feeling 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 bad-feeling 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 good-feeling cognitive activities that correlate with a student's power, strength, stamina, agility, cunning, intelligence, and wisdom. If finding an emotionally good-feeling aspect is currently unattainable, it is best to gaze elsewhere…. "The sky is beautiful today, is it not?"

Remember, cognitive-emotional good-feeling reconstruction activities are about precipitating a strong, robust, and balanced biochemical and neurological structures conducive for critical analysis and decision-making prowess and not about good and bad moral and ethical evaluations and behavior.

4.8 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 good-feeling emotions, moods, attitudes, and feelings. A student knows when they dwell upon "that which is wanted" when good-feeling emotions come forward. Bad-feeling emotional awareness comes from dwelling and focusing 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 good-feeling 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 good-feeling 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 good-feeling results.

Athletes cannot focus on what they do not want and simultaneously have good-feeling emotions. They may use positive words, but nothing changes if the emotion behind these words still feels-bad. When words and phrases are "positive", but the emotional state behind such words remains bad-feeling, mental activity is still 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 good-feeling emotions and negative words reflect bad-feeling emotions, communication becomes honest and harmonious. A conversation revolving around an emotionally good-feeling subject now leads towards health, well-being, and success. The challenge is to continue modifying the subtext of the conversation towards a healthier, emotionally good-feeling direction.

Contrary to normal diminishing ones focus within "that which is not wanted," the engineering, coach, teacher, and gamer mind (as in chess) seem to remain within an emotionally good-feeling state 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).

4.9 Acts of Kindness

A healthy lifestyle means living (and acting from) an emotionally good-feeling place. Emotionally good-feeling actions develop another pathway to an overall healthier lifestyle. One method upon this road are 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 good-feeling world more tangible. It stands as a great contrast to the emotionally bad-feeling world that a student is leaving behind.

4.10 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 bad-feeling and unproductive mental activities) onto something that provoke emotionally good-feeling cognitions. 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 *worse,* emotionally bad-feeling movie. The old unyielding cognitive activities would be displaced onto a different scenario (the film) from which it may be easier to move into a less, bad-feeling 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, reconstituted, and resolved. A student's evolved cognitive-emotional operant conditioning and control mechanism has been corrupted and can no longer appropriately reconstruct emotionally bad-feeling cognitive behavior towards health, well-being, and success.

4.11 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 steppingstones 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 steppingstones (or springboards) into emotionally good-feeling 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 one's own personal reconstruction and transformation into a new, exciting, and healthy state of being and a lifestyle where the mind, body, emotions, and consciousness harmoniously work together to bring feelings of peace, happiness, and joy. (Ref: background reading, Bandler, R., Grinder, John., (1975) (1976))

4.12 Reconstructing Gut-Wrenching Memories

Debilitating and gut-wrenching memories can be re-constructed into something palatable. 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. 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).

4.13 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 evolved cognitive-emotional operant conditioning and control mechanism to feel 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 evolved cognitive-emotional operant conditioning and control 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.

4.14 Music and the Arts

Training in music and the arts is significant because these disciplines reach into the evolved cognitive-emotional operant conditioning 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 evolved cognitive-emotional operant conditioning and control mechanism towards health and well-being, there is only one key signature…. joy.

4.15 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 emotionally bad-feeling 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 operant conditioning and control 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. Bad-feeling attitudes and nervousness hinder a student's synergistic performance potential. Bad-feeling 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 good-feeling states of being.

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

4.16 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 good-feeling cognitive activities. The subject of forgiveness may be about another's aggressive behavior, but, most importantly, forgiveness towards another is to release one's own self from the transgression, whatever its cause. Forgiving someone is an act of letting go of an event 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 life 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.

4.17 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.

4.18 Touchstones

Any object, event, or odor can also be a reminder of an emotionally good-feeling moment. Pictures 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 good-feeling 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, emotionally bad-feeling 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 bad-feeling 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.

Any object, event, or odor can also be a reminder of an emotionally good-feeling moment. Pictures are very common keepsakes. Smells, songs, and music have a unique way of quickly activating thoughts, mental activities.

4.19 Psychological Therapy

Evidence-based practices such as rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), 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) 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 bad-feeling 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 cognitive-emotional operant conditioning mechanism should move consciousness from the not wanted into the emotionally good-feeling 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 emotional bad-feeling attitudes, moods, and feelings to emotionally good-feeling attitudes, moods, and feelings when awareness is focused and dwelling upon that which is wanted, desired, and intended within one's own life experiences. Emotions are the guiding light regarding 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 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 healthy biochemistry, and feeling bad correlates with unhealthy biochemistry. Psychological and pharmaceutical therapy must honor these functions. Mental illnesses arise when healthy responses to the evolved cognitive-emotional operant conditioning and control mechanism are absent, and a student does not have the cognitive-emotional capacity, agility, or wisdom to respond to their cognitive-emotional operant conditioning and control 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 mental agility and reflexes to constructively respond to their own evolved cognitive-emotional operant conditioning and control 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.

4.20 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 operant conditioning and emotional awareness? 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).

Pharmaceuticals designed to impact the emotions function within the cognitive-emotional operant conditioning and control 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 the consciousness's power and ability to manipulate cognition and thus help consciousness respond to cognitive-emotional operant conditioning and control 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?

5.0 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 bad-feeling emotions did not evolve to add fuel to the fire and escalate emotionally bad-feeling situations and events down a degenerative cognitive-emotional cycle where bad-feeling cognitive activity focused upon unwanted events precipitate an unhealthy physiology which leads to poor critical analysis and decision-making ability to get off the emotionally bad-feeling spiral which leads to an even more reduced physiological capacity for decision-making which leads etc., etc., etc. 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 an emotionally bad-feeling and charged situation in a better and emotionally good-feeling 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 bad-feeling cognitive train of thoughts and actions.

Much of a student's bad-feeling emotional awareness 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 and 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? Bad-feeling feeling emotions are about what the observer is doing within their own mind and within their own interpretation of reality. The need for action can and should be satisfied, but action from a good-feeling 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 work and regain their evolutionary roots and learn how to act from an emotionally good-feeling 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 operant conditioning mechanism. 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 operant conditioning and control mechanism within an increasingly vast and complicated world becomes possible.

An educational institution's cultivation of its students' cognitive-emotional mechanism 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.

Millions of years of 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 critical analysis and 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 bad and ill feeling cognitions and into emotionally good feeling cognitions.

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Supplement C:

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

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If law is ignorant of what drives human behavior, critical analysis, and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)?

Justice based on falsehood is itself false and unjust.

1.0 Introduction

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?

2.0 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-construction 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?

Law based upon an illusionary forensic 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.

3.0 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.

4.0 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).

4.1 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)

4.2 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)

5.0 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.

5.1 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.

5.2 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)

5.3 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)

6.0 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.

7.0 References-Background Reading:

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Supplement D:

Emotional Wisdom

(rev. 2025-05-02a)

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Emotions are the good and bad feeling perceptions of neurological, biochemical, and physiological changes and states of being in the brain and body precipitated by cognition.

The neuroplastic networks that supported a reality and cause of suicidal depression, psychotic mania, and schizophrenic tendencies yesterday – those same neural networks have the physical plasticity to change today and no longer have the capacity to support that pathological reality and behavior tomorrow if a person's cognitive-emotional re-processing skills, abilities, and understandings are developed to do so.

1.0 Symbiotic Psychology: *the evolved symbiotic synergy between mind, body, emotions and awareness.*

2.0 Cognition: *activities of the mind such as thoughts, memories, beliefs, imaginings, reasoning and perception.*

3.0 Emotions: *the good or bad feeling perception of neurological, biochemical, and physiological changes and states of being in the brain and body precipitated by cognition.*

4.0 Emotions do not drive behavior: B*ecause cognition, not emotion, precipitates the changes and states of neurological, biochemical, and physiological being in the brain and body, cognition drives behavior. Cognition is causal and emotions are a perceptual effect.*

5.0 Emotional Evolution: *Good feeling emotions, moods, attitudes, and feelings must have an evolved correlation with health, well-being, and successful critical analysis and decision-making prowess and abilities of a healthy and balanced biochemistry, neurology, and physiology. Bad feeling emotions, moods, attitudes, and feelings must have an evolved correlation with* ***the absence of*** *health, well-being, and successful critical analysis and decision-making prowess and abilities of an unhealthy and imbalanced biochemistry, neurology, and physiology. If this were not so, humanity would not have survived the evolutionary mill. The modern equivalent would be a good-feeling drunk, joyfully stumbling into his car to drive across town during rush-hour traffic to buy groceries.*

6.0 Cognitive vs Emotional Disorders: *Cognition precipitates the physiological changes and states of being that are perceived as good or bad feeling emotions, moods, attitudes, and feelings. Cognition is causal, emotions are an effect. Therefore, typical "emotional disorders",*

"emotional dysfunction", or "emotional illnesses" are cognitive disorders, cognitive dysfunction, or cognitive illness. Cognition, not emotion, must be controlled, regulated, and managed.

7.0 Cognitive-Emotional Therapy: *Instead of cognitive behavior modification therapy where cognition is used to control "dangerous emotions" that drive destructive behavior, emotions are used to guide cognitive activities. If a thought doesn't feel good, it isn't (physiologically speaking) because emotionally bad-feeling cognitive behavior has an evolved correlation with an unhealthy physiology. Therefore, in cognitive-emotional therapy, destructive and bad-feeling cognitive activities are re-structured, re-developed, and re-formed into healthy, good-feeling cognitions that correlate with health, well-being, and constructive and successful critical analysis and cooperative decision-making prowess and abilities.*

8.0 Cognitive-Emotional Dysfunction - Hot-Stove Analogy: *The awareness of pain from putting your hand on a hot stove initiates biochemical, neurological, and physiological activities in the brain and body to remove your hand. If this pain is camouflaged, repressed, or ignored, the hand will develop different degrees and biochemical signatures of "burnt-hand disorder". Typical depression, clinical depression, and suicidal depression (and possibly as well some bi-polar, psychotic, and schizophrenic tendencies) have an equivalent to "burnt-hand disorder." The biochemical signatures of these "emotional disorders and dysfunctions" are the result of ignoring one's bad-feeling emotional signals to "get your mind off of the hot-stove". These bad-feeling emotions, moods, attitudes, and feelings represent an imbalanced biochemistry and the necessity to re-structure, re-develop, and re-form unhealthy cognitive activities into healthy, good emotional feeling cognitive activities that correlate with health, well-being, and constructive and successful critical analysis and decision-making prowess and abilities within a healthy and balanced biochemistry, neurology, and physiology.*

9.0 Pharmaceuticals as a "crutch": *As a burnt hand may need a simple salve to heal if the hand is immediately removed from the hot stove, more severe degree burns may need extensive pharmaceutical therapy, skin grafts, or worse. The same applies to such cognitive disorders as anxiety, depression, clinical depression, and suicidal depression where emotionally bad-feeling cognitions are ignored, suppressed, or camouflaged with pharmaceuticals. Pharmaceuticals may absolutely be necessary. But hopefully the "damage" can be healed and repaired with cognitive-emotional therapy such that a person can naturally respond to their emotional-feeling awareness (without the pharmaceutical crutch) to get their "mind off of the hot-stove" of depressive cognitive activities that precipitate "biochemical imbalances".*

10.0 Cognitive-Emotional Health Education: *Our primary and secondary language and literacy educators are neurolinguisticly programing our children with a 3000-year-old psychology of emotionally driven behavior as inscribed in Homer's "The Iliad" and sabotaging millions of years of cognitive-emotional evolution where emotions have evolved to guide cognitive-behavior away from emotionally bad-feeling cognitions and towards health, well-being, and successful critical analysis and decision-making prowess and abilities. That is, bad-feeling emotions have evolved to tell an individual, "Get your mind off of the hot-stove!* ***You are depreciating your*** *biochemical health, well-being, and successful critical analysis and decision-making prowess!" A feels-good, is-good (physiologically speaking) cognitive-emotional health education must be offset with a cognitive-emotional awareness of cultural and society health and well-being. That is, having a new car may feel good, but obtaining one by theft has individual and societal ramifications that must be understood and be part of our educational process*

Emotional Wisdom

A nation of peace, harmony, and justice cannot exist in a masculine psychology and literary linguistics of emotionally driven behavior and control, conflict, and suppression. Cognition, not emotion, precipitates the good and bad feeling neurological, biochemical, and physiological changes and states of being in the brain and body that drives behavior. Emotions are the perception of these changes and states of physiology. Our feminine emotional being has evolved not to be controlled, regulated, or managed by our masculine mind, but to empathetically guide cognitive behavior towards good feeling, healthy, and successful critical analysis and decision-making prowess and abilities.

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 bad-feeling cognitive activities are re-processed, re-developed, and re-constructed into emotionally good-feeling 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.

Supplement E:
Experimental Design in Medicine and Pharmacology
(rev. 2025-07-07a)

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TO: University Faculty of Medicine

CC: University Faculty of Pharmacology

Subjects:

1) What impact does University emotionally driven behavior linguistic education have on neurological, biochemical, and physiological experimental designs in medicine?

2) How reliable are existing medical and pharmaceutical experimental designs if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics (that correlate with an individual's physiological health) is unaccounted for?

Attached Reference: Jackson, A.O. (2025). *Emotions-as-effect and emotional control theory: The linguistic semantics of emotional vs. cognitive dysregulation.* Symbiotic Psychology Press (Note: All my works are self-published and freely available as a PDF download from symbioticpsychology.com and emotional-evolution.com.)

Date: 2025-07-07

Dear Doctors of Medicine,

How much of our understanding of destructive emotional behavior has been previously neurolinguistically programmed into our brains from our primary school language, literacy, and literary education and has become an automatic and reflexive response and understanding? Destructive emotionally driven behavior has been linguistically defined since Homer inscribed the "*The Iliad*" nearly 3000 years ago. The very first line reads:

> *"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. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions drive destructive behavior.

Because of the brain's neuroplastic capacity, more advanced and intricate cognitive-emotional plot-lines in such works as Shakespeare, Tolstoy, Dostoevsky, and others only reinforce habitually used neuro-networks and strengthen even further the literary belief that dangerous emotions drive destructive behavior and therefore, emotions must be actively controlled, regulated, and managed by the mind.

Are psychological academic publications on emotional behavior and control aprioristic? Has academic anthropology, business, economics, history, law, political science, sociology, philosophy, and neurobiology research predefined emotions as causal to the changes and states of neurological, biochemical, and physiological being in the brain and body that drives destructive behavior? There exists another unrecognized possibility that cognition, not emotion, precipitates the changes and states of physiology that drive behavior and is then perceived as emotion. That is, cognition is causal, and emotion is a perceived correlative effect. Therefore, it is these cognitive activities that must be controlled, regulated, and managed (with emotional guidance) for the health, well-being, and successful critical analysis and decision-making prowess of the individual and the society in which they live.

My attached technical paper provides the necessary arguments to demonstrate that cognition, not emotion, precipitates the good or bad-feeling physiology in the brain and body that drives behavior. Emotion is not causal to these changes and states of neurological, biochemical, and physiological being in the brain and body as typified in our cultural movies, videos, songs, plays, and television programming, cognition is! Cognition is causal and emotion is a perceived correlative effect. Cognition precipitates the physiology that drives destructive behavior and is perceived as emotion. And it is these dangerous cognitive activities of the mind that are controlled, regulated, and managed by scientifically proven, well researched, and published

evidence-based cognitive behavior modification therapies that utilize good or bad-feeling emotional awareness to evaluate their effectiveness.

If we add in evolution, we can logically deduce a biological significance of feeling-good or feeling-bad. If our genetic ancestors were to survive the evolutionary mill, then the perception of feeling-good must correlate with healthy physiology and feeling-bad must correlate with unhealthy physiology in the long term. However, in the short term, feeling-bad emotional awareness stimulated by dangerous external events does have evolutionary survival significance.

Think of a modern day good-feeling drunk, stumbling into his car to drive across town in rush hour traffic to buy food. It is not going to happen. Similarly, imagine a feeling-good, early humanoid on the savannahs of Africa… uncoordinated, weak, and stumbling out of camp to hunt down some food while surrounded by lions, tigers, and all sorts of dangerous situations detrimental to survival. Is his *feeling good and unhealthy physiology* going to keep him alive…

Yet, to the determent of the health of our children and our society, psychological academia and language, literacy, and literary primary and secondary school educators are still neurolinguistically programing into their students (and future academics) the belief that dangerous emotions drive destructive behavior and therefore emotions must be controlled, regulated, and managed, even with pharmaceuticals; all the while ignoring emotions evolutionary role to guide cognitive behavior towards the good-feeling and constructive physiology of health, well-being, and successful critical analysis and decision-making prowess.

University administration and academia are failing to address the issue that, to accept today's literary, video, and musical cognitive-emotional plot-lines of Homer's 3000-year-old linguistic psychology of emotionally driven behavior, primary, secondary, and collegiate language, literacy, and literary educators ***are neurolinguistically programming their students into, and reinforcing, a suspension of disbelief and critical thinking as well as sabotaging millions of years of cognitive-emotional evolutionary dynamics to maintain an individual's (and societal) health, well-being and successful critical analysis and decision-making prowess.*** (See attached reference supplement: "Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior.")

An individual's evolved propensity to pivot off physiological unhealthy cognitive behaviors and onto physiological healthy activities is an 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 two layers of resistance to fight off illness, infection, and disease; (1) within an individual's evolved unconscious propensity to dwell within good-feeling healthy cognitions and (2) when an individual consciously works to focus upon good-feeling cognitive activities rather than succumbing to emotionally bad-feeling physiological activity.

What does the impact of University emotionally driven behavior linguistic education have on neurological, biochemical, and physiological experimental design in medicine? How reliable are existing medical and pharmaceutical studies if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics (that correlate with an individual's physiological health) 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. Emotionally bad-feeling cognitive-emotional behavior, although in the short is a necessary survival mechanism, in the long run bad-feeling emotions, moods, attitudes and feelings correlate with the negation of physical and mental health, well-being, and successful critical analysis and decision-making prowess. Because of this, research on human physiology in medicine and pharmacology 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 a restrictive 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, medicine, and pharmacology?

If my arguments do have any validity, maybe your University would hold a world forum to delineate the future of cognitive-emotional psychological science in academic medical science, philosophy, political science, law, business, and the economics of a cognitive-emotional health education for the health, well-being, and successful critical analysis and decision-making prowess of the individual and of the culture and society in which they live?

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)?

I will continue to educate and coach my students into a symbiotic psychology where mind, body, emotions, and awareness have evolved to work in synergistic harmony for individual health, well-being, and success. Emotions have not evolved to be controlled and regulated by the cognitive mind, but to guide cognitive activities towards the feeling-good physiology necessary for health, well-being, and successful critical analysis and decision-making prowess. Isn't that what well researched, and evidence-based cognitive behavior modification therapies have proven?

Passionately,

Andrew O. Jackson
M.S. Technology Education
M.S. Management Technology

Supplement F:
Can Academia Escape the Allegory of Plato's Cave?
(rev. 2026-07-29)

Andrew O. Jackson

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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?

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

Plato's Allegory of the Cave describes prisoners chained in a cave, seeing only shadows of objects projected on a wall, mistaking these illusions for reality. One prisoner escapes, experiences the true world (the intelligible realm of Forms) outside, and realizes the shadows were mere copies. Upon returning to share this truth, the enlightened prisoner is met with disbelief and hostility from the others, illustrating the struggle to attain true knowledge beyond sensory experience and the philosopher's duty to guide others, even against resistance. Google AI Summary

Prologue: The Innocence of Accused Nick Reiner

Malicious behavior like that accused of Nick Reiner can be foreseen and prevented… as well as nearly 50,000 yearly suicides, mass shootings in our children's schools, our cradle to prison pipeline with nearly 2,000,000 persons incarcerated, billions spent *daily* on prescribed and over the counter medications, unprovoked wars, the degradation of our feminine humanity, and a legal and political culture and government that has gone insane.

We, as a society and culture, must realize the environmental factors responsible for the possible corruption of Nick's evolved, cognitive-emotional operant conditioning mechanism that is necessary for critical analysis, self and moral agency, and self-determination and how for Nick, alleged conscious decision or choice to stop malice aforethought became biologically impossible. What is our "evolved cognitive-emotional operant conditioning mechanism" and how did it become corrupt, possibly within not only Nick Renier, but within millions of other human beings throughout our nation?

Language and literacy education have corrupted how good and bad feeling emotions (moods, attitudes, and feelings) have evolved as a natural operant conditioning mechanism, similar to pain and pleasure, to dissuade life degenerating, unhealthy, and emotionally bad-feeling cognitive behaviors and to attain and sustain life enhancing, healthy, and emotionally good-feeling cognitive behaviors that precipitate an empowered and robust physiology conducive to successful critical analysis and decision-making prowess.

Emotion as depicted by our actors, directors, and playwrights within their plays, videos, movies and song, music, and dance, was inscribed nearly 3000-years-ago in Homer's *"Iliad"* where Achillies' anger drove his destruction upon the Greeks and his fatal wrath sent many a valiant souls to Hades in an epic of dangerous and aberrant emotions driving destructive behavior. Modern psychology and psychiatry have adopted this popular linguistic construct of emotionally driven behavior and therefore, because dangerous and aberrant emotions can drive destructive behavior, emotions must be controlled, regulated, and managed by the cognitive mind and even with pharmaceuticals if necessary.

But this culturally developed and accepted construct of cognitive-emotional behavior has sabotaged how the mind, body, emotions, and conscious awareness have symbiotically evolved over millions of years. Emotions, instead of being regulated by the cognitive mind as current literary artisans and psychological academia prescribe, have evolved within a cognitive-emotional operant conditioning mechanism. That is, emotionally bad-feeling thoughts, memories, beliefs, imaginings, perceptions, and reasoning diminish, and emotionally good-feeling mental activities enhance the physiological health and well-being necessary for proper neural development, critical analysis, and successful decision-making prowess associated with self and moral agency and the self-determination to reconstruct malicious aforethought into a wonderful life.

Emotions are analogues to the gauges on the dash of a car. They inform the operator of the health, or lack of health within the many operations and goings on under the hood. Emotions are not dangerous, aberrant, and even deviant per se because they do not drive behavior as culturally inscribed. Emotions can and do influence cognitive behaviors that precipitate the changes and states of physiology in the brain and body that do drive behavior and… are also perceived as good or bad-feeling emotions. The dangerous and dysfunctional physiology that drives criminal behavior is the consequences of educational neurolinguistic programming and neural development of an erroneous cognitive construct of emotionally driven behavior. This conviction mistakenly demands emotional control, regulation, and management because of emotional disorders and dysfunction rather than the reality of cognitive control, regulation, and management because of cognitive disorders and dysfunction within mental illness and criminal behavior.

If good and bad-feeling emotional states are culturally misconfigured, misconstrued, and misinterpreted as an emotional disorder, emotional dysfunction, or mental illness and therefore must be controlled, managed, and regulated, the human operator cannot be consciously aware of, and distinguish between a) emotionally good-feeling mental activities precipitating a biochemically balanced and healthy physiology and b) emotionally bad-feeling mental activities precipitating biochemical imbalanced and unhealthy physiology. Emotions are not dangerous when accurately portraying the neurological, biological, and physiological changes and states of

being within the brain and body and fulfilling their evolutionary function to guide cognitive behavior towards a biochemically balanced, strong, robust, and healthy physiology.

Unfortunately, our pre-school, primary and secondary school educators are programming our children (and our future academic authorities) by neurolinguistically reinforcing the biochemistry, neurology, and physiology of a malleable, neuroplastic brain into an emotionally driven behavior and control reality that corrupts millions of years of evolutionary processes. Emotionally good-feeling mental activities have and an evolved correlation with a strong, healthy, and biochemically balanced physiology when consciousness is dwelling and focused upon what is wanted, desired, and intended within life's adventures. And emotionally bad-feeling mental activities have and an evolved correlation with a weak, unhealthy, and biochemically imbalanced physiology when consciousness is dwelling and focused upon what is not wanted, desired, and intended within life's adventures. This natural cognitive-emotional operant conditioning mechanism exists to enhance cognitive behavior's precipitation of a healthy physiology capable of the critical analysis and successful decision-making prowess necessary for self and moral agency and the self-determination to restructure malicious aforethought into a wonderful life, culture, country, and world.

Yes, we must continue the education, language, and literary portrayal of an emotionally driven behavior and control reality found within thousands of years of literary, religious, and social linguistics. But our children must become cognitive-emotionally bilingual and understand and utilize their good and bad-feeling emotional awareness as evolved… to guide their mental thoughts, memories, beliefs, imaginings, perceptions, and reasoning towards health, well-being, and success. And we must change our laws of crime, punishment, and incarceration to include education, training, and neural re-development into a linguistic culture where good and bad-feeling emotional awareness can guide mental activities towards the precipitation of a strong and healthy physiology capable of the critical analysis and successful decision-making prowess necessary for self and moral agency and the self-determination to restructure malicious aforethought away from separation, pain, violence, and slavery and towards unity, peace, wisdom, and the freedom to pursue joy and happiness.

Maybe it is not yet possible for the public, friends, and family of Bob and Michele, but I wish to acknowledge that we… our 3000-year-old psychological science, language, and literary culture of emotionally driven behavior and control… lack malice aforethought, but we are the true responsible parties to Rob and Michele Reiner's deaths. Did Nick's cultural, educational, and environmental language and literacy programming undermined his neurological, biochemical, and physiological state of being in the brain and body so that it could no longer biologically support the self and moral agency and abilities necessary for self-determination and to stop malice aforethought at the time of this atrocity? Law has yet run its course.

If an individual is biologically incapable of stopping malice aforethought and ensuing violence because of environmental, societal, and cultural neurolinguistic programming and hard wiring of the biological neural networks within a neuroplastic brain… can they be not guilty of said action but still held accountable to develop the skills, abilities, and training necessary to utilize their evolved cognitive-emotional operant conditioning mechanism to attain and maintain their health, well-being, and an empowered physiology required for self and moral agency and the self determination to restructure malicious aforethought into a productive and successful life… despite our current erroneous culture and education into a 3000-year-old language and literary linguistics of emotionally driven behavior and control?

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… how valid is forensic psychology and our laws of criminal justice, punishment, and incarceration 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?

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Sifting and Winnowing Plaque on Bascom Hall, Madison, Wisconsin USA

1.0 Our Culture of Emotionally Driven Behavior

Disney's "*Inside Out"* movies animate a story within the mind of Riley where personified emotions manage her thoughts and actions. Today's primary, secondary, and collegiate language, literacy, and literary educators are teaching this psychology of "emotionally driven behavior" as inscribed by Homer's *"Iliad"* nearly 3000 years-ago:

"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). "*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 literary linguistic paradigm of "emotionally driven behavior" demands emotional regulation, management, and control by the cognitive mind because dangerous emotions can drive destructive behavior. With the advent of our ancient Greek

philosophers, Homer's language and linguistics of emotionally driven behavior and emotional control were well established.

2.0 Biological Neural Networks (BNN)

Neurogenesis and neuroplasticity are where the brain, with comparable and repetitive use, develop and reinforce the nerve pathways linking different activated areas of the brain into a common biological neural network (BNN). Because of these principles, as students' (and future academics) learn the emotional linguistics within language and literature, these reinforced neural networks become "hard-wired" as the brain becomes "neurolinguistically programmed". Has a life of neurolinguistic programming of emotionally driven behavior and control impacted today's current understanding of emotions, physiology, and cognition?

A person's core beliefs of emotions and emotional behavior have been neurolinguistically molded from childhood through family interactions, childhood movies, videos, and music… and in later years, through their education, reading, and comprehending such literary works as Shelly's *Frankenstein*, Melville's *Moby-Dick*, Dickens's *Great Expectations*, Poe's *The Raven*, Austen's *Pride and Prejudice.* A shared cultural and linguistic development of core beliefs and conceptual understandings about emotionally driven behavior and control are required for young students to comprehend and follow the emotional twists and turns within these famous English literary works.

As students mature and are introduced to the more advanced pieces of Shakespeare, Tolstoy, Dostoevsky, and others, comprehension is even more dependent upon the prior

assimilation of these cultural and linguistic norms. Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotional behavior. Controlling emotional behavior by changing cognitive activities of the mind (that produce thoughts, memories, beliefs, imaginings, perceptions, and reasonings) and even with the use of pharmaceuticals forms the basis of today's psychology of well-researched and evidenced based cognitive behavior modification therapies.

But missing from 3000-years of carefully crafted logic, reasoning, and emotional conceptual understandings and definition are modern, scientific conceptual developments of:

1) ***Changes and states of neurological, biochemical, and physiological being in the brain and body as fundamental to physical behavior animation and emotional awareness.***

2) ***The neuroplastic brain as a highly intricate and advanced biological neural networking processor that orchestrates change and states of neurology, biochemistry, and physiology.***

3) ***Evolutionary survival of the fittest eliminating weak biological neural networking vulnerable to injury, disease, and poor decision-making and reinforcing strong and powerful biological neural networking conducive to health, well-being, and success.***

I propose that like the citizens of Plato's Cave, professors and their academic culture have only witnessed the shadows of emotional behavior projected on a wall and not only have they never been exposed to a different paradigm of cognitive-emotional behavior, that when they are presented with another archetype of emotional behavior, because of neurogenesis and

neuroplasticity reinforcing existing neural networking of carefully cultivated and "rational" understanding and knowing of emotional behavior, any new conceptual understandings of emotional behavior would be irrational, gibberish, incomprehensible. and summarily dismissed. After a lifetime of learning, study, research, publication, and teaching within the paradigm of emotionally driven behavior and cognitive control, would acknowledging another archetype of cognitive-emotional behavior be neurolinguisticly possible?

3.0 Literacy Education and the Science of Human Physiology

Has educational psychology and literacy education properly researched and understood the basic hypothesis and foundation of human behavior where "emotions drive behavior"? Well researched and evidenced based cognitive behavior therapies (CBT) use the bi-directional interrelationships between mind, emotions, and behavior where each influences the other but focus on the mind-emotion-behavior directional relationship and mantra… "change your thoughts and you change your emotions and your emotionally driven behaviors". CBT psychology has proven the 3000-year-old literary paradigm of emotionally driven behavior. Or has it?

Technically, from an engineering vantage, human behavior is driven by neurological, biochemical, and physiological changes and states of being in the brain and body. The brain is a highly advanced, biological neural processor, and lead orchestrator of these changes, states, and flow of our biochemical, neurological, and physiological being that drives behavior. What moves the body…what makes the legs run with fear from a charging mother bear… are changes and

states of neurology, biochemistry, and physiology orchestrated by a highly sophisticated and complex biological neural processor called the brain.

4.0 Emotional and Physiological Evolution

Also missing from our 3000-year-old linguistics of emotionally driven behavior is human evolution. Evolution, survival of the fittest, strongest, most able… through struggle, hardship, and conflict as well as with cooperation, unity, and success… to pass on their genetic prowess to the next generation. Imagine a prehistoric humanoid surviving the dangers and hazards found within the savannahs of Africa to hunt and gather food, shelter, and the basic necessities to stay alive. What has a greater chance of survival, (1) an emotionally feeling-good correlation with a strong, healthy, and balanced physiology of the brain and body conducive to health, well-being, and successful critical analysis and decision-making, or (2) an emotionally feeling-good correlation with a weak, unhealthy, and imbalanced physiology of the brain and body susceptible to illness, injury, and poor decision-making ability?

Instead of the ancient savannahs of Africa, picture a modern day drunk joyfully stumbling into his car to drive across town during rush-hour traffic to buy groceries for his family. This mismatch of mind, body, and emotional conscious awareness and being is not going to survive. This scenario highlights the nature of how human attributes of mind, physiology, emotions, and awareness must symbiotically exist together. For humanity to survive the evolutionary mill, the following correlations between mind, physiology, emotions, and conscious awareness and focus must have developed:

1) ***There is a necessary evolved correlation between emotionally feeling-good and a healthy, robust, balanced, and empowered physiology. As also does emotionally feeling-bad correlate with an unhealthy, weak, imbalanced, and disempowered physiology.***

2) ***There is a necessary evolved correlation between cognitive activities (that produce thoughts, memories, beliefs, imaginings, perceptions, and reasonings) when dwelling upon that which is wanted, desired and intended and feeling-good emotions, moods, attitudes and feelings. As also when cognitive activities are dwelling upon the absence of what is wanted, desired, and intended and feeling-bad emotions, moods, attitudes, and feelings.***

3) ***Therefore, whatever other genetic and environmental factors that may influence the changes and states of neurological and biochemical physiology, an empowered, strong, and robust human physiology capable of fighting off illness, sickness, and disease and conducive to health, well-being, and successful critical analysis and decision-making prowess is also dependent on the individual consciously realizing their emotionally good-feeling moods, attitudes, and feelings when dwelling upon an outcome which is wanted, desired, intended.***

Emotionally good-feeling cognitive behaviors (such as thoughts, memories, beliefs, imaginings, perceptions, and reasonings) must correlate with a well-balanced physiology of strength, power, agility, and stamina of the brain and body. And, is not this emotionally good-feeling, empowered, and robust physiology conducive to health, well-being, and successful critical analysis and decision-making prowess? And would not emotionally bad-feeling

cognitions correlate with an imbalanced physiology of weakness, disempowerment, and frailty of the brain and body susceptible to illness, injury, and poor decision-making? Conscious emotional awareness with an educated and cultivated response towards emotionally good-feeling cognitive activities becomes critical in attaining and maintaining the physiological strength, power, health, and well-being necessary for evolutionary physical survival as well for an empowered mentality needed for successful critical analysis and decision-making prowess.

5.0 Cognitive-Emotional Health Education

Emotion's evolutionary role has not been integrated into modern psychology's paradigm of emotionally driven behavior that demands emotional control by the cognitive mind. And every writer since Homer reflects this same emotional linguistic psychology developed in his *"Iliad"*.... and millions of years of cognitive-emotional evolution have been (and are being) linguistically redefined and obscured by our language and literary institutions. Emotions have a very significant evolutionary function that is weakened by today's literary and linguistic psychology of emotional control, regulation, and management, even with the use of pharmaceuticals if deemed necessary. (Note: pharmaceuticals do have a very necessary therapeutic function… when incorporated as a crutch facilitating emotional evolution awareness and response to guide cognitive behavior towards a strong, robust, and biochemically balanced physiology conducive to health, well-being, and successful critical analysis and decision-making prowess.)

Emotions have evolved, not to be controlled, but to guide cognitive behavior towards health, well-being, and success through cognitive reprocessing with emotional awareness. That

is, emotions have evolved to guide cognitive behavior away from emotionally bad-feeling mental activities (indicative of a weak, disempowered, and imbalanced physiology vulnerable to ill-health, accidents, and poor decision-making) and towards emotionally good-feeling cognitions that precipitate an empowered physiology of health, well-being, and successful critical analysis and decision-making prowess. Physiologically speaking, emotionally good-feeling cognitive behaviors are good. And emotionally bad-feeling cognitive behaviors are bad… physiologically speaking.

Acknowledging cultural ramifications of a feels-good-is-good evolutionary biology is an absolute necessary topic for our educational institutions. A child may feel good having a new bike but not understanding why there are social consequences when stealing one is a cultural responsibility. Without any moral and ethical education of cultural responsibilities, a student may grow into an adult justifying stealing a new car simply because it "feels good". Empowerment feels good but does that justify control over others… which can easily advance into controlling the powers of commerce, law, and government simply because such empowerment feels good? Yet, we have a criminal "justice" culture *NOT* based within the cultivation of humanity's emotionally feels-good is good evolutionary nature and its importance for health, well-being, and successful critical analysis and decision-making prowess, but within a physical and mental pain and punishment, emotionally driven behavior algorithm that actually negates health, well-being, and successful critical analysis and decision-making prowess.

6.0 Returning to Plato's Cave of "Emotionally Driven Behavior"

Taoist yin and yang comes from the harmonious movement of light (yang) and shadow (yin) on a mountain as the sun moves across the sky throughout the day. This symbiotic dance of light and shadow is also the dance of male (yang) and female (yin) where yang represents the masculine mind, and yin represents the feminine emotions. Thus, hidden within our culture, language, and linguistics of emotionally driven behavior and control taught within our academic arenas is a very sexist language of an inferior, dangerous, and aberrant "feminine" emotional body driving maladaptive and destructive behavior and therefore emotions that must be controlled, regulated, and managed, by the superior and "masculine" cognitive mind.

Missing from 3000 years of "emotionally driven behavior and control" are the modern sciences of neurological, biochemical and physiological changes and states of being orchestrated by a highly advanced biological neural networking processor called the brain… that actually do drive behavior. "Emotionally driven behavior" physiologically means that emotions must precipitate the changes in physiology that drives behavior. But consider the following scenario:

Walking through the woods, I see scratches on a tree. I then perceive something in the bushes that I conceive to be a bear. When I get closer, I understand that not only is it a bear, but a mother bear with two cubs and I recall from nature videos found on YouTube how aggressive mother bears can be. I imagine this mother bear attaching me and rationally believe myself to be in danger. Now… after all this cognitive activity producing thoughts, memories, beliefs, imaginings, perceptions, and reasoning … then the physiological changes

and states within the brain and body are precipitated to activate my fearful emotional fight, flight, or freeze behavior responses.

If emotions change the physiology that drives behavior and this behavior driving physiology is also perceived as emotions, emotions are both cause and effect of the same phenomenon (changes in physiology). Emotions cannot be both causal to changes and states of physiology and a perceived effect of these changes. But there is a simple and superior Occam's Razor to eliminate this cause-and-effect paradox.

Can emotional fight, flight, or freeze behavior exist without any changes in physiology? No. Can there be the perception of emotions without changes in physiology? No. Then my question is, what is causal to these necessary changes and states in physiology of the brain and body that drive behavior and are perceived as emotions? The emotion fear must come after the cognitive activities of awareness and knowing of the bear. Could the emotion called fear simply be the perception of cognitive changes and states of physiology in the brain and body and therefore emotion is a perceptual corollary effect rather than causal? It is possible to have cognitive behavior as causal to these changes in physiology that 1) drives behavior and 2) are perceived as emotions.

As this bear analogy demonstrates, changes in physiology from cognitive perception, recognition, and conception are necessary before the existence and perception of emotions are possible. Is emotion or cognition causal to changes in physiology that drives behavior? Could emotions be a corollary awareness of physiological changes and states of being in the brain and body precipitated by cognition? That is, *emotions are the perception of changes and states of*

neurological, biochemical, and physiological being in the brain and body that drives behavior. And these changes and states of physiology are precipitated by cognition. Behavior is not emotionally driven, but cognitively driven. Although, the cognitive perception and awareness of good and bad feeling emotional states of being certainly can, and do, drive a person's thoughts. But again, it is emotionally driven thoughts that are precipitating the physiological driven behavior. Emotional awareness is the perception of these changes and states of physiology.

From a mechanical engineering perspective, emotions don't drive behavior… changes and states of physiology drive behavior. Emotions are the perception of this physiology. Mental activities from meeting a bear in the woods precipitate the changes and states of neurology, biochemistry, and physiology in the brain and body that drives behavior. And emotional awareness is the perception of these changes in physiology. Isn't the goal of an author's ***cognitive literary dissertation***…to create a "rational" emotional context that drives each character as well as emotionally carries their audience through their own journey?

7.0 Feminine Emotional Body Guiding the Masculine Cognitive Mind

Emotional awareness has evolutionary significance. Good and bad-feeling emotions are similar to our natural, operant conditioning mechanism where pain discourages unhealthy behavior and pleasure encourages healthy behavior, but with a very important caveat, emotions are about one's own internal cognitive behavior and environment. Emotional awareness has evolved to guide an individual off mental activities that precipitate emotionally bad-feeling, biochemically imbalanced physiology susceptible to illness, accidents, and poor decision-making capacity and towards mental activities that precipitate emotionally good-feelings of a

biochemically balanced physiology conducive to health, well-being, and successful critical analysis and decision-making prowess.

Emotional awareness is similar to perceiving the gauges on the dash of a car. Gauges inform the driver of mechanical and electronic conditions within the vehicle where lack of awareness and response can result in catastrophic failure. What would happen if a driver stopped responding to their gas gauge? Or, what would happen if their mechanic altered the gauge's internal electronics and wiring with "pharmaceutical" chemicals and changed the gauge's capacity to properly be aware of, and respond to the quantity of gas in the tank? Emotions exist to inform "the driver" of the health, or lack of health of the physiology an individual's mental activities are precipitating within their brain and body so "the driver" can take appropriate actions to change their own mental activities and precipitate a physiology conducive to healthy, well-being, and successful critical analysis and decision-making prowess. Psychological and pharmacological therapies should act as a temporary crutch until the individual has gained the wisdom, experience, and agency to "appropriately" respond to their own cognitive-emotional operant conditioning mechanism. (Should this not also be the objective and justice of our incarcerating institutions?)

Another analogy would be "burnt hand disorder" where the biochemical and genetic signature of an emotional disorder, say depression, is similar to a burnt hand left on a hot stove. The biochemical and neurological signature of *psychological depression* is not the result of an emotional disorder but of an ignorance and failure of an individual to respond to their own emotional pain and get their brain's bad-feeling cognitive activity off the proverbial "hot stove".

The abnormal biochemical and neurological signatures within psychological disorders have evolved to exist when the mind is continually dwelling upon emotionally bad-feeling cognitions.

(Note: Continual, abusive, bad-feeling cognitive-emotional awareness can be ignored and tolerated to such a degree as to be effectively blocked and no longer effective… as with frozen, frost-bit fingers that no longer hurt but continue to be destroyed from traumatic abuse. As such, an individual's natural bad-feeling cognitive-emotional operant conditioning mechanisms may no longer provide psychological or physiological limits on pleasurable, good-feeling cognitions from becoming destructive, psychotic, or worse.)

It is the cognitive mind that must be controlled, regulated, and managed and "taken off the hot stove" through emotional awareness. Good-feeling emotions have an evolved correlation with a strong, balanced, and robust physiology conducive to health, well-being, and successful critical analysis and decision-making *when the cognitive mind is focused and dwelling upon that which is wanted, desired, and intended in life*. Bad-feeling emotions have an evolved correlation with a weak, impotent, and unhealthy physiology vulnerable to illness, sickness, accidents, and poor decision-making *when the cognitive mind is focused and dwelling upon the absence of that which is wanted, desired, and intended in life.* Getting the "hand off the hot stove" means re-processing current cognitive behavior focused on that which is not wanted and onto that which is wanted.

What is also being outlined here are cognitive-emotional behavior modification therapies based on humanity's natural and evolved cognitive-emotional operant conditioning mechanism. Good and bad-feeling emotions are used to understand and evaluate cognitive behavior such as

thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginations), perceiving (perceptions), and reasoning (rationale). Feeling-good cognitive behaviors have an evolved correlation with a healthy physiology (or at least movement towards) and bad-feeling cognitive behaviors have an evolved correlation with an unhealthy physiology (or movement towards). What is not factored in here is the amount of time spent in which behavior. Years of bad-feeling, unhealthy, disempowering, biochemically imbalanced producing cognitive behaviors are not going to be "healthy" because a person momentarily feels good. And, as mentioned earlier, a what-feels-good-is good and what-feels-bad-is bad is in reference to human physiology, not human moral and ethical behavior.

When cognitive activities of the mind (thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginations), perceiving (perceptions), and reasoning (rationale) come first and precipitate the changes and states of physiological being that drives behavior and are perceived as emotions, a logical process flow order is restored. Cognition precipitates the changes and states of biochemical, neurological, and physiological being in the brain and body that drive behavior. And it is these changes in physiology that are also perceived as emotions. Cognition is causal, emotions are a perceived, corollary effect.

Cognition, not emotion, precipitates the neurological, biochemical, and physiological changes and states of being that drives behavior. Emotions are the perception of these changes and states of physiology. Cognition drives behavior. Emotions don't drive behavior, per se. The cognitive perception and awareness of one's own emotional state of being CAN further drive cognitive behavior and therefore emotions can and do influence behavior.

The cognitive perception of existing emotional states of being can further drive cognitive thoughts, memories, beliefs, imaginings, perceptions, and reasonings which can reinforce existing physiology and emotional awareness, if desired. If not, then the individual must work and re-develop new cognitive activities and different thoughts, memories, beliefs, imaginings, perceptions, and reasons that enforce a new and desired physiology, behavior, and emotional awareness.

As a therapy, using emotional awareness to guide re-processing of cognitive activities is called cognitive-emotional behavior modification therapy. A collaborative pharmaceutical therapy would be a temporary crutch to empower an individual to "appropriately" respond to their emotional awareness. As an individual becomes cognitive-emotionally empowered, less invasive pharmaceuticals can be prescribed until they are no longer necessary.

Of course, using the burnt-hand analogy, a hand can be so physiologically damaged, that medical and pharmaceutical interventions may be necessary for life. But where is the research that defines these separate lines of therapeutic intervention?

8.0 Consequences of Today's Flawed Cognitive-Emotional Literary Education

The linguistics of emotionally driven behavior and the need for emotional control, regulation, and management as inscribed in Homer's *"Iliad"* is a flawed shortcut utilized by today's literary artisans that obscure an evolved symbiotic mind, body, and emotional awareness architype necessary for the health, well-being, and success of the individual and of the culture and society in which they live.

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, videos, television, books, songs, and music *is dependent on a certain denial of the evolved emotional bio-feedback and control operant conditioning mechanism to guide cognitive activity towards well-being* within an emotionally good-feeling, balanced, and healthy physiology. This suspension of evolutionary emotional understanding bleeds into daily life and disrupts emotions' evolutionary role in guiding cognitive behavior, critical analysis, and effective decision making. Good and bad feeling emotions (moods, attitudes, and feelings) have evolved as a natural operant conditioning mechanism, similar to pain and pleasure to sustain life enhancing healthy behaviors and dissuade life degenerating unhealthy behaviors.

To enjoy the thrill and excitement of a literary or video fantasy world and to understand and comprehend the more complex emotional behaviors within the intricacies of advanced character and plot progressions, an audience ***must be even more willing to suspend their natural cognitive-emotional operant conditioning mechanism 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.

The current linguistic semantics of emotional behavior and control foundational to today's secular, political, religious, and philosophical literature also obscures cognitive regulation through emotional awareness and reinforces a self-indulgent reflexive behavior driven by emotions. Any animalistic portrayal of emotional behavior ignores any conscious

cognitive-emotional re-processing towards better-feeling (or less bad-feeling) cognitive activities indicative of movement towards a healthy and empowered physiology.

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of regulation because of an emotional disorder, emotions (as an evolved sensory system akin to the senses of pleasure and pain) give conscious feedback on the healthy/unhealthy state of neurological and biochemical physiology of the brain and body. 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 have evolved to guide cognitive behavior and decision-making towards emotionally good-feeling cognitions indicative of individual health, well-being, and successful critical analysis and decision-making.

Today's pharmacological and neurological sciences have experimental research evidence outlining dysfunctional biochemical, neurological, and physiological changes and states of emotional disorders, dysfunction, and "disease". Among the possible causes remains the question… are these dysfunctional physiological states due to emotional dysfunctional or cognitive dysfunctional activities? Modern pharmaceutical and neurological research and therapies are based within our 3000-year-old emotionally driven behavior linguistics of Homer. Shouldn't today's pharmaceutical and neurological research and therapies be founded within an algorithm where cognition precipitates the changes and states of a dysfunction physiology that drives maladaptive and destructive behavior. And emotions, as the perception of this physiology, have evolved to guide this cognitive behavior? Any and all pharmaceutical, biochemical, and neurological research and therapies must be couched within an understanding of how past

emotional awareness and response conditions (to reprocess unhealthy cognitions into healthy cognitions, or lack thereof) have impacted a patients current physiological state of being. And as important is a patient's past history of cognitive-emotional reprocessing behavior, will be the patient's future history of actively being engaged in healthy cognitive-emotional reprocessing behavior towards health, well-being, and success.

9.0 Using Emotional Awareness to Guide Cognitive-Emotional Reprocessing

The dysregulation of dysfunctional 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, illness, and poor critical analysis and decision-making prowess. Well researched and evidenced based cognitive-behavior modification therapies work because changing cognitive activities of the mind… such as thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginations), perceiving (perceptions), and reasoning (rationale) …changes the neurological and biochemical physiology of the brain and body. Ultimately, cognitive behavior therapies (CBT) are validating a natural and evolved cognitive-emotional operant conditioning mechanism where cognitive behavior – dwelling and focused upon that which is wanted, desired, and intended – precipitates a healthy, empowered, and biochemically balanced physiology which is reinforced with emotionally good-feelings. And cognitive behavior dwelling and focused upon that which is not wanted, desired, or intended within one's life experience is discouraged with bad-feeling emotional awareness of an unhealthy, disempowered, and imbalanced physiology.

Any psychological therapies (including meditation and mindfulness) or pharmaceutical therapeutic activities based within today's linguistically flawed emotionally driven behavior and control paradigm ***can camouflage aberrant cognitive behaviors normally exposed and regulated through emotional dissonance, awareness, and response***. ***These unabated cognitive behaviors can continue to surreptitiously change neurological and biochemical physiology until an individual erupts uncontrollably into dangerous, psychotic, and schizophrenic behaviors associated with suicides, mass shootings, gender degradation, and our cultural wars of grievance, aggression, and genocide.***

Modern psychology (and research) attributes the power of causality to negative, bad-feeling emotions without integrating a person's natural capacity to use their own emotional awareness to guide re-processing, re-construction, and re-development of cognitive behavior that solicits other, good-feeling, healthy, and empowered emotional responses. Genetic, physiological, neurological, and pharmaceutical medical and psychological research that fails to account for individual's cognitive-emotional reprocessing capacity, or lack of capacity, to self-create a healthy physiology based on conscious emotional awareness, automatically skews and negates their experimental designs. And, if emotions, stemming from an "emotional disorder," are managed pharmaceutically, science is again usurping emotions' evolutionary role in accentuating bad-feeling, aberrant, and destructive cognitive behavior for reprocessing towards the natural precipitation of good-feeling, healthy, and empowered physiology.

How big of an impact are psychological and pharmaceutical therapies themselves causal to the very symptoms and illness they propose to be helping? And is criminal justice

without cognitive-emotional re-processing health education, justice or is it unconstitutional cruel and unusual punishment and law preventing an inmate the capacity to follow one's own empowering, good-feeling emotional awareness and religious beliefs towards health, well-being, and successful critical analysis and decision-making prowess? Can academic sociologists, educators, and philosophers become aware of the how primary and secondary language, literacy, and literary education itself are causal factors in our crimes of passion and vice, gender degradation, and our cultural and religious wars of aggression and conflict? All these questions…. with no hope of answers because the problem is an unacknowledged, unseen reality behind the shadows of Plato's Cave.

10.0 Integrating a Symbiotic Psychology into Our Culture of Emotional Manipulation and Suppression

Ever since Achilles' fatal rage brought countless sorrows upon the Greeks, humanity has been erroneously programed to believe that aberrant, dangerous, and feminine emotions drive destructive behavior and therefore the "inferior" feminine emotional body must be controlled, regulated, and managed by the "superior" masculine cognitive mind. Our language of cognitive-emotional conflict, control, and slavery not only influences how we think and behave but imprisons our soul.

Yes, we must continue our language and linguistic education of emotionally driven behavior and control to understand, comprehend, and to learn from our past 3000 years of literature, poetry, art, music, religion, law, philosophy and social behavior. In addition, our educational system must integrate a symbiotic psychology where mind, body, and emotional

conscious awareness and focus have evolved to empower, strengthen, and free an individual imprisoned within the a masculine cognitive language and emotional linguistics found within today's universities, governments, philosophies, and religions designed to suppress our feminine emotional awareness and guidance.

The linguistic structures of emotionally driven behavior and control exist in our language of entertainment, science, medicine, sociology, religion, politics, philosophy, and laws of crime and punishment where hate crimes and crimes of passion have their own "vice" classification. The logistics of an inferior feminine emotional body that must be controlled by a superior masculine mind to discipline a subservient population has been passed down from generation to generation for the last 3000 years, as the ***"will of God brought to fulfillment"*** (first line in Homer's *"Iliad"*).

The time has come for humanity to realize that the masculine mind and feminine emotions have evolved in a symbiotic synergy to work together in harmonious cooperation. The cognitive mind has not evolved to control, manage, and regulate emotions. The cognitive mind must join together with emotional awareness to understand the manifestation of physiological health and well-being, or absence thereof, precipitated by the mind's own thoughts, memories, beliefs, imaginings, perceptions, and reasonings. Our educational institutions must empower our children with the science of health, well-being, and successful critical analysis and decision-making prowess, not disempower our children with a literary linguistics of emotionally driven behavior that demands cognitive control of emotional behavior. Our educational institutions must reestablish the evolutionary, physiological, and philosophical logic and order where cognitive-emotional symbiotic reprocessing, reconstructing, and redeveloping one's own

disempowering, negative, and emotionally bad-feeling mental activities towards empowering, positive, and emotionally good-feeling cognitions means the precipitation of a strong, balanced, and robust physiology conducive to health, well-being, and successful critical analysis and decision-making prowess.

11.0 Primary and Secondary School Cognitive-Emotional Health Education

Just as primary and secondary literacy and literary educators teach how an author's prose develops and establishes each character's cognitions, emotions, and behavior, these teachers can teach their students how their own internal cognitive prose (thoughts, memories, beliefs, imaginings, perceptions, and reasonings) manifests their own emotions, behavior, and world order. And what's most important, just as an author moves their story and characters along a journey of discovery, each student can use their own cognitive-emotional awareness and guiding principles within a symbiotic psychology and harmony of mind, body, and emotional conscious awareness and focus to develop and continually improve their own life-long journey towards health, well-being, empowerment, and success.

Language acquisition and literacy development through our primary, secondary, and collegiate education are currently neurolinguistically programming a 3000-year-old culturally defined psychology of emotions and advancing a paradigm of emotionally driven behavior and control to the detriment to a child's health, well-being, and success. Without our primary, secondary, and collegiate language teachers incorporating any understanding of humanity's evolved cognitive-emotional operant conditioning and re-processing mechanisms**,** language acquisition and literacy education sabotage an empowering philosophy, religion, science, and

law and limit the growth and development of the culture and society in which they serve. Human evolution (apart from animal) has created the cognitive-emotional mechanisms and capacity used to re-process, re-construct, and re-organize one's own cognitive activities (that produce thoughts, memories, beliefs, perceptions, imaginings, and reasonings) towards better emotional feeling states of being that signify a person's empowered, health, well-being, and success… if the skills, abilities, and beliefs are nurtured to do so.

Modern primary and secondary school education provides a wonderful opportunity to integrate a language and literary education of cognitive-emotional reprocessing ***with student athletic performance coaching and development.*** Current sports psychology is based within our traditional psychology of emotional control through mental toughness activities that limit necessary emotional awareness and responsiveness. Instead of mental toughness and mindfulness training to ignore, tolerate, and even block negative, bad-feeling, emotional awareness… education and athletic coaching should align with evolutionary survival of the fittest, strongest, most powerful, and clever where mental discipline, education, and training of cognitive behaviors are guided by good- and bad-feeling emotional awareness. World class athletic performances ***are based not on mental toughness, but on a powerful and disciplined mental focus*** away from emotionally bad-feeling mental cognitions so often forced upon students and athletes within their literary, social, and philosophical educational environments without providing the beliefs, understandings, and skills needed for applying useful and beneficial cognitive-emotional re-processing and re-structuring habits. Cultivating an automatic and habitual transition into emotionally good-feeling thoughts, memories, beliefs, imaginings, perceptions, and reasonings conducive to attaining and maintaining a physiology of strength, power, agility, and stamina necessary for successful critical analysis and decision-making

flexibility and prowess capable of prompt, instantaneous, and effective action is an absolute necessary foundational pillar required for sport's competitions and for life's challenges.

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… including all their psychological and pharmaceutical therapies as well as in radiation, electric-stimulation, and vaccines… if individual conscious activity and ability to respond to a natural cognitive-emotional operant conditioning mechanism that has evolved to enhance one's own mental, physical, and emotional health and well-being are not integrated into academia's experimental research designs? How are genetic and environmental influences that effect an individual's capacity to recognize, respond, and utilize their own emotional awareness and cognitive-emotional operant conditioning mechanism accounted for? These factors include… 1) language and literacy neurolinguistic emotional behavior programing, 2) parental behavior conditioning, 3) meditation and mindfulness training, 4) sports psychology training, and 5) psychological and pharmaceutical therapeutic conditioning.

How long will our academic institutions of language and literacy education allow a misleading and flawed cognitive-emotional linguistics in medicine, psychology, psychiatry, sociology, political science, history, business, economics, philosophy, and law and continue instruction within an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics that disempowers an individual's health, well-being, and successful critical analysis and decision-making prowess… when there are yearly, over 700,000 deaths by suicide worldwide (W.H.O., 2026); the U.S. cradle to school

to prison pipeline has resulted in 1.8 million people incarcerated (Bureau of Justice Statistics, 2026) with current conditions that only amplify their psychological injuries; and when indiscriminate "random" shootings, bombings, murder, war, and personal dehumanization continue around the world?

When will literary artisans and academic professors review, analyze, and question the linguistic environments their language fosters within all these atrocities because they are oblivious to emotions' evolutionary design? Lack of personal and academic questioning, critique, and 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). Individual and societal survivability, growth, and future are now dependent more than ever that our academia…. "***should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.***"

Being confined within a language of conflict, control, servitude, and destruction, can a person, their culture, and society exist any other way?

Emotional Wisdom

A nation of peace, harmony, and justice cannot exist in a masculine psychology and literary linguistics of emotionally driven behavior and control, conflict, and suppression. Cognition, not emotion, precipitates the good and bad feeling neurological, biochemical, and physiological changes and states of being in the brain and body that drives behavior. Emotions are the perception of these changes and states of physiology. Our feminine emotional being has evolved not to be controlled, regulated, or managed by our masculine mind, but to empathetically guide cognitive behavior towards good feeling, healthy and successful critical analysis and decision-making prowess and abilities.

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 bad-feeling cognitive activities are re-processed, re-structured, and re-developed into emotionally good-feeling 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.

Supplement G

Cognitive-Emotional Operant Conditioning: A Psychological Unified Field Theory

(rev. 2026-08-23)

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The abnormal, maladaptive, and irregular behavior and the biochemical, neurological, and physiological signatures found within major depressive disorder, psychotic mania, and tendencies of schizophrenia have evolved as a natural part of evolution and are supposed to exist with emotionally bad-feeling cognitive thoughts, memories, beliefs, imaginings, perceptions, and reasoning when conscious awareness is continuously (over months and years) dwelling and focused upon that which is not wanted, desired, or intended in life's adventures.

OR

The abnormal, maladaptive, and irregular behavior as well as the bad-feeling emotions, moods, attitudes, and feelings that exist within major depressive disorder, psychotic mania, and tendencies of schizophrenia are a result of an unhealthy, anomalous, and imbalanced biochemical and neurological physiology that has naturally evolved and supposed to exist when cognitive thoughts, memories, beliefs, imaginings, perceptions, and reasoning are continuously (over months and years) dwelling and focused upon that which is not wanted, desired, or intended in life's adventures.

Cognitive-Emotional Operant Conditioning:

A Psychological Unified Field Theory

(rev2026-08-23a)

Psychological unified field theory integrates the symbiotic harmony between 1) cognition, 2) physiology, 3) behavior, 4) emotions, and 5) conscious awareness and focus:

Cognition precipitates the physiology that animates behavior and conscious perceives as emotions. Humanity's individual cognitive-emotional operant conditioning mechanism has evolved to cognitively appraise and utilize emotional awareness to:

(a) enhance emotionally good-feeling cognitive activities that precipitate a healthy, robust, and biochemically balanced physiology conducive to successful critical analysis and decision-making prowess when conscious awareness is dwelling and focused upon that which IS wanted, desired, and intended in life's adventures and

(b) dissuade emotionally bad-feeling cognitive activities that precipitate an unhealthy and biochemically imbalanced physiology associated with major depressive disorder, psychotic mania, and schizophrenic tendencies when conscious awareness is habitually dwelling and focused upon that which IS NOT wanted, desired, and intended in life's adventures.

Which leads to the question, do (a) emotions… or does (b) the cognitive act of appraisal itself… precipitate the changes and states neurology, biochemistry, and physiology that animates and drives behavior? That is, could emotions be a correlative effect and perception of changes and states of physiological being rather than causal to these changes and states?

And, what if abnormal prefrontal cortex (PFC) findings and theoretical biochemical imbalances found in major depressive disorder, bipolar, and schizophrenic have evolved and are supposed to exist when an individual ignores emotions' feels-good and feels-bad bio-feedback "messaging" to regulate cognitive behavior? Are these abnormal findings the result of emotional dysfunction processes or dysfunctional cognitive processes?

1.0 Technically, Behavior Is Physiologically Driven

Is maladaptive behavior in major depressive disorder, mania, bipolar psychosis, and schizophrenic tendencies a result of emotional dysfunction and disorder or cognitive dysfunction and disorder? But, the highly complex, biological neural processor called the brain orchestrates the changes and states of neurology, biochemistry, and physiology that animates the body. Technically, behavior is physiologically driven.

So the question becomes do emotions initiate the changes and states of physiology that drive behavior as humanity has been neurolinguistically programmed for the last 3000-years… since Homer inscribed *"The Iliad"* and Achillies' wrath drove his destruction upon the Greeks? Or could cognitive activities of the mind… that produce thoughts, memories, beliefs, imaginings, perceptions, and reasoning… initiate changes and states of physiology that drives behavior and emotions are the perception of these changes and states of physiological being?

What if emotions are like the instruments on the dash of a car? They "inform" the driver of the goings on under the hood. They are not dysfunctional and in need of control when they go beyond standard operating limits indicating something is amiss. In fact, such "emotional" suppression would be hazardous to the health of the vehicle. Or how about the dysfunctional biological signature of a burnt hand? The physiological abnormalities of a burnt hand are a natural result of a hand left on a hot stove. Although for the need of therapeutic attention, the issue is not the burnt hand but why was physical pain ignored, and the hand left on the hot stove? Or, in the case of mental illness, why is the cognitive mind ignoring negative, bad-feeling emotional awareness and continuing its self-abusive and self-destructive cognitive focus on that which is not wanted?

When emotional bad-feeling awareness of "negative emotions" becomes blocked, convoluted, or suppressed… similar to a natural protective mechanism involved when physical pain is blocked from conscious awareness… ***unrestrained and unregulated good-feeling cognitive activities*** go unabated precipitating the physiology associated with mania, psychotic mania, and schizophrenic tendencies. A similar, but reversed condition arises where "positive

emotions" become ineffective in challenging emotionally negative's cognitive domination of conscious awareness.

Both these dysfunctional, habitual conditions are reinforced within the plasticity and neural development of the brain that they may become an inflexible physiological, "hard-wired" program needing years of psychotherapeutic counter ***cognitive-emotional*** programming and neural development… with pharmaceuticals as a necessary, but temporary crutch.

This psychology unified field theory integrates the symbiotic harmony between 1) cognition, 2) physiology, 3) behavior, 4) emotions, and 5) conscious awareness and focus (Jackson, 2026b). The following brief outline integrates a perspective of cognitive and emotional behavior that has evolved within an operant condition mechanism to enhance health, well-being, and successful critical analysis and decision-making prowess. A simple and illustrated explanation of this unified theory and symbiotic harmony for primary and secondary school educators is available from my websites (Jackson, 2026d).

But first, the importance of understanding emotions' historical context within the origins of "modern" emotional psychology and the foundational basis of today's emotional regulation is necessary.

2.0 Language and Literary Emotionally Driven Behavior Education

Primary, secondary, and collegiate language, literacy, and literary educators are teaching a psychology of "emotionally driven behavior" as inscribed by Homer's "*The Iliad*" nearly 3000 years-ago:

"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 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. (Note: Achille's emotion is translated by other authors as "wrath".) This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions can drive destructive behavior.

Have a person's core beliefs of emotions – which may have been neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions and, in later years, through reading and comprehending literary works such as Shelly's *Frankenstein*, Melville's *Moby-Dick*, Dickens's *Great Expectations*, Poe's *The Raven*, Austen's *Pride and Prejudice* – impacted their current understanding of emotions and cognition (Tomasello, 2005)? A shared cultural and linguistic development (Bavin, 2012; Allen, 2019) of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these famous English literary works. As students mature and are introduced to the more advanced pieces of William Shakespeare and others, comprehension is even more dependent upon the prior assimilation of cultural and linguistic paradigms (Evans, 2017; Kenrick et al., 2015). Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotions (Ekman & Davidson, 1994; Kring & Sloan, 2010). (References found in (Jackson, 2026b), "***Cognitive Regulation with Emotional Awareness: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation and Disorder (with Supplements)"***).

For nearly 3000 years, since Homer's *"The Iliad"* where Achilles' dangerous and aberrant emotions drove his destructive behavior upon the Greeks, humanity has been neurolinguistically programmed in a belief that emotions drive behavior… and in our modern psychological world… a belief and understanding of emotional control, regulation, and management, even with pharmaceuticals if necessary.

What do you see within a person fearfully running from a bear in the woods? Are his emotions driving him… creating the neurological, biochemical, and physiological changes in his brain and body that motivates and drives "him" from the bear? Are emotions causal to these

changes and states of being as you have learned as a child… or could ***emotions be a correlative effect, the perception of changes and states of physiology in the brain and body precipitated by a cognitive "situation, attention, and appraisal" sequence?*** (Jackson, 2026b)

Why do well researched and evidence-based cognitive behavior modification therapies work? Why does reprocessing, reconstructing, and reappraisal of cognitive behavior associated with thoughts, memories, beliefs, imaginings, perceptions, and reasoning change emotional behavior? Behavior, like running from a bear, is a very complex neurological, biochemical, and physiological rhythm of changes and states being orchestrated by a highly evolved biological neural networking processor called the brain. Technically, behavior is physiologically driven.

The task of logically resolving the intricate maze and complex cognitive architecture encountered if behavior's changes and states of physiology are emotionally derived has fostered many multifaceted arrays of carefully defined and structured theories of emotions and emotional regulation. On the other hand, there is a simplicity within "Occam's Razor" and "form follows function" if cognitive activities of the mind initiate the changes and states of physiology that animate and drive the body… and emotions are the perception of these changes and states of physiological being. Emotional awareness could influence physiologically driven behavior after emotions are cognitively perceived and reappraised through an evolved and natural cognitive-emotional operant conditioning mechanism.

A cognitive-emotional operant conditioning mechanism has evolved to cognitively appraise… and reappraise… and utilize emotional awareness to (a) enhance emotionally good-feeling mental activities that precipitate a healthy, robust, biochemically balanced physiology conducive to successful critical analysis and decision-making prowess and (b) dissuade emotionally bad-feeling mental activities that precipitate an unhealthy, biochemically imbalanced physiology associated with major depressive disorder, psychotic mania, and schizophrenic tendencies.

Very loosely woven in psychology's literary adaptation of emotional behavior are (1) a neuroplastic brain that (2) reinforces habitually used neural networks and weakens an unused neurology and (3) the brain as a highly complex biological neural networking processor

orchestrating the (4) neurological, biochemical, and physiological changes and states that animate and drive the body. And not even mentioned is (5) the evolutionary significance of the good or bad-feeling aspect of emotions, moods, attitudes, and feeling. Psychology's 3000-year-old literary linguistics of emotions and emotional regulation begins to disassociate and dissolve when incorporating the modern sciences of physiology, neuroplasticity, and evolution.

3.0 The Feeling-Good or Feeling-Bad Aspect of Emotions, Moods, Attitudes, and Feelings

Emotionally feeling-good or emotionally feeling-bad aspect within cognitive thoughts, memories, beliefs, imaginings, perceptions, and reasoning have huge evolutionary significance. Emotionally feeling good mental activities must have an evolved correlation with a healthy, biochemically balanced physiology of the brain and body conducive to empowerment, well-being and successful critical analysis and decision-making prowess. And emotionally feeling-bad mental activities must have an evolved correlation with an unhealthy, biochemically imbalanced physiology of the brain and body vulnerable to accidents, ill-being, and poor critical analysis and decision-making ability (Jackson, 2026b).

The abnormal, maladaptive, and irregular behavior and the biochemical, neurological, and physiological signatures found within major depressive disorder, psychotic mania, and tendencies of schizophrenia have evolved as a natural part of evolution and are supposed to exist with emotionally bad-feeling cognitive thoughts, memories, beliefs, imaginings, perceptions, and reasoning when conscious awareness is dwelling and focused upon that which is not wanted, desired, or intended in life's adventures.

Emotional regulation loses meaning if cognitive activities… associated with thoughts, memories, beliefs, imaginings, perceptions, and reasoning… precipitate the neurological, biochemical, and physiological changes and states of being in the brain and body that (1) drive and animate behavior and (2) are perceived as emotions. Emotional awareness has evolved within a cognitive-emotional operant conditioning mechanism to guide cognitive behavior away from bad-feeling unhealthy, biochemically imbalanced physiology and towards a good-feeling, healthy, and biochemically balanced physiology conducive to well-being and successful critical

analysis and decision-making prowess. Emotional psychology is not separate from the linguistics of cognitive regulation and cognitive psychopathology. (Jackson, 2026b)

Both emotional and cognitive psychology are attempting to intertwine the science of their research while working within a 3000-year-old linguistic paradigm of emotional behavior and control. Primary school educators are currently neurolinguistically programming our children into this belief of emotionally driven behavior. They could easily be teaching first graders the importance of how their emotionally good feeling thoughts, memories, beliefs, imaginings, perceptions, and reasoning relate to a physiological health and well-being conducive to successful critical analysis and decision-making prowess. But they are not. Why not?

If emotionally good-feeling mental activities evolutionarily correlate with neuroplastic development towards a healthy physiology conducive to well-being and successful critical analysis and decision-making prowess; and bad-feeling mental activities evolutionarily correlate with neuroplastic development towards an unhealthy physiology vulnerable to poor critical analysis and decision-making? What happens if… through language and literacy education, psychological therapeutics such as mindfulness based cognitive therapy (MBCT), and pharmaceutical medications… evolutionary emotional awareness and function are suppressed, obscured, and masked and cognitive-emotional regulatory processes become convoluted… allowing ***dangerous and destructive emotionally bad-feeling cognitive behavior to continue unrestrained?***

Columbine High School massacre of 1999, which resulted in 16 deaths.
Virginia Tech in Blacksburg, Virginia, where in 2007 33 people died
Sandy Hook Elementary School shooting in 2012 with 28 deaths
Parkland High School shooting in 2018 which left 17 dead
Robb Elementary School shooting in 2022 in Uvalde, Texas, with 22 deaths

4.0 Re-Programming Neural Development

If a person has been neurolinguistically programmed from birth to where it has become physiologically impossible for them to stop malice aforethought and their ***cognitively driven***

vicious and deadly behavior, are they legally sane? (Jackson, 2026f) *"The Innocence and Trial of Nick Reiner"*)

A simple, illustrative narrative of symbiotic psychology principles is found in ***"Cognitive-Emotional Operate Conditioning": A Basic Information Packet for Primary and Secondary School Educators"***(freely available as a PDF download from my websites). Educators can teach first graders how emotional awareness can guide their thoughts, memories, beliefs, imaginings, perceptions, and reasoning towards a robust, healthy, and biochemically balanced physiology conducive to successful critical analysis and decision-making prowess. But they're not. Instead of a simple "let's turn bad-feeling cognitions towards good-feeling mental activities" (reference Julie Andrews: "*My Favorite Things*" - The Sound of Music (1965) .... https://www.youtube.com/watch?v=0IagRZBvLtw;) educators are promoting a very cerebral emotional intelligence curriculum dissecting the intricacies of an emotional language and its intellectual meaning within our primary schools and children. Emotional intelligence education is wonderful for a university class in psychotherapy.

The neuroplastic brain has reinforced a researcher's lifetime of study, exploration, and publication within an ancient language and literary linguistics of cognitive behavior, emotions, and regulation found in cognitive and emotional psychopathology. As such, is it even possible for an academic whose brain has been neurolinguistically hard-wired into one ideology to comprehend another? (Reference: ***"Can Academia Escape from the Allegory of Plato's Cave?"*** (freely available as PDFs from my website.)

Can psychological academia work together and develop a strategy to revitalize our ancient language and psychology of emotionally driven behavior within the sciences of (1) changes and states of neurological, biochemical, and genetic physiology, (2) a plastic, biological neural networking processor called the brain, and (3) the simple, evolutionary significance of the good and bad-feeling aspects of emotions, moods, attitudes, and feelings guiding (4) cognitive behavior? A single Meeting of the Minds Conference on Cognitive & Emotional Behavior would initiate a new world of cognitive-emotional health education and wisdom in our primary and secondary schools and foster a new reality of well-being and success for our children… and future academics.

References and further reading are all freely available PDF downloads from my website: https://symbioticpsychology.com/

1) (2026a) Can Academia Escape the Allegory of Plato's Cave?

2) (2026b) Cognitive Regulation with Emotional Awareness: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation and Disorder (with Supplements)

3) (2026c) Cognitive-Emotional Health Education: A Primary and Secondary School Overview

4) (2026d) Cognitive-Emotional Operant Conditioning: A Basic Information Packet for Primary and Secondary School Educators

5) (2026e) Emotional Wisdom "Poster"

6) (2026f) Innocence and Trail of Nick Reiner: Is Law Capable of Justice?

Cognitive Regulation with Emotional Awareness: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation and Disorder (with Supplements)

Revisions

1. 2022-02-14a: Release (extracted paper from Jackson, A.O., (2022) *Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*. Symbiotic Psychology Press)
2. 2022-02-23a: Added table of contents
3. 2022-02-28a: Added revision table; inserted Brown, LeDoux, & Pine theory of separate brain (cortex) and body (amygdala) circuits of emotions; rephrased "biochemical…" to include "neurological"
4. 2022-03-06a: Rewrote "abstract" and "research questions" sections; interjected three faces of a coin analogy; updated LeDoux and Associates' "two-system framework"; general rewriting and editing
5. 2022-03-11a: Added section "Experimental Design"; rewrote much of "Abstract" and "Author's Notes"
6. 2022-03-11b: General editing, formatting, and rewriting; edited process flow diagrams
7. 2022-03-18a: Added sections "19.0: Psychological Therapy" and 20.0: Pharmaceutical Therapy"; edited back cover blurb; updated diagrams
8. 2022-03-25a: Added Figure 1: Fly-ball centrifugal governor speed controller simile; added Figure 2: Emotional Event Internal Process Flow and discussion; added "control and regulation" to title

9. 2022-04-04a, b: Added section: "Factorial Analysis of Basketball Shooting Success: An Experimental Design and Validity Analogy"; edited the section
10. 2022-05-21a: Title, abstract, and Sections 7 & 12: delineated "human" closed-loop process control vs. "animalistic" open-loop process control
11. 2022-05-21a: Delineated human (vs. animalistic) cognitive-emotional dynamics; standardized figure descriptions
12. 2022-05-23a: Cleaned up some logic in the process flow diagrams
13. 2022-05-26a: Edited Figure 3: Human (vs. Animalistic) Closed-Loop Cognitive-Emotional Re-Processing
14. 2022-07-30a: Edited abstract 2022-08-01: Reorganized and edited paper; Changed title to *Human Cognitive-Emotional Dynamic Re-Processing Control Theory and Cognitive-Emotional Health Education*
15. 2022-08-02a: Edited document
16. 2022-08-05a, b: Added Supplement: "*Cognitive-Emotional Re-Processing Super-Hero Gymnasium*…"; general editing; Removed "human" and re-added" The Linguistic Semantics of Cognitive vs. Emotional Dysregulation" to title
17. 2022-08-07a, b, c, d: Rewrote Sections 1.0, 2.0, and 3.0 introduction of "…*Cognitive-Emotional Gymnasium*…." Supplement; changed "tool-kit" to "gymnasium"; general editing; edited Figure 1 description
18. 2022-08-21a: corrected reference Figure 6, page 17 in (and edited) conclusion
19. 2022-10-05a: rewrote abstract; retitled Figures 6,7, and 8
20. 2022-10-06a: rewrote abstract and highlighted first paragraph

21. 2022-10-11a: edited figures 6, 8, and 9; added supplement "*The Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior"*
22. 2022-10-17a: Reformatted title page; added "Warning 8: *Biased and skewed cognitive, emotional, and physiological research"* to "The Dangers and Hazards of…"
23. 2022-10-21a, b: Added "I am" statements; general editing of "…*Cognitive-Emotional Gymnasium*…."
24. 2022-10-25a, b: amended "note" in paper/section 12.0 Human Cognitive-Emotional Re-Processing Flow Chart; added bottom border to header; general editing; added "attitudes" to emotions, moods, and feelings; added note that very few of the multitude of physiological states and changes are perceived as emotions; changed Section 10 heading to "Successful Decision-Making Prowess: An Evolutionary Metaphor"; edited Cognitive-Emotional Gymnasium
25. 2022-11-02a: Added "Liabilities" to Supplement A title
26. 2022-11-06a: Added title pages to supplements; edited page numbers in table of contents
27. 2022-11-09a: Edited Figure 6: Cognitive-Emotional Cause and Effect Flow Chart
28. 2022-11-09b: Edited "How long will the academic institutions of…" statement
29. 2023-01-02a, b: Corrected grammar (its vs. their); rewrote sentence in "Warning 1"; put comma within quotation marks; edited and renamed drawings
30. 2023-01-06a, b: Edited Human Re-Processing drawing; grammar correction (emotionally driven
31. 2023-01-21b: Added dialectical behavior therapy (DBT) to list of evidenced based therapies
32. 2023-01-21c: edited back page blurb
33. 2023-10-06a, b, c: general clarification editing of abstract, page titles, and table of contents

34. 2023-12-15a: Changed “Abstract” to “Overview” and added “destructive” and “constructive”
35. 2023-12-17a, b, c: Rewrote “Overview” and changed it back to an “Abstract”; changed Figure 1 to “Human Cognitive-Emotional Re-Processing Flow Chart”
36. 2023-12-27a: Added “Preface” and personal quote on back blurb.
37. 2025-02-27a: Added “Supplement C: A Criminal Law and Justice Challenge”
38. 2025-03-02a, b: Added Supplement D: “Emotional Wisdom”
39. 2025-03-03a, b: Added “YinYang – Mind, Body, Emotions, and Awareness” symbol to front cover
40. 2025-03-26a: Edited out some harsh words like erroneous, flawed, and mistaken
41. 2025-03-31a: Edited sentences and paragraphs to help with clarity and understanding
42. 2025-04-03a: Corrected heading structures
43. 2025-04-07a, b: Rewrote some lines in the Introduction and Abstract.
44. 2025-05-02a, b: Added “Greek Philosophers” to end of “Emotional Wisdom”; added Supplement E: “Open Letter and Appeal for Academic Awareness, Responsibility, and Justice”; Corrected heading structure
45. 2025-07-07a: Added Supplement E: “ Open Letter and Appeal to Doctors of Medicine and Pharmacology”; corrected typos other miscellaneous issues; added to Supplement E preface
46. 2025-07-21a, b: Expanded “emotions” definition with additional reference to Bracket, M. (2019) and Smith, T.W. (2015); reformatted page 87-88
47. 2025-12-31a: Added Supplement F: “Can Academia escape the Allegory of Plato’s Cave?”; Changed title of Supplement E: Experimental Design in Medicine and Pharmacology
48. 2026-01-01a: Edited Supplement F
49. 2026-01-08a: Edited Supplement F

50. 2026-01-08b: Edited back page blurb
51. 2026-03-16a: Revised Supplement F, "Escape" to 2026-03-11a
52. 2026-05-01a: Edited "Constitutional Challenge"
53. 2026-05-27a: Updated "Can Academia Escape…" to rev2026-05-21d
54. 2026-06-10a : Corrected misspelling… operate to operant
55. 2026-07-31a : Extensive editing; renamed document*: Cognitive Regulation with Emotional Awareness: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation and Disorder (with Supplements)*
56. 2026-08-21a: Added Shelly's *Frankenstein* and Melville's *Moby-Dick* references in "technical paper"; added Supplement G: Cognitive-Emotional Operant Conditioning: A Psychological Unified Field Theory; Corrected Supplement Titles (A, B, C etc.)
57. 2026-08-23a: Edited "A Psychological Unified Field Theory"
58. 2026-08-26a: reclassified my works, **"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.

"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."

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.

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 to and emotions as an effect of biochemical, neurological, and physiological states of being. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved into a cognitive-emotional control mechanism to guide cognitive behavior towards the health, well-being, and prosperity of the individual.