

**Cognitive-Emotional Re-Processing Control Paper with Supplements  
(rev2023-01-21b)**

**1.0** Paper: Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation (15,500 words) .....03

**2.0** Supplement A: Dangers, Hazards, and Liabilities of Homer’s Theory of Emotionally Driven Behavior (2,000 words)..... 79

**3.0** Supplement B: The Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student or Athlete’s Evolutionary-Self of Strength, Stamina, Cunning, and Success (8,000 words)..... 93

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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.*

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**Cognitive-Emotional Re-Processing Control, Cultivation,  
and Education:  
The Linguistic Semantics of Cognitive vs. Emotional Dysregulation**

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### 1.0 Abstract

*Language acquisition and literacy educators teach a theory of emotionally driven behavior as used in literature, religion, psychology, law, and philosophy. But emotions do not precipitate the states and changes of neurological and biochemical physiology that drives behavior and are perceived as emotions, cognition does. Cognitive behavior therapies (CBTs) work because cognition, not emotion, precipitates the neurological, biochemical, and physiological being in the brain and body that drives behavior and is perceived as emotions.*

The good (or bad) feeling conscious experience of emotions is the perceived effect of neurological, biochemical, and physiological changes and states of being within the brain and body precipitated by (causal) cognitive activities. Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and even less are processed through the emotional system and emotionally perceived. This paper is about those physiological changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and emotional-feelings.

Emotion does not drive behavior as is commonly developed within language acquisition and understood in literature, religion, psychology, philosophy, and law because emotion does not change the neurology, biochemistry, and physiology within the brain and body that does drive behavior, cognition does. And, because good feeling cognitive-emotional behavior has an evolved correlation with a healthy, robust, and vigorous neurological and biochemical physiology, and negative bad-feeling cognitive-emotional behavior with their negation, humans have evolved to be joyous beings. Emotions have evolved and function in humans as a conscious control and regulatory mechanism to guide and re-process negative emotional feeling cognitive behaviors towards good feeling cognitive behaviors that signify individual health, well-being, and success.

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Whereas negative cognitive-emotional feelings such as fear, sadness, and anger do, in the short-term function as a much-needed survival mechanism, the cognitive-emotional positive and joyful state of being is the natural resting state because of its unique long-term evolved correlation to health, well-being, and success and to a healthy, robust neurological, biochemical physiology. Still, without a regulatory, control, and management mechanism between bad feeling cognitive behaviors and good feeling cognitive behaviors either depression or pathological mania can destroy the system. All three sides of this proverbial three-sided coin have evolved and function together as a unit in symbiotic harmony for the health, well-being, and success of the individual. Any psychological and pharmaceutical therapy and behavior ethics must account for this symbiotic relationship between cognition, physiology, emotion, and consciousness.

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-structuring, and re-organizing one’s own cognitive-emotional dynamics towards health, well-being and success exists and is unaccounted for? If this mechanism exists and hasn’t been academically accounted for, how reliable is psychological and psychiatric science? How do behavior ethics reconcile with an evolved feels good is good, feels bad is bad demands of one’s own personal physiology requirements for health and well-being?

Language acquisition and literacy education teachers are now teaching a psychology and theory of emotionally driven behavior without incorporating the necessary appreciation of emotions’ evolutionary role to guide and re-process cognitive behaviors toward healthy and successful decision-making. Cognitive-emotional health education in pre-school, primary, and secondary curriculums is necessary to develop individual skills, abilities, and beliefs to re-process

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emotional negative feeling cognitive behavior into emotional positive feeling and healthy cognitive behaviors. Every individual must develop an awareness of their own emotional state of being and then have the skills, abilities, and beliefs to consciously use that emotional awareness to control, manage, and regulate one's 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.



a) stationary



b) balls swing in and out managing speed

As the balls (upper right coordinate) swing in and out due to centrifugal force when the engine slows down or speeds up, the mechanism opens and closes an internal valve that regulates the airflow to maintain the engine's speed within operating limits. Speed is controlled by regulating airflow. Or, "speed" is the controlled variable, and "airflow" is the manipulated variable. Steam engine built by Lyle Peterson, aka 565tubalcain, (mrpete222, 2019)

**Figure 1: Fly-Ball Centrifugal Governor (Speed Controller, Manager, or Regulator)**

*Cognitive-Emotional Re-Processing Control, Cultivation, and Education:  
The Linguistic Semantics of Cognitive vs. Emotional Dysregulation*

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### 3.0 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 (of thoughts, ideas, and beliefs) can project future consequences and events.
  2. A person feels/senses/perceives physiological states and changes precipitated by cognitive activities as “emotions,” “moods,” and “feelings” (EMFs). All EMFs have a common characteristic of feeling-good or feeling-bad, but they vary in their level of awareness of associative cognitive (Smith, 2016) and physical behaviors, states, and changes.
  3. “Emotions” as defined here are the good (or bad) combined conscious perception and feeling of neurological, biochemical, and physiological states and changes within the (1) brain (via an active cortex) and (2) body (via an active amygdala) precipitated by cognitive activities of awareness and knowing.
  4. Good feeling emotional being has an evolved correlation with health, well-being, and success, and long-term negative emotional being with their negation. (Notes: (1) short-term negative emotional being is essential for survival. (2) 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).
  5. “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 environmental factor/event and not to the good and bad feelings of cognitive-emotional activities within the individual's mind.

6. 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.
  7. The relationships between emotions and emotional valance, arousal, and behavior cannot be discussed or understood until a scientific understanding of emotions as an effect of neurological and biological changes in the brain and body precipitated by causal cognitive activities is achieved.
  8. 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 this linguistic construct 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 reality (reference Plato's allegory of the cave (Allegory, 2020)).
  9. 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., situation selection, situation modification, attentional deployment, cognitive change, and response modification (Gross, 2014). Human cognitive-emotional re-processing theory uses these steps as potential targets for “re-processing” cognitive activities to regenerate new biochemical and neurological physiological conditions, states, and emotions.
  10. “Emotional control” entails opposite cause-and-effect conceptualizations. Emotional control, as commonly used in literature, religion, science, law, and philosophy, means
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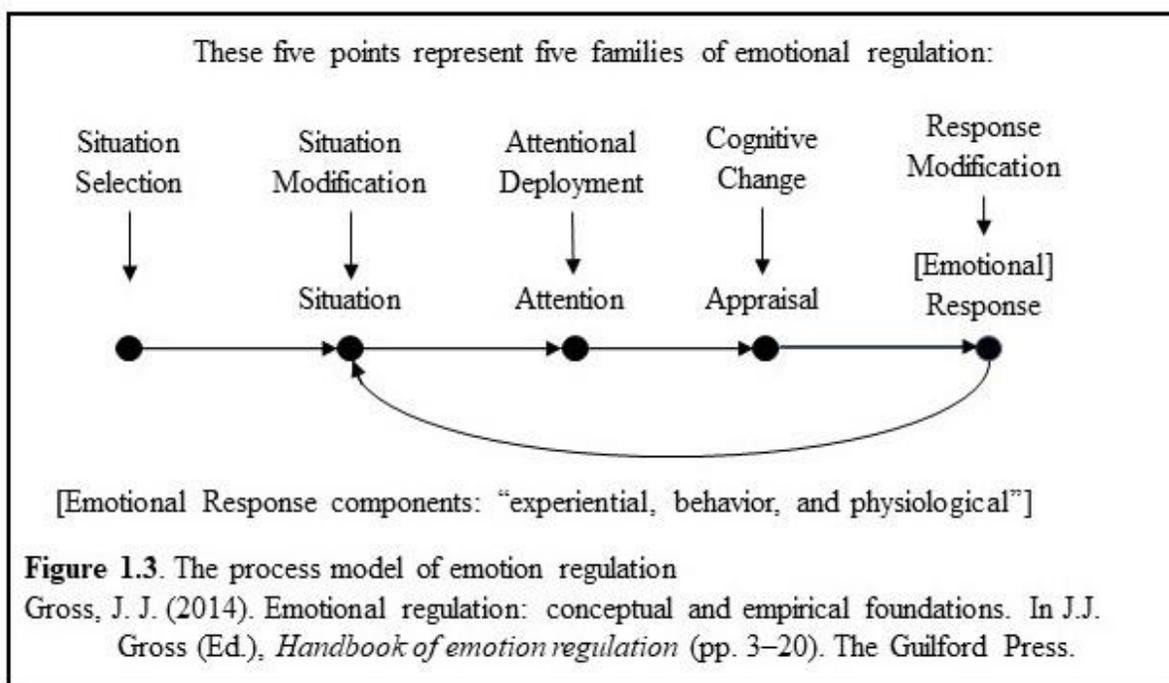
managing, restricting, and regulating emotions (Gross, 2014) because emotions *are causal* to neurological, biochemical, and physiological changes within the brain and body that drive behavior. In engineering control theory (Marken 2020; Ogata, 2010; Palm, 2014), emotional control means emotions are regulated and managed as an end product of a system. Other “manipulated variables” are changed and altered within that system resulting in a controlled variable (emotions) change. That is, emotions are first a result of, a consequence of, or **an effect** of a system (Powers, 2016). Only then, if and when used as feedback to the system to reconstruct, re-organize re-process cognitive beliefs and activities do emotions become “controlled.”

11. A cognitive-emotional dynamic re-processing therapy would utilize the perception of emotional negative being (emotionally feeling bad) to aid re-processing cognitive activities of awareness and knowing such that the precipitating neurological, biochemical, and physiological states and being of the brain and body perceptually feel emotionally good.
  12. “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 by consciousness cognitive-emotional re-processing and psychiatric therapeutics. “These thoughts (and other cognitive activities) are precipitating negative feeling emotions. Can you spring off those thoughts and find, remember, or imagine opposing good feeling cognitive activities? 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 capacity and is empowered with the skills, abilities, and beliefs to pivot out of emotionally negative cognitive behavior on their own.
-

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

#### 4.0 Historical Background Perceptions: Emotions as a Causal to Biological Change

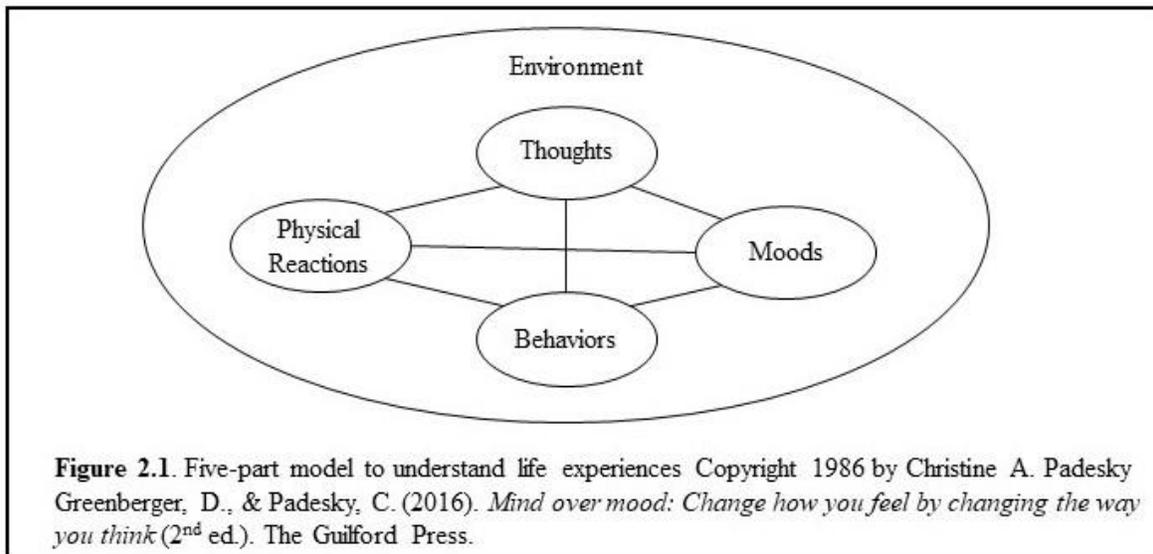
Professor Antonio Damasio outlines the modern psychological theory of emotions at the beginning of his book *The Feeling of What Happens: Body and Emotion in the Making of Consciousness* (Damasio, 1999). Paraphrased, he describes that (1<sup>st</sup>) “emotions [are] induced in the brain,” which leads to (2<sup>nd</sup>) “consequent bodily changes” and to a (3<sup>rd</sup>) “feeling [that] could



**Figure 2: Gross: Process Model of Emotion Regulation**

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.

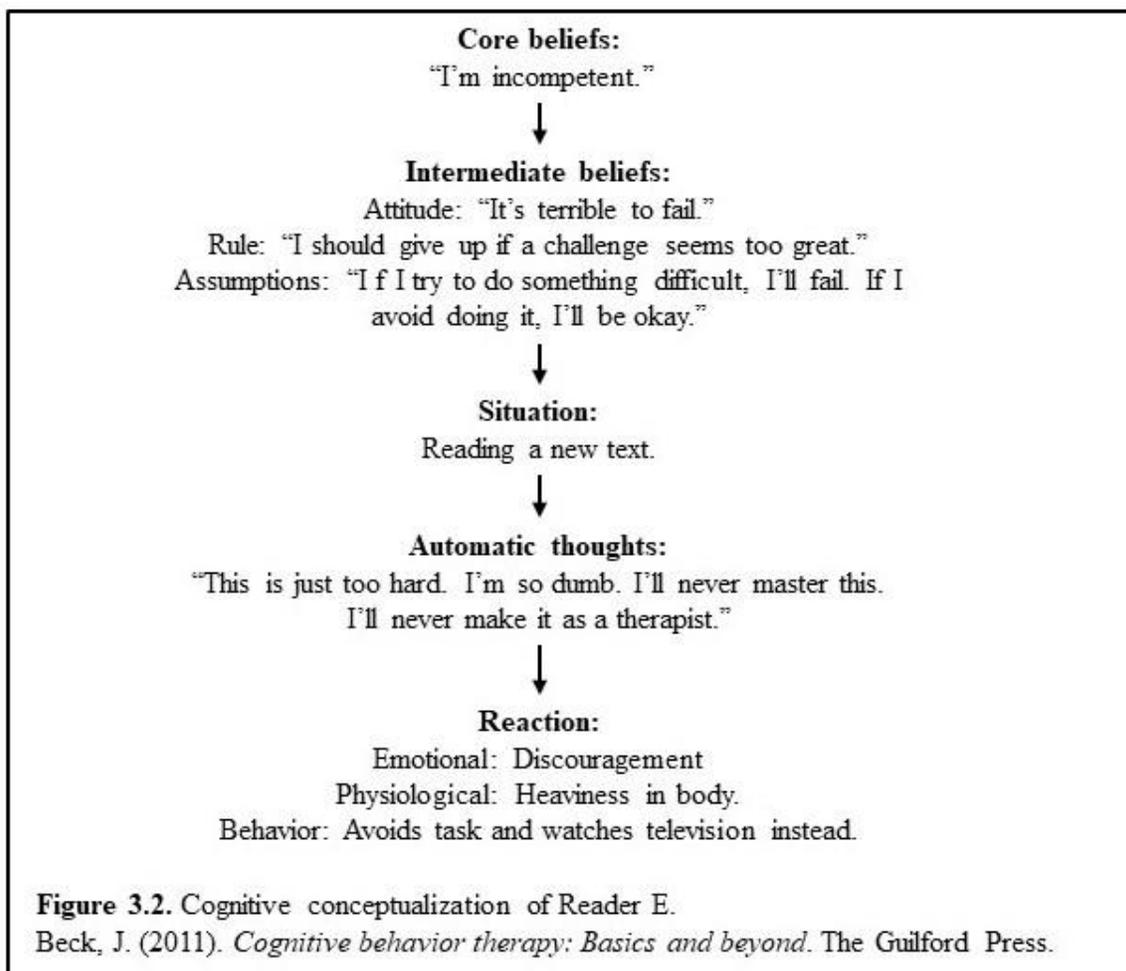
James Gross illustrates in his modal model of emotional generation (**reference Figure 2**) that emotions are a “response” to the cognitive activities of paying attention to, and making an appraisal of, a situation, “e.g., a snake slithering into my tent.” To paraphrase Gross, when such moments lead 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).



### Figure 3: Padesky: Five-Part Model

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

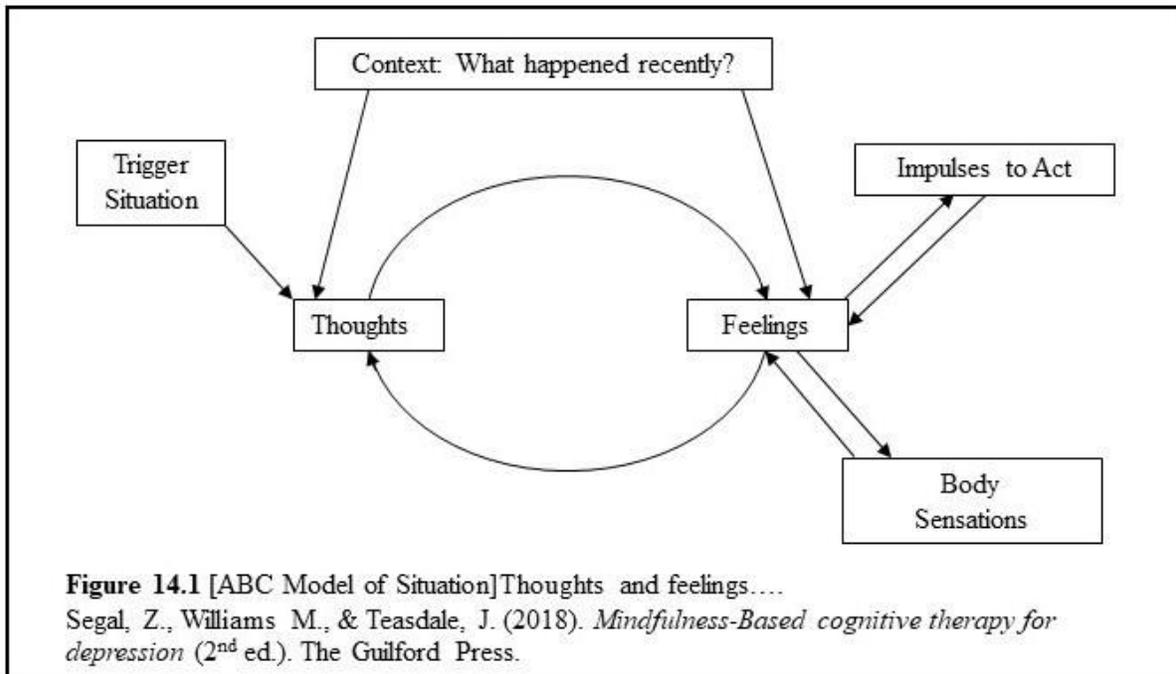
The same lack of clarity arises within the all-encompassing cause/effect order within the “environment” of “thoughts, physical reactions, moods, and behaviors,” as written in *Mind over Mood* (Greenberger & Padesky, 2016) (reference **Figure 3**). This lack of a distinct cause/effect order comes in part 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 4**).



**Figure 4: Beck: Cognition to Reaction Process Flow.**

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 5**)

was to include the physiological states and changes associated with emotions, the causal nature of “thoughts” on physiology would clarify emotions as a perceived effect of these states of being.



**Figure 5: Segal: ABC Model of Situation Thought–Emotion-Acts**

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. Otherwise, why would emotions need to be regulated, managed, and controlled (even with the use of pharmaceuticals)? By integrating modern observations of the neurological network centers of the brain and physiological changes of the brain and body, the flow in the cause-and-effect process becomes more discernable.

### 5.0 Significant Knowing and Awareness: “But it’s a talking dog!”

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

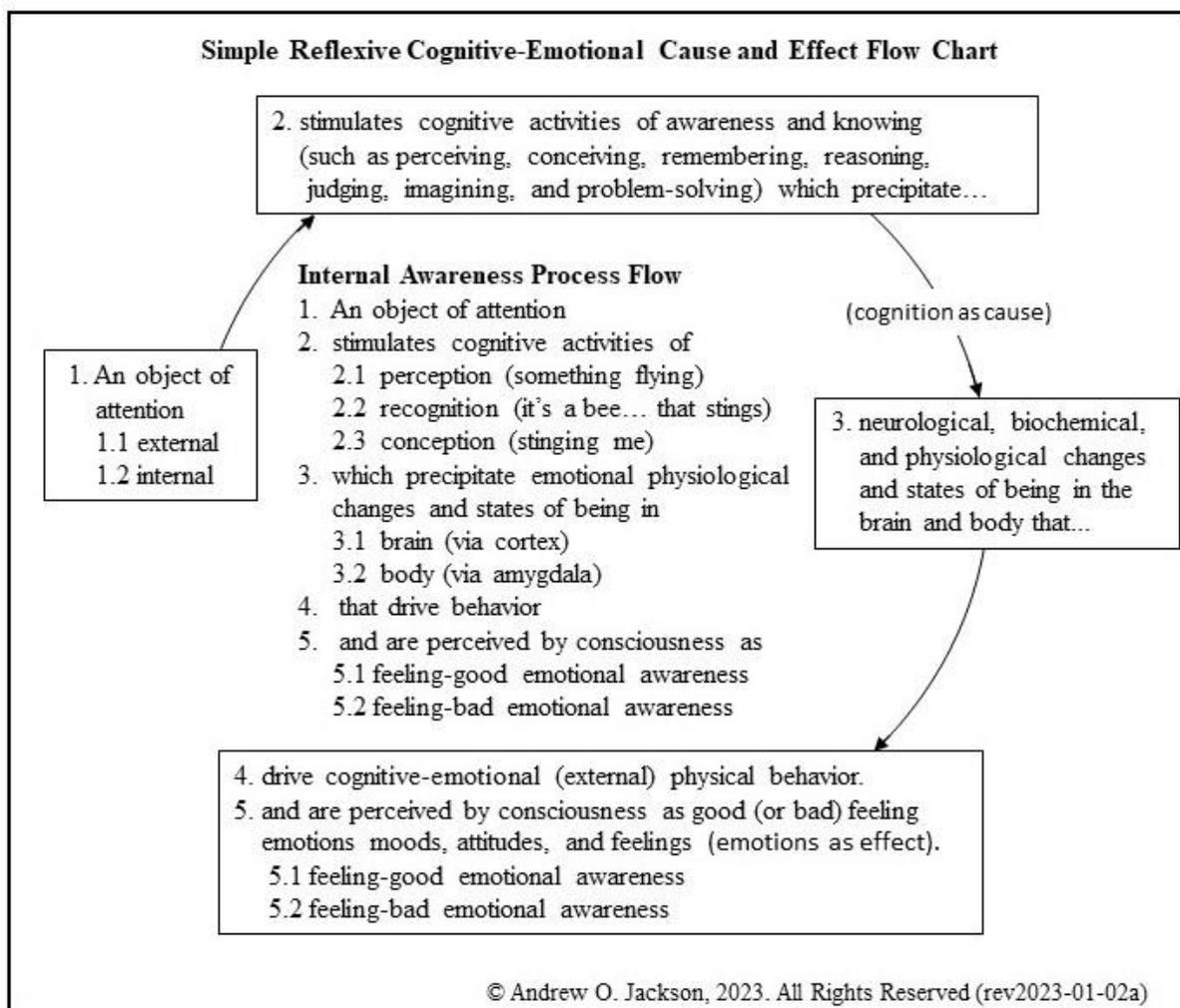
A barn is seen in the distance while driving through rural Wisconsin. Is it a barn or a Hollywood set built on location? (Fred Dretske, circa the 1970s, University of Wisconsin class discussion of the Gettier Problem.) A philosopher of epistemology may give one answer, but is knowledge solely a function 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 nineteenth-century saga may view such a real barn with disdain.

The cognitive mind deals with thinking – with thoughts of awareness and knowing. Cognition also deals with the processes of awareness and knowing such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future consequences and events. As a character in a movie treks through the woods, he 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 emotions. Much of what the character would emotionally feel depends on their past experiences. And, exactly how the

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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 6**). As to what the changes and states of physiology in the brain and body feel like is 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 Ambigophobia to Umpty –154 Words from Around the World for How We Feel*” by Tiffany Watt Smith (2015).



**Figure 6: Simple Cognitive-Emotional Cause and Effect Flow Chart**

### 6.0 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 6 page 17 and figure 7, page 33**). 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.

Cognitive-emotional dynamic theory is not a 3000-year-old neurolinguistic emotional construct such as that used in religion (Noss & Grangaard, 2008) and literature (e.g., that seen in Homer’s *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 neurologically and biologically 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.

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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) but because of science's 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 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 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 may be used as a natural cognitive-emotional biofeedback control mechanism and may guide the individual away from aberrant and destructive cognitive behavior and towards cognitive activities that promote personal health, well-being, and success. (Reference a later discussion, **9.0: The Evolutionary Significance of Emotionally “Feeling-Good” or “Feeling-Bad.”**)

### **7.0 Dashboard Analogy**

Emotions are similar to 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 depression, anxiety, and suicidal behavior.

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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 of 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.

### **8.0 Emotions in Science, Literature, and Religion**

This discussion is about establishing 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 vulnerable, emasculating, and enslaving cognitive behavior towards empowering, enriching, and liberating cognitive activities. Once this process is understood and developed, another discussion may be pursued involving cognitive-emotional dynamics and its interactions with emotion’s physical expression and behavior.

Homer’s *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

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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 literary works such as 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 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).

Achilles' *anger [wrath]* brought countless sorrows. 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 negative cognitive behavior toward an individual's long-term emotionally positive 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) erroneously 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

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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 the existing linguistic cognitive construct 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 negative cognitive behavior precipitates the dangerous and aberrant neurological and biochemical physiology within the brain and body that is perceived as debilitating emotions, moods, attitudes and feelings of depression, suicidal depression, mania, psychotic mania, schizophrenic tendencies, and other disorders of the mind. Their abnormal biochemical, neurological, and physiological signatures will exist when the brain is abused, assaulted, and traumatically forced to continually manipulate emotionally negative cognitive activities. As physical pain brings awareness of a potentially debilitating physical condition, emotions bring awareness and understanding of potentially debilitating cognitive activities occurring within the mind. Instead of controlling, managing, and regulating emotional behavior, emotions have evolved to guide, control, and re-process cognitive behavior. Emotions change (and are “controlled”) because the cognitive behavior that changes the neurological and biochemical physiology in the brain and body that consciousness perceives as emotions changes.

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

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understood and defined as causal to neurological and biological changes that can have a significant effect on driving 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). This confusion only adds to the color and mystery of scholarly dissertations in religion and literature, but within science, law, and philosophy, this chaos is unacceptable.

### **9.0 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 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), the natural, additional perception of neurological and biochemical changes and states within the body's physiology add color and distinction to the emotional experience and can bring unrealized and subliminal cognitive activity to conscious attention. And understanding and appreciating LeDoux and associates' division of conscious emotional perception (via cortex activities) and physiological changes (via

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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 not 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 controlling 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 (as an evolved bio-feedback control mechanism to reprocess, reorganize, and restructure 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

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

- (1) How would a genetic line survive if feeling good was correlated with (1) cognitive knowledge of strength, vigor, and adeptness and (2) an actual physiology of weakness and ineptitude? Such a correlation permits limited survivability when climbing trees, foraging on the savannah in search of food, or, in a modern example, when an intoxicated person confidently gets behind the wheel of a car to navigate through rush hour traffic. Where is the motivation to act when there is an actuality of vitality, vigor, and strength, but emotionally, there is a feeling of illness, lethargy, and weakness? It is logical to conclude that, evolutionarily speaking, feeling good correlates with vitality, vigor, and strength, and feeling bad correlates with illness, lethargy, and weakness.
  - (2) Imagine that basic life behaviors such as breathing or eating were so emotionally painful – or their lack was so pleasurable – to bring about suffocation, starvation, and death. Such an emotional and physiological correlation would lead to the demise of an individual and their genetic line. If this were a genetically predisposed or inherited condition or even a genetically developed predisposition to learn such behavior, such a false positive correlation between emotions and physiology would hinder personal and genetic survival.
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Therefore, there is a natural correlation between feeling good and exhibiting healthy physiological behavior and functions.

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

When the neurolinguistic cognitive construct of emotions (Friederici, 2012; Ingram, 2007) used in literature was created (and adopted by religion, philosophy, law, and science) and included both (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), humankind 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, emotions became aberrant, destructive, and untrustworthy because they are (falsely) deemed to cause the biological changes that drive a person's thoughts and behaviors

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(Goleman, 2003; Gorwood et al., 2008; Gross, 2014). As such, it is (erroneously) believed that emotions must be regulated, controlled, and managed, with pharmaceuticals if needed, which only further disinherits their evolutionary function of guiding one's cognitive behavior to improve their health, well-being, and success in decision making. (Note: Pharmaceuticals may absolutely be a necessary, but temporary, first aid crutch while a patient develops their cognitive re-processing skills, abilities, and beliefs.)

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." Might there be an evolved link or correlation among (1) an individual's emotions, (2) their cognitive activities, and (3) their body's physiology? The bottom line is that except disease, illness, and infection, 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 essential internal bio-feedback and control mechanism called emotions, moods, attitudes, and feelings.

### **10.0 Successful Decision-Making Prowess: An Evolutionary Metaphore**

How would a genetic line survive (1) if the body's need for water did not stimulate the mind to produce imagery of obtaining water or (2) if this imagery of obtaining water correlated with negative feeling emotions? If the body needs water, this need must correlate with the mental act of imagining water and with the positive emotions associated with finding and drinking water. There is a correlation between imagining the necessities of life and experiencing positive emotions. If instead, there was a correlation such that the imagery of food, water, and shelter

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brought about negative feeling emotions, then these basics of life would be avoided and lead to an evolutionary dead end. Therefore, for the survival of the species, there must be an evolved correlation between (a) the neural networks of the cognitive brain of imagination and (b) the neural networks of the cognitive-emotional biofeedback mechanism such that (c) it feels good when (d) the individual's imagination dwells upon the presence of food, water, and shelter, I which are wanted and desired by the body to survive.

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

How would a genetic line survive if the imagination and belief of *not* obtaining food, water, and shelter were correlated with feeling good? Alternatively, how would a person (and their genetic line) survive if cognitive imagery dwelt upon that which is not wanted, and this mental activity did not correlate with negative feeling emotions? When a person dwells upon that which is not desired, it triggers a survival neurological and biochemical physiology of the brain and body (but with long-term negative physiological consequences) that is consciously perceived as emotionally negative feelings. There must have been an evolutionary development that resulted in these correlations, or we would not have survived as a species.

### **11.0 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

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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 biofeedback control mechanisms are absent, and the individual does not have the cognitive-emotional capacity, agility, or wisdom to respond to their emotional

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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 the 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 emotional awareness and control mechanism.

From the perspective of cognition-as-cause and emotions-as-effect theory, 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 al., 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.

Negative 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

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keep their mind, or more specifically, their cognitive activities of knowing and awareness upon a mental hot and burning stove? Emotion has an evolved meaning and significance. Emotionally negative 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, negative and positive emotional-feelings have evolved as a control mechanism to guide cognitive behavior towards individual health, well-being, and success through effective decision-making and resonating behavior.

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. Mathematically speaking, this theory argues that X changes Y, and the result is X. Does that even make 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 behaviors, 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 emotion control and biofeedback mechanism should be an integral part of every aspect of primary and secondary

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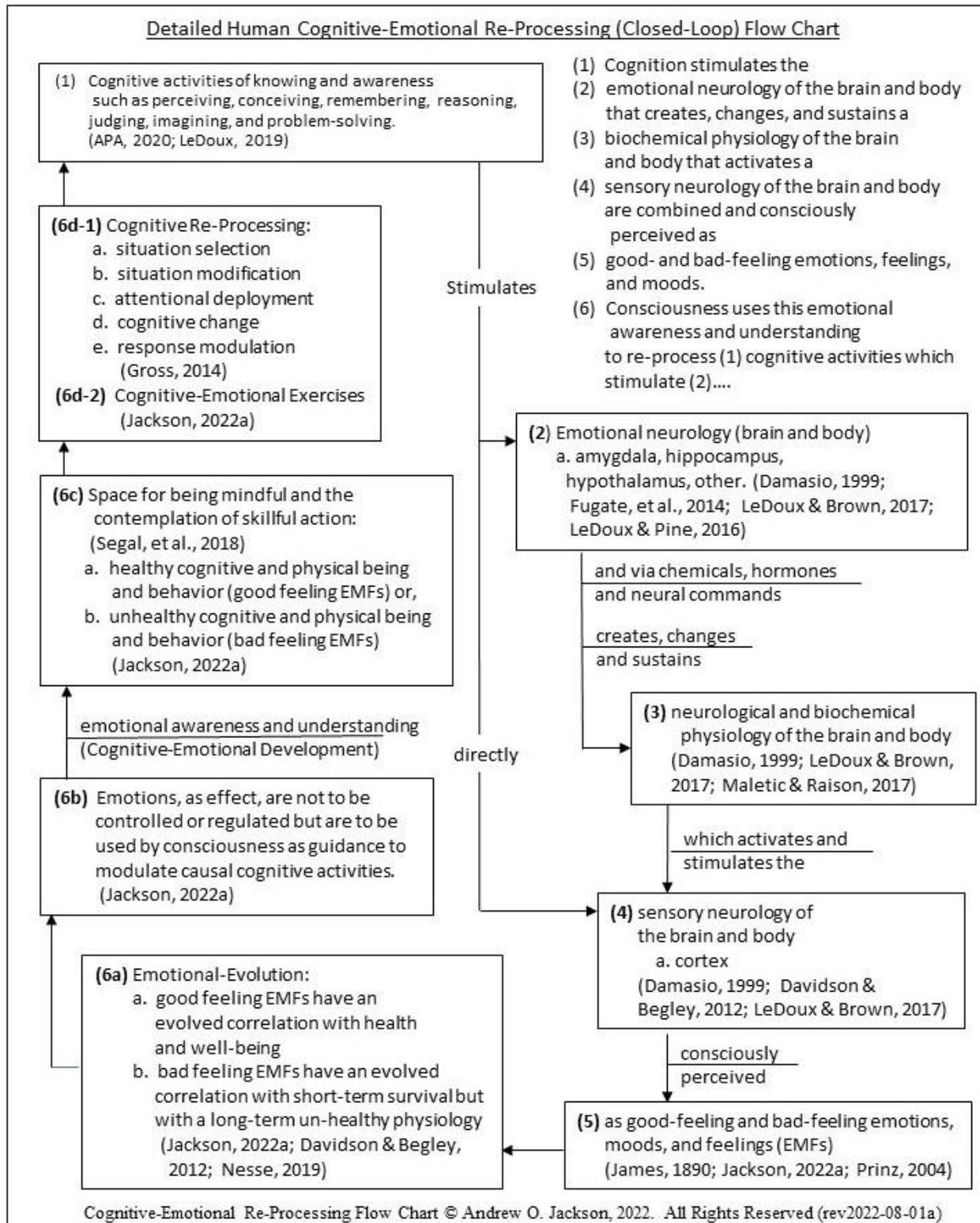
school curricula. Emotions as a biofeedback and control mechanism can be used to understand, guide, reframe, and refine enslaving, harmful, and vulnerable cognitive activity into positive, robust, healthy, and empowering cognitive activity that gives meaning and vibrancy to life (Nussbaum, 2001, 2018).

The connecting processes between cognitive activities that feel emotionally positive and those that feel emotionally negative are the foundation for individual, cultural, and societal regeneration and rebirth and the creation of something new: “I am emotionally aware of what I don’t 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 off of my emotionally negative journey and onto my emotionally positive journey)?” 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 negative into the emotionally positive. 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.

### **12.0 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.

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**Figure 7: Detailed Human Cognitive-Emotional Re-Processing Flow Chart**

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 7:**

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

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Ogata, 2010; Palm, 2014). “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 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 (reference Figure 8). 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 is able to maintain their health, well-being, and

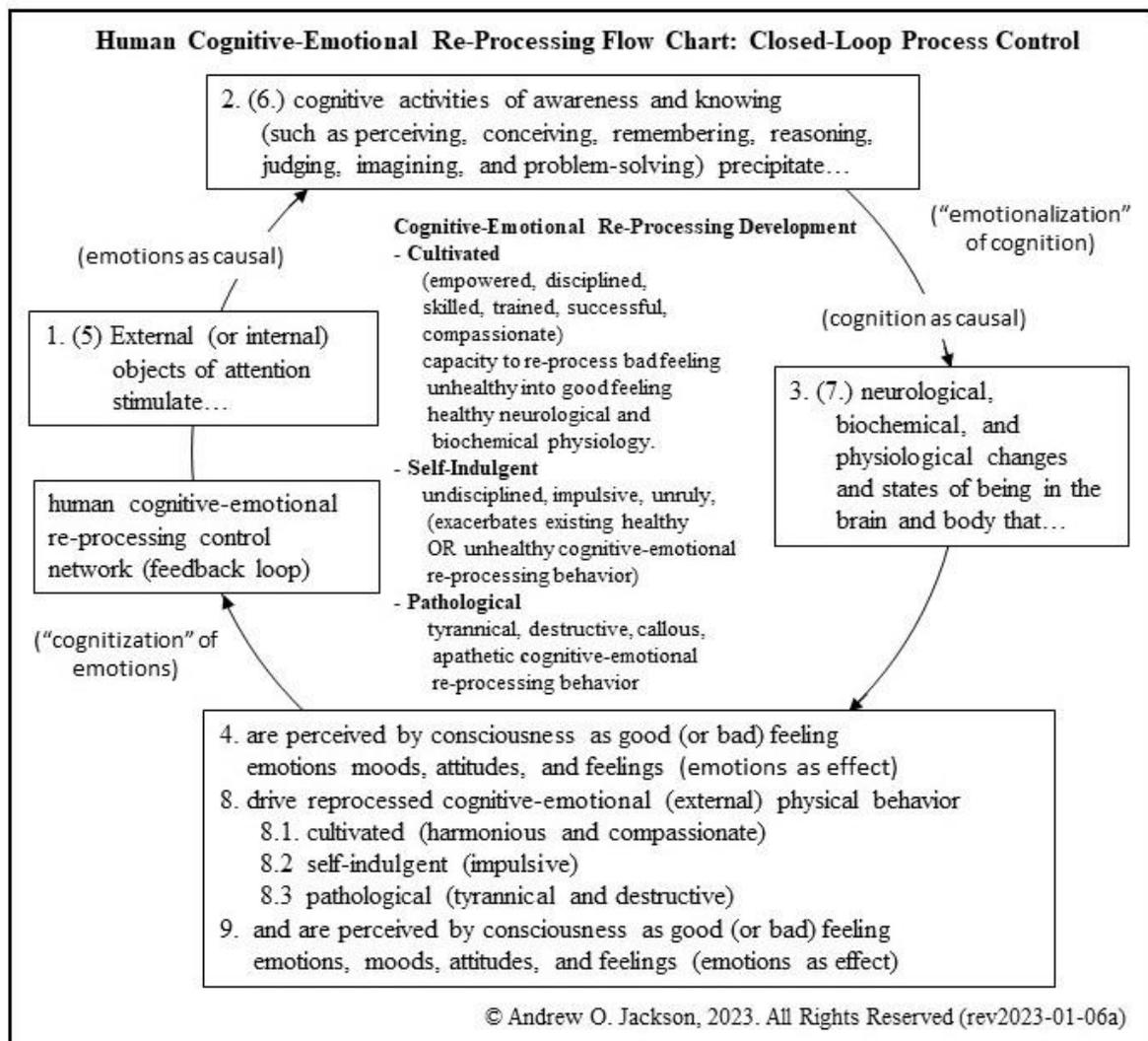


Figure 8: Human Cognitive-Emotional Re-Processing Flow Chart

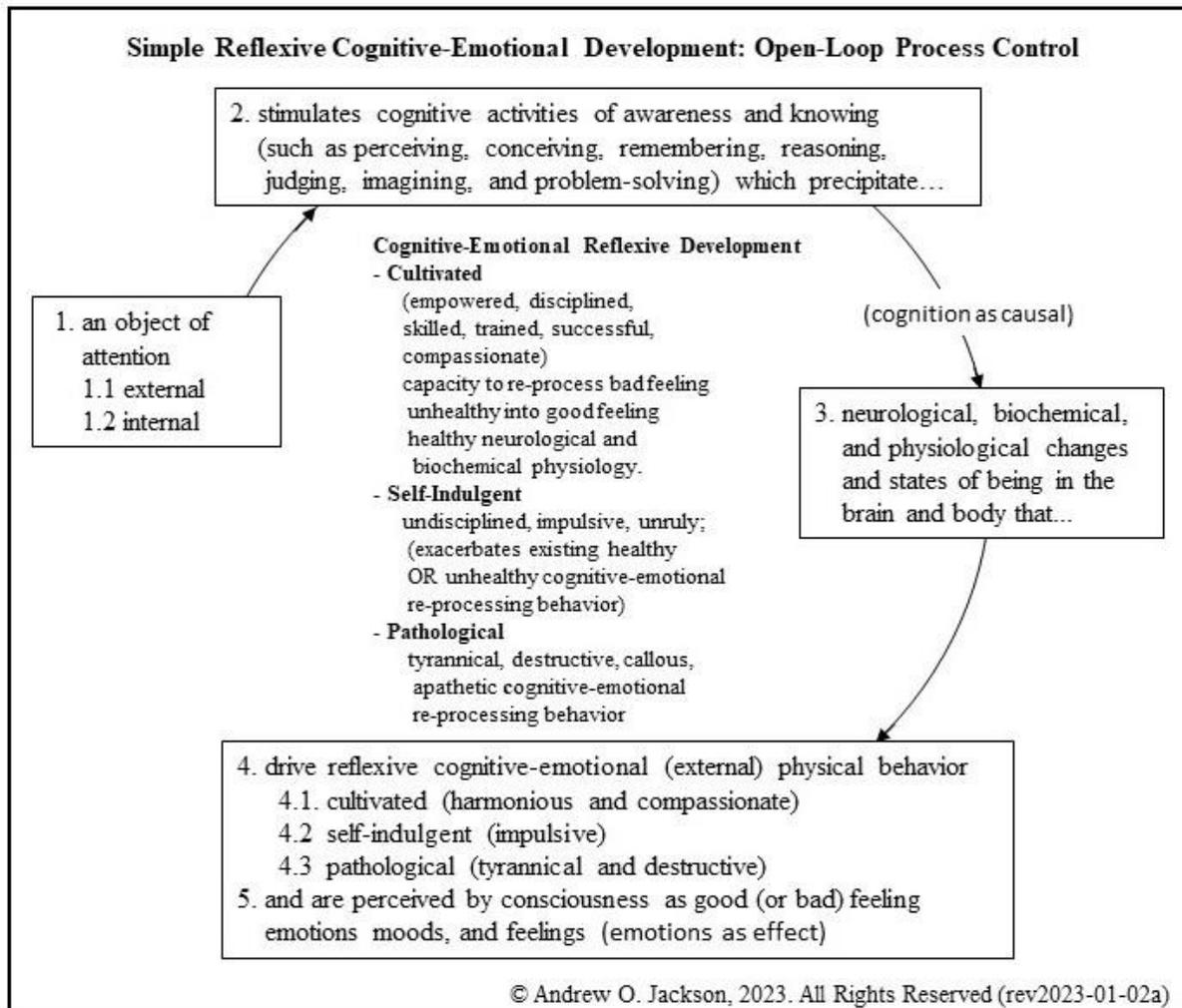
success. Whereas the less refined and self-indulgent the re-processing capability, the more a person is disrupted, influenced, and persuaded by external events, conditions, and demands of others.

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 become causal and drive either self-absorbed and reckless acts of conduct or a constructive and cultivated behavior depending on one's education, training, and beliefs and 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 (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.

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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 9**). Preexisting conditions hindering an individual's health, well-being, and success become more viable when emotions are not used as feedback to control, manipulate, and re-process cognitive behavior. As discussed in this paper, the resulting neurological and



**Figure 9: Animalistic (Reflexive) Cognitive-Emotional Processing Flow Chart**

biochemical physiology from uncontrolled cognitive-emotional behavior is more vulnerable to disease, illness, and disempowering external environmental disturbances.

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 and re-processed to maintain one's own desired emotional state. Every psychological therapy provides its unique construct of cognitive behavior and its system for cognitive manipulation, re-processing, and change to reach a desired emotional goal. Each provides its methodology for emotional regulation and control – as in engineering control theory – that may be used by the individual.

#### **14.0 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 *Iliad* and *Odyssey*. Whether for entertainment – poets lifting and casting down their audiences' emotions like a roller coaster excites and thrills or frightens its breathless riders – or for cognitive 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 one's self within the emotional moment, either for the joy, thrill, and excitement of the entertainment or for the educational

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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 emotionally guided cognitive re-processing behavior that has evolved for their 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 the thoughts and what they are thinking about (appraisal) when they are experiencing anger, anxiety, fear, or anytime they are emotionally not feeling good. 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

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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.

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 negative feeling cognitive-emotional dynamic behaviors into positive, good feeling cognitive-emotional behaviors. They can also begin understanding that emotionally feeling good has an evolved neurological, biochemical, and physiological correlation with health, well-being, and success and emotionally negative feelings with their negation. And they can understand that an evolved neuroplastic brain will reinforce their capability to re-process cognitive-emotional behaviors (and also reinforce their lack of capacity).

These 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

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environment. Therefore, a strong cognitive-emotional re-processing curriculum 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 thoughts, memories, perceptions, imaginations, and logic of the cognitive mind towards the individual's health, well-being, and success (as indicated by good feeling emotions, moods, attitudes, and feelings).

Authors (of all genres) fail to realize that the "suspension of disbelief" and avoidance of critical thinking include the suspension of an emotional biofeedback 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 for the individual's health, well-being, and success. But a student's failure to re-engage one's own evolved cognitive-emotional dynamic re-processing mechanisms is at the expense of their future

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health, well-being, and success. Without implementing cognitive-health education into all aspects of an institution's curriculum, can educators and administrators honestly believe their educational institutions are a success if a student's future is dependent upon their skills, abilities, and beliefs to re-process emotionally negative cognitive behaviors into emotionally positive 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**).

### 15.0 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 re-processing 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 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

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emotionally negative cognitive behavior into an emotionally positive 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 design, 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, and are cultural differences accounted for in the experimental design? Can education augment any cultural deviancies?

The moral and ethical debate of a "feels good, Is good" within an evolved cognitive-emotional control mechanism has continued for thousands of years and may continue for thousands more. Ultimately, however, it is an individual debate that continues throughout a person's lifetime, hopefully, a lifetime of continual growth and greater understanding. The critical analysis and questioning demanded by a cognitive-emotional health education curriculum in our educational institutions can be of great individual, societal, and cultural benefit to everyone's health, well-being, and success.

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 function of dwelling upon the lack of that which is wanted, desired, and intended and the evolved and correlating emotional negative feelings. This disregard for a cognitive-emotional control mechanism that guides cognitive behavior towards the emotional positive good feelings when dwelling upon the real or imaginary manifestation of that which is wanted and desired existed then as well as now. The path from the tragedies of ill-fated luck

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toward health, well-being, and success exists within the cognitive-emotional reality and imagination of positive, good-feeling emotions, moods, attitudes, and feelings. Humanity has evolved with a guiding control mechanism to keep us on that path.

When defining the functional reality of evolved cognitive-emotional dynamic control, can neuroscience, biochemistry, pharmacology, psychiatry, psychology, therapeutics, literature, law, philosophy, sociology, with pre-school, primary, and secondary school education agree on.... Something? While the linguistics of literature has combined emotional feeling with physiological changes and outward behavior expression, my work focuses on emotional feeling and accentuating physiological changes but is separate from outward behavior expression. Once cognitive-emotional re-processing control theory is understood and awareness of cultivated, self-absorbed, and pathological dimensions are recognized, another discussion may be pursued involving cognitive-emotional dynamics with outward physical expression and behavior.

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 experience 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

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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 an overall school curriculum, even at the pre-school level.

### **16.0 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 center around an individual's motivation, ability, and skill to re-process cognitive activities (Gross, 2014). These cognitive activities are ultimately evaluated by the existence of healthy good cognitive-emotional re-processing, regulation, and control, and the individual's outward physical behavior and expression. This is the use of emotions-as-effect and emotional control theory. Why wouldn't the efficacy of these therapies 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 emotions?

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

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out of control in this context, nor is there a concept of emotional disorder. On the contrary, the cognitive mind is out of control, and the therapeutic process addresses a cognitive disorder.

Deviant emotional perceptions are reflections of this aberrant cognitive behavior. The emotions are not treated as dysfunctional but are understood as very functional. They bring to consciousness the dysfunctional aspect of the mind's cognitive activities that create the aberrant neurological and biochemical physiology we perceive as emotions. It is these irregularities in cognitive behavior that need to be addressed. Emotions are but the messenger.

“What do you want?” is a question that brings about an emotionally negative response if the person is dwelling within the cognitive constructs of the not wanted or lack of that which is desired. Our evolutionary reflexes move consciousness from the not wanted into cognitive activities 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 within 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 a healthy and vital neurological and biochemical physiology. Emotions have a function. Emotions

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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 cognitive-emotional bio-feedback and control mechanism are absent. An individual does not have the cognitive-emotional capacity, agility, or wisdom to respond to their cognitive-emotional bio-feedback in a natural and healthy manner to get their mind off the hot stove.

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 that 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 the emotions they feel as a control mechanism towards the thoughts, ideas, and other mental activities being generated in their mind and towards 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 control 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 bio-feedback and control mechanism. At first, these steps may go from painful emotions to less painful emotions. Still, eventually, with the development

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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.

### **17.0 Psychiatric Therapy: Neurological, Biochemical, and Physiological Rehabilitation through Medicine**

Medications can be very effective and absolutely necessary in bringing cognitive-emotional processing (and re-processing) and outward expression under control to where the individual can begin psychological rehabilitation. But what are these chemicals doing to the cognitive-emotional biochemical and neurological physiological feedback and control mechanisms? What are they doing to consciousness' ability to control and change cognitive activities in response to cognitive-emotional bio-feedback? How can emotions guide cognitive behavior when emotional or physiological neural networks are being targeted with artificially introduced chemical agents? Medications that artificially promote good feeling emotions despite a patient's emotionally negative cognitive behaviors can camouflage dangerous and aberrant cognitive activities that can lead to horrendous acts of abuse, destruction, and mayhem normally exposed through extreme negative emotional awareness.

Any pharmaceuticals designed to impact the cognitive-emotional bio-feedback and control mechanism also impact the emotions' correlations with (1) the mind's cognitive activities and (2) the body's neurological and biochemical physiological activities, and (3) consciousness awareness of these biochemical, physiological conditions. The importance of today's psychiatrists to identify biochemical agents that harmonize with the cognitive-emotional neurological and biochemical re-processing physiology of an individual and augment their

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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 consciousness's power and ability to manipulate cognition and thus help an individual respond to their cognitive-emotional bio-feedback and control mechanisms 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 purview of current pharmaceutical therapy?

### **18.0 An Experimental Design and Validity Allegory:**

#### **Factorial Analysis of Basketball Players' Shooting Success**

An allegory: General managers from professional basketball teams around the country wanted to understand the reasons why one basketball player has a better shooting percentage than another that they may draft and acquire those players that will be beneficial to their team's success. In that regard they commissioned: 1) psychologists to study variations in cognitive thinking, emotional states and control, coaching techniques, and family backgrounds; 2) psychiatrists and neurologists to study neurological and biochemical variations in synaptic biochemical type and distribution, eye structures, and perceptual abilities, brain functions, and possible doping and performance-enhancing drug usage; 3) physiologists and physical therapists to study variations in muscle, bone, and fat mass and distributions, bone structures (height differences), arm lengths, and hand sizes; and 4) sociologists to study variations in home environments, economic backgrounds, and high school grades, reports, and disciplinary records.

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After years of study, thousands of surveys, investigations, experimentation, and analysis, the general managers received all sorts of reports, understandings, and theories of why one player could make more baskets than another. The general managers held conferences where notable scientists presented their studies and reports. Academia set up labs to further study a multitude of related phenomena within their respective concentrations. Classes were structured around these findings. Books were written, and textbooks were published....

And then a mechanical engineer walks into the mayhem with quality management and control experience and education and says to management, “Within all those years of study and analysis and conclusions, there haven’t been any quality and specification standards on the diameter of the round bar used in manufacturing each rim, or hoop, that a player shoots into. And therefore, depending on when and what manufacturer made the rim that was involved in each study, the raw data will reflect different results because some rims have a larger relative diameter than others. With the larger inside diameter rims, any player is significantly more likely to make a basket. Or maybe not and for some reason, players make more baskets with a smaller diameter rim. The point is, that because researchers have not studied, analyzed, and factored in a relevant variable, their data may be skewed one way or another. And until “relative diameter” is recognized and then factored into existing studies, any conclusions and rationale based on those studies are suspect for error.”

I am not saying the diameter of the round bar that makes the rim is not specified. I am asking 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 exists and is unaccounted for. This paper has outlined the necessary existence of an evolved cognitive-emotional re-processing, control, and regulatory mechanism. If

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this mechanism exists and hasn't been experimentally accounted for and factored in, how reliable is psychological and psychiatric science?

### **19.0 Summary**

- 1.** The emotional experience in literature, philosophy, religion, and law for thousands of years, have been a combination of (1) causal neurological and biological changes in the brain and body that drive a person's behavior and (2) the perceived effect of the same changes of the brain and body that a person feels and perceives. 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 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.** Emotions-as-effect theory 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)
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(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 cognitive activities (Gross, 2014; Young et al., 2014). These cognitive activities are ultimately evaluated by the existence of good- or bad-feeling emotions. This is the use of cognitive-emotional re-processing closed-loop control theory.

4. The roots of bipolar disorder (Miklowitz, 2014), schizophrenic tendencies, and other psychotic disorders (Terrier & Taylor, 2014) may be dissociation from the evolutionary emotional regulatory feeling-good (uplifting) and feeling-bad (depressing) sides of the three-sided coin that modulate cognitive activities. Although this is only hypothetical and needs research, the concept becomes viable only when emotions' evolutionary role in regulating rather than being regulated is understood and accepted.
  5. Recognizing emotions-as-effect and cognitive-emotional re-processing closed-loop control theory 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 negative cognitive activities into emotionally positive ones that reflect healthy neurological and biochemical physiology and compassion and respect for oneself and others.
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## 20.0 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 person being mutilated in a car accident until the event is – consciously or unconsciously – cognitively perceived, conceived, and understood. 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 – depending upon one’s emotional acuity – be perceived by consciousness as a variety of good- and 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 Is a carefully nurtured neurolinguistic and cognitive construct of the mind systemically passed down through generation after generation and is ignorant of emotions’ evolutionary biofeedback and control processes as well as emotions’ correlation with an individual’s neurological, biochemical, and physiological state of health, well-being, and success. Emotions (James, 1890; Prinz, 2004) have not evolved to be controlled, regulated, or managed by cognition, as the linguistics of psychology, religion, literature, philosophy, and law suggests (Goleman, 2003; Gross, 2014; Homer, 800-700/2009; Nussbaum, 2001).

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 into humans a reflexive neurocircuitry

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erroneously devoted to emotional dysfunction theory. For anyone to accept another cognitive-emotional dynamic requires a fierce commitment to science and logic.

Emotions have evolved for millions of years. They had 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 primary functions cannot be overstated. Language acquisition and literacy teachers in our early, primary, secondary, as well as collegiate schools, are teaching psychology and a theory of emotions and emotional behavior without any appreciation for emotions' evolutionary role to guide cognitive re-processing behaviors towards a child's health, well-being, and success. This must be rectified by educating our language acquisition and literacy teachers in the psychology of emotions they are now teaching as well as in the cognitive-emotional dynamics of health, well-being, and success. How long will academia continue the instruction, edification, and liability of a cognitive-emotional dynamic regulatory theory erroneously 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 biofeedback and control mechanisms.

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

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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) utilize both the effect nature of emotion perception and the causal nature of emotions in closed-loop process control to manage cognitive behaviors. 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 cognitive-emotional development, i.e., the education and training of an individual to develop their 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 activities. 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 emotions 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 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 nefarious sales and marketing propaganda (Bandler, 2008; Kenrick

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et al., 2015; Nussbaum, 2001). Because feeling-good emotions correlate with health and well-being, nature has constructed an association between feeling good, ethics, and morality. 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 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 –parenting, education, religion, politics, and other institutions – all have a responsibility to empower individuals with emotional awareness and the ability to use negative bad-feeling cognitive activities and behaviors as a springboard to positive good-feeling cognitive activities and their outward expression and behavior. Humanity's future depends on the empowerment and understanding of the moral and ethical complexities within individual decision-making, and sympathetic and resonating 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 an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018)

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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).

### **21.0 Research Questions Section I**

Because of observability and measurability in humans and animals, there is much emotional research revolving around fear. But fear, with its many philosophical constructs and corroborative research and arguments, is only one aspect of the emotionally negative feeling side of an evolved three-sided neuroplastic coin. What can be reasonably understood and concluded without integrating the other two sides of the coin? The opposing, good feeling side is joyful with its supporting neurological and biochemical physiology. Whereas negative cognitive-emotional feelings such as fear, sadness, and anger do, in the short-term function as a much-needed survival mechanism, the cognitive-emotional positive and joyful state of being has a natural bias because of its unique long-term correlation to health, well-being, and success and a healthy, robust neurological, biochemical physiology.

The third side is a cognitive-emotional dynamic process 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

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process networks, whether pathologic 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 abilities, skills, and aptitudes where emotional awareness consciously and unconsciously 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 control 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 control mechanism:** Is there an unconscious cognitive-emotional control mechanism (or adaptive information processing system (Damasio, 1999; Ledoux, 1994)) between functional areas of the brain that suppresses emotionally negative and bad-feeling cognitive behavior and enhances emotionally positive and good-feeling cognitive behavior?
- 21.3 Cognitive-emotional skills, abilities, and beliefs affecting experimental Design:** If individuals are educated and trained to develop their abilities and beliefs to consciously re-process, re-structure, and re-organize 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?
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- a. Does 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?
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- 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 cognitive-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?
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**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.

**22.0 Research Questions Section II**

Cognitive-emotional process control theory understands that cognition, not emotion, changes the neurological and biochemical physiology that drives behavior. Do cognitive behavior therapies (CABs) 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

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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, 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 (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 dysfunction theory and control necessitates the following six questions:

**22.1 Do emotional dysfunction theories deny the emotional biofeedback mechanism?** Are emotional disorders (Barlow, 2014) such as depression, anxiety, suicide, mania, bipolar disorder, and borderline personality disorder that are attributed to emotional dysfunction

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theory, emotional disorders, or cognitive disorders that deny an evolved emotional biofeedback mechanism? If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, is the emotional biofeedback and control mechanism 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 negative cognitive behaviors towards emotionally positive cognitive behaviors?

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, television, books, songs, and music is dependent on a certain denial of the evolved emotional bio-feedback mechanism to guide cognitive activity towards 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?

**22.2 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

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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?

**22.3 Is cognitive-emotional re-processing into a better feeling place an unrecognized defense against illness, infections, and disease?** 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 negative physiological activity?

By cultivating a cultural attitude that dismisses the emotional "dashboard light" of negative emotions and does not recognize the role of negative emotions in informing one's consciousness that extra effort must be made to maintain an emotionally good-feeling attitude, 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 positive feelings? Is there cultural empowerment to survival (such as pandemics like COVID-19) because of an individual's abilities, skills,

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and beliefs, or the lack thereof, to promote feeling good emotions that correlate with healthy physiology and successful decision making?

**22.4 If an individual or patient is never taught:**

- a. how to use their cognitive-emotional biofeedback 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 biofeedback 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

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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?

**22.5 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?

**22.6 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?

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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?

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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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**Supplement A:  
The Dangers, Hazards, and Liabilities of Homer's Theory of Emotionally  
Driven Behavior**

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

**1.0 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 *Iliad* laid these erroneous emotional, linguistic foundations for today's evidence-based therapies:

“Goddess, sing me the anger, of Achilles, Peleus’ son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving

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their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment” (Homer, 800-700/2009).

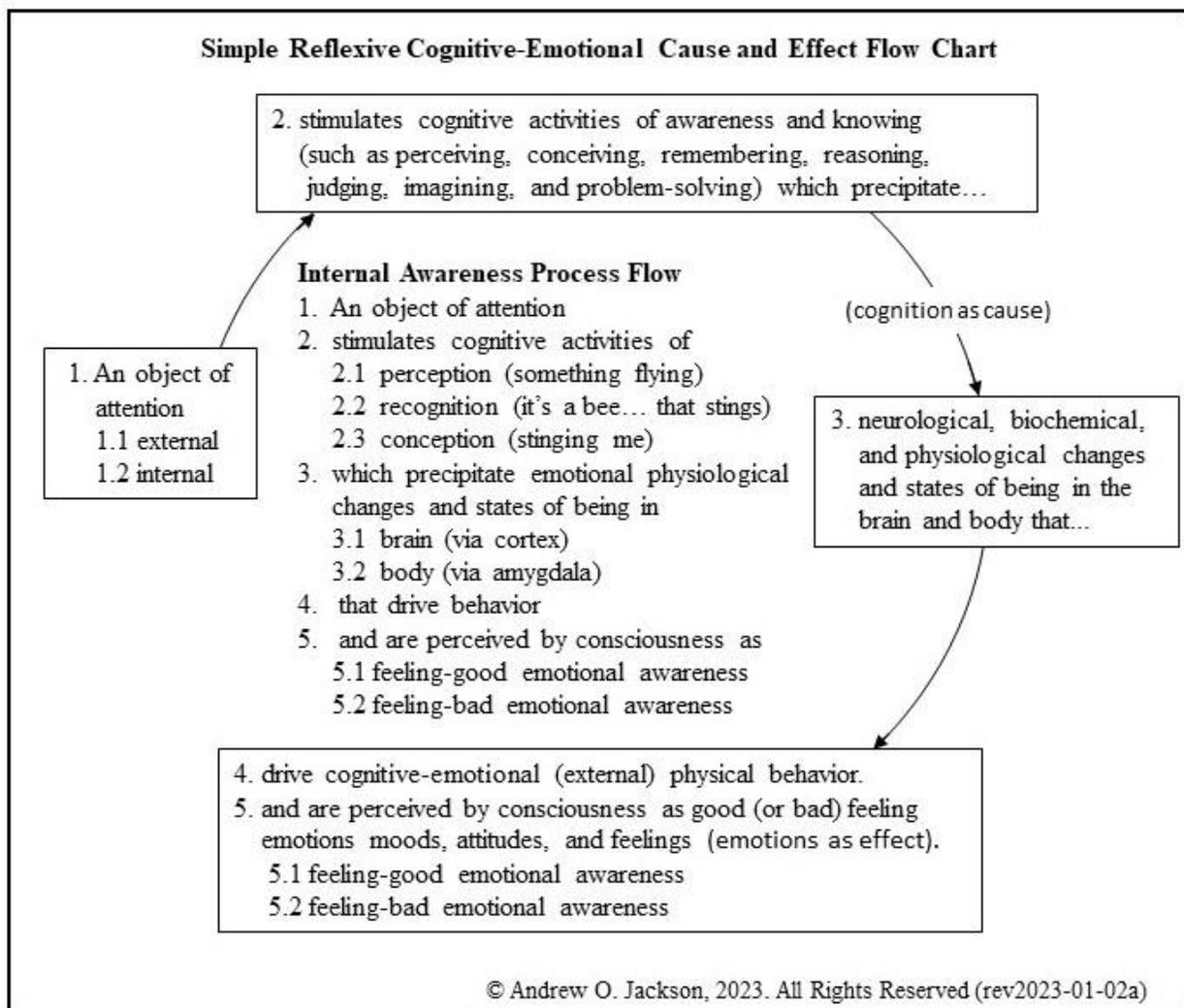
Achilles’ *anger* brought countless sorrows. Achilles’ *anger* sent many valiant souls to Hades. In this text, the emotion of anger is causal; that is, anger is the cause of Achilles’ behavior. This erroneous cognitive-linguistic construct of the mind continues to this day in literature and spoken language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

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

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

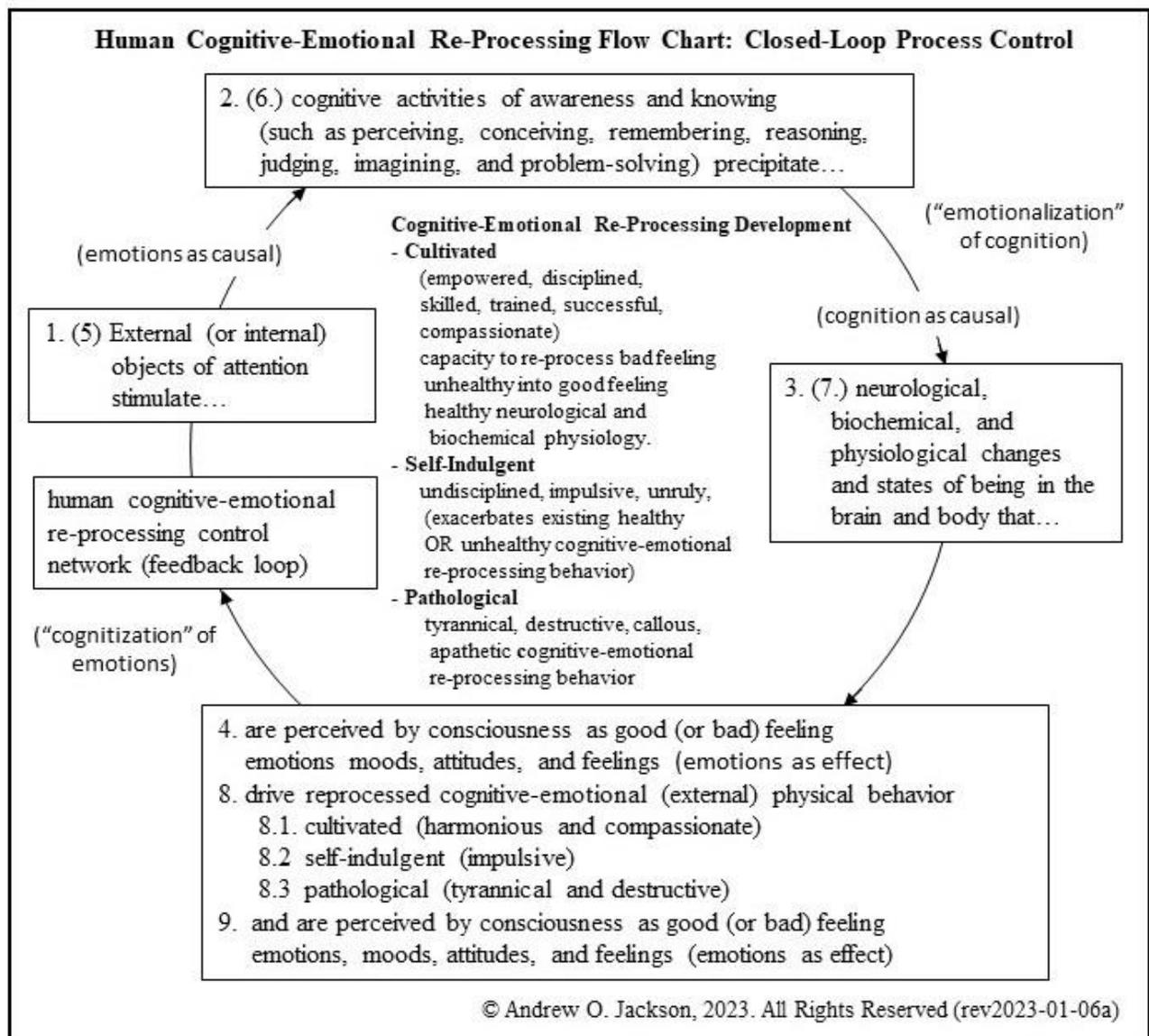
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However, is emotion the cause of the physiological changes in the brain and body that drives behavior, which is then perceived as *emotion*? (Does that make sense?) Furthermore, should emotions be regulated, controlled, or managed using pharmaceuticals (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 and Figure 2**), all these questions must be readdressed by science, linguistics,



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

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 biofeedback control mechanism (see **Figure 2**).



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

## 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

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

*The dysregulation of cognition, not emotion, is causal to the aberrant changes in a student's neurological and biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because cognition changes the neurological and biochemical physiology that is then perceived as emotions.*

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

### **2.1 Warning 1: Denial of the emotional biofeedback 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 emotional biofeedback control mechanism. Because of a belief in emotional control, management, and regulation, the neurolinguistic influence of “emotional dysregulation” on a person’s neurological and biochemical physiology convolutes emotions’ evolutionary role to pivot off emotionally negative cognitive behaviors towards emotionally positive cognitive behaviors (and its resonating outward expression and behavior). If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, the emotional biofeedback and control mechanism is further sabotaged in fulfilling its evolutionary role.

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

### **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

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attributed to illness, infection, or disease. However, by consciously working to feel good, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being physiologically healthy and vigorous. Therefore, evolution has set up another layer of resistance to fight off illness, infection, and disease by consciously working to feel good rather than succumbing to emotionally negative physiological activity.

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

- (2) that good- and bad-feeling emotions, moods, attitudes, and feelings are about their cognitive activities, and
- (3) how these good and bad feelings have evolved correlation with the health and well-being of their neurological and biochemical physiology, or
- (4) even more detrimental, is taught to ignore, constrain, or inhibit this evolutionary biofeedback control mechanism,

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

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

### **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

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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 can adversely affect 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.

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**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 negative thought patterns along with a misunderstanding of emotions as a bio-feedback mechanism to promote health, well-being, and success, cognitive activity has never moved up the emotional staircase into the pleasures of successful and compassionate decision making and living.

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

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

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

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### 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 mechanisms, language acquisition and literacy education sabotage philosophy, religion, science, and law and limit the growth and development of the culture and society in which they serve. It is human evolution (apart from animal) that has created the cognitive-emotional mechanisms that precipitate the neurology, biochemistry, and physiology consciously perceived as emotions and which are then consciously used to re-process, re-construct, and re-organize individual cognitive activities of memories, thoughts, beliefs, logic, and imaginations into the better emotional feeling state of being that signifies a person's health, well-being, and success... if the skills, abilities, and beliefs are nurtured to do so.

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**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**  
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## **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**

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

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

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

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

### **1.0 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 to actuate a cognitive-emotional bio-feedback mechanism that has evolved to develop and maintain a person's greater powers of strength, stamina, agility, cunning, intelligence, and wisdom. The role of the teacher or coach is to

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

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

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

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

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

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

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

Negative emotions are essential; they are a fundamental part of the equation for a person's success. Negative emotions bring an awareness of that which is not wanted and are used

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to identify that which is wanted (Knight, 2013). Like engineers, coaches, and gamers, who have problems to solve but do not fixate on what is wrong, students must develop the skills, attitudes, and beliefs to acknowledge and then re-process, re-structure, and re-develop their negative feeling emotions. Humans have the unique ability to educate and cultivate their cognitive-emotional reflexes and to use what is wrong, that is, that which is not wanted, desired, or intended to generate positive solutions and courses of action. Solutions cannot be found by fixating on the problem. Solutions will become more apparent after silently inhaling and exhaling and quieting the knowing and fixation upon that which is wrong. “Be still and listen...”

## **2.0 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 bio-feedback mechanism.

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

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

However a person defines success, or what their desire may be, this desire is an important motivation to do the work necessary to feel better. Feeling good has an evolved correlation with strength, stamina, agility, cunning, creativity, intelligence, wisdom, and success. A person’s power, strength, and future success come from feeling emotionally good now. Feeling good is also needed for activating the underlying biochemical neuroplastic changes (Gorwood et al., 2008) in the brain necessary for success.

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

### **3.0 The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium**

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

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

*The Book of Human Emotions: From Ambigophobia to Umpty – 154 Words from Around the World for How We Feel* (Smith, 2016) is an education in itself for understanding the

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cognitive-emotional mind. Each word has a causal cognitive (thought) aspect and an associative emotional (feeling) aspect. If one were so inclined to dive into the intricacies and depths of cognitive-emotional relationships, this would be a good place to start. But rather than understanding the particulars within basic and complex emotions, it is far more important to develop an awareness of what is working and what is not working towards feeling better.

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

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

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

In sports, how many thousands of hours have a professional athlete devoted to the physical and mental game of their sport? How much time and energy have they devoted to their physical training, skill, and reflexive development to be successful in competition? Now, how much time and energy has been devoted towards developing the feeling good moments that are necessary for the synergistic harmony of the mind, body, emotions, and consciousness to successfully actuate all this training, skill, and reflexive development in competition? Success, however it is defined, starts with developing the necessary physical and mental skills of a sport *AND* learning how to actuate a cognitive-emotional bio-feedback mechanism that has evolved

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over millions of years to develop and maintain an athlete's synergistic and combined power of strength, stamina, agility, cunning, intelligence, and wisdom that is essential to success.

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

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

*As an athlete is developing the physical and mental skills of their sport, they must also develop their abilities to attain the complimentary feeling good moments that signify that their mind and body are consciously, in a synergistic harmony, actuating these physical and mental skills.*

As was discussed previously, good feeling emotions, moods, attitudes, and feelings have an evolved correlation with a healthy neurological and biochemical physiology, and bad feeling

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

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

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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.

### **3.2 Mindfulness** (Segal, et al., 2013)

At their desks, students close their eyes and becomes aware of their immediate environment. What sounds can be heard? What is the temperature of the room? Are there any smells? How does the room feel? They can then go internally and become aware or their breathing, in and out. Can they feel their heart? Are there any pains or aches in the body? Where are these pains and aches? Move your toes. Become aware of your toes moving. Move your fingers. Become aware of your fingers moving. What thoughts are passing through your mind? What emotions are you feeling. Gently feel these emotions while remaining calm and observant.

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

Being mindful may need a certain impartial detachment from extreme and intense thoughts, body sensations and realizations and awareness of the surrounding environment, allowing them to pass through like clouds drifting by on a warm sunny day. This detachment extends to emotions and the passion within emotional wants, desires, and intentions and to refrain from impulsive reacting out because of these perceptions. This may be necessary when strong overpowering cognitive activities and perceptions dominate and precipitate uncontrollable neurological and biochemical physiology in the brain and body perceived as commanding emotions, moods, attitudes, and feelings. But it is important to realize and be mindful that, unlike a sliver causing pain in a finger and the pain is the messenger to take external action and pull out the sliver, emotional pain is an internal messenger to act and re-process, re-construct, and re-develop one's own internal cognitions first; and then take joyous action that signifies health, well-being, and successful decision making. Emotions have not evolved to be disregarded and to be detached from, but to be engaged with the understanding that emotions are a function

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of cognition. As such, being mindful to take the necessary steps to re-processes emotionally negative cognitive activities into emotionally positive cognitions is essential to a student's health, well-being, and success as an individual.

### **3.3 STOP! Do not Go There: The Conscious Power of Choice**

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

Maybe a subject is so vast and unyielding that the only solution is just to “don't go there.” There is no solution, viewpoint, or aspect that elicits positive emotions. Avoidance may not be “how I was brought up” or “politically correct,” but it may be necessary for a student's health and well-being. “That is not your problem” may be the best advice a teacher or coach can give for developing a student's health. (Note: Some individuals, like the gamer, engineer, or coach, can dwell upon that which is “not wanted” with some pleasure and problem solve and create alternate and more desirable realities (Knight, 2013).

### **3.4 Having Compassion for Self**

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

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

### **3.5 Meditation, Mindfulness, and Contemplation**

Meditations and mindfulness are healthful activities whose function is to remove consciousness from the mental chaos generated by daily life. Meditations and mindfulness refocus one’s cognitive activities away from life’s busy illusions to bring into focus a reality within one’s breathing, within the flame of a candle, or within whatever one has as their object of attention. Mindfulness is the practice of focusing upon and carefully observing or being “mindful” of the goings-on both within and surrounding one’s person. The key is not to latch onto or fixate upon the mind’s negative meanderings and detach from and allow any adverse thoughts, sounds, images, or other cognitions and emotions to pass through..... By slowly quieting the turbulent thought processes of the mind, meditation and mindfulness removes one’s attention from what is and allow the quiet revelations of what can be.

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

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

### **3.6 Appreciating and Reframing**

To appreciate an event, place, subject, or person means to find something of “value” within them to focus on, which stimulates positive emotional responses. To appreciate a situation means to find something of value within the situation to focus on. Appreciation means to make the effort to dwell on some aspect of a student, place, or event that brings about good feeling

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emotions. Appreciating nature is a wonderful method for extricating oneself from the harsh “realities” of a negative world and into another more favorable “reality” of beauty and marvel that also exists in our world.

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

A related challenge is found within these common phrases: *it is* good; *it is* bad; *it makes* me happy, or *it makes* me sad. All these common phrasings place the responsibility of one’s own emotional state upon that which is outside the “self” or “I” or “me” without realizing that there is a conscious power of choice to dwell upon that which is wanted or that which is not wanted. No matter how a student has learned to issue responsibility of one’s own emotional state to external factors, healing involves owning one’s power in creating “my own” emotional state of being by “my choosing” precisely what to dwell upon consciously.

Remember, the primary goal in these exercises is to bring about emotionally positive cognitive activities that correlate with a student’s power, strength, stamina, agility, cunning,

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intelligence, and wisdom. If finding an emotionally positive aspect is currently unattainable, it is best to gaze elsewhere.... “The sky is beautiful today, is it not?”

### **3.7 Focusing on That Which Is Wanted, Desired, and Intended**

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

Athletes cannot focus on what they do not want and simultaneously have positive emotions. They may use positive words, but nothing changes if the emotion behind their words is still negative. When words and phrases are positive, but the emotional state behind such words remains negative, mental activity is still negative and unhealthy. Understanding which emotional-feelings are connected to what mental activities is the guiding factor. Focus and awareness need to be continuously upon one's own changing emotional states and upon emotions more general, long-term moods, and attitudes. This is an essential aspect of emotional

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mindfulness (Segal et al., 2013). When positive words reflect positive emotions and negative words reflect negative emotions, communication becomes honest and harmonious. A conversation revolving around an emotionally positive subject now leads towards health, well-being, and success. The challenge is to continue modifying the subtext of the conversation towards a healthier direction and elicit more positive emotions.

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

### **3.8 Acts of Kindness**

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

### **3.9 Distractions**

Sometimes reframing may be too difficult. Then, instead of continuing to fixate on a subject of angst that is just too unyielding to remold into a better feeling accord, it may be time

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to step away from the issue and go somewhere else mentally. The object here is to radically change one's focus and ultimately distract the mind (and its current emotionally negative and unproductive activities) onto something that provokes emotionally positive feelings. Go to a movie. Read a book. Enjoy a bike ride or a walk in the park. If the emotions improve, then the distraction is working. The subject of angst can then be re-approached later with a clearer head.

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

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

### **3.10 Creative and Memoir Writing**

Creative writing, especially the writing of one's memories, can be very therapeutic by reconstituting past traumatic events into new and innovative meanings that can be used as stepping stones into healthy cognitive-emotional processes. Writers would benefit from an instructor with solid psychological and therapeutic skills to safeguard from personal wallowing and dwelling within old and traumatic events rather than using these events as stepping stones (or springboards) into emotionally positive desires, visions, and dreams. Writing and bringing

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old traumas to the light for others to read should be just that, bringing trauma into the light where these events are exposed for personal purposes of self-transformation into a new, exciting, and healthy lifestyle where the mind, body, emotions, and consciousness harmoniously work together to bring new feelings of peace, happiness, and joy. (Ref: background reading, Bandler, R., Grinder, John., (1975) (1976))

### **3.11 Reconstructing Gut-Wrenching Memories**

Debilitating and gut-wrenching memories can be re-processed into something palatable by reconstructing those memories. NLP (Neuro-Linguistic Programming) uses techniques to re-set the stage and change a student's memories and experiences when reliving past traumas. This involves the five senses of sight, hearing, smell, taste, and touch. These sense "modalities" have "sub-modalities" that can be adjusted or altered so that the emotional-feelings associated with the event change. The visual modality has sub-modalities such as brightness, color, hue, contrast, size, and position (within the mind) that can be altered. A scene can be made brighter or dimmer, and like the lighting on a stage, the overall hue can be changed by adding different color gels in the lighting. (Author's Note: I have found great success in immediately overlaying a series of different colors (green, violet, purple, red, yellow, blue, and so on) on my relived gut-wrenching events and memories.) When a "critical sub-modality" is found, the actual emotional feeling of the event will change quickly and sometimes permanently. Finding and changing a critical sub-modality can be, for some, a life-altering event that will allow the centeredness, peace, and freedom to acknowledge and pursue one's own desires, wants, and intention in life (Hartmann, 1998).

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### **3.12 Hobbies and After-School Extra-Curricular Activities**

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

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

### **3.13 Music and the Arts**

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

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### **3.14 Cross-Training: Performance Enhancing Activities**

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

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

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

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### 3.15 Religion, Mantras, and Prayer

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

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

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

- 1) “When I let go of what I am, I become what I might be.” Lao Tzu

(brainyquote.com)

- 2) “May God console you among the other mourners of Zion and Jerusalem

*Ha'makom yenaheem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim.”*

(myjewishlearning.com)

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- 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.*

### **3.16 I am Statements**

I am fat. I am old. I am clumsy. I am sick. I am.... Be careful of “I am” statements in that they can become a self-fulfilling prophesy. The mind can believe what a person says to themselves, or about someone else and another can believe what is said about them. A vortex of thoughts, beliefs, and “reality” can form around an I am declaration of fact and become a neurolinguistically program and fixture in a person’s reality. A person may feel they are discriminated against or believe what is said about self and actuate this in all their interpersonal

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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.

### **3.17 Touchstones**

Any object, event, or odor can also be a reminder of an emotionally positive moment. Pictures, for example, are very common keepsakes. Smells, songs, and music have a unique way

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of quickly activating thoughts, mental activities, and related emotional responses. Understanding what personal touchstones can draw out emotionally positive thoughts is another aspect of cognitive-emotional rehabilitation.

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

### **3.18 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

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by the existence of good- or bad-feeling emotions. This is the use of emotions-as-effect and emotional control theory (Jackson, 2022a).

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

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

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beneficial reality because the brain can rewire itself and create new circuits of understanding and alternative healthy behavior (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

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

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

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### 3.19 Pharmaceutical Therapy

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

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

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

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

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

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

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

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

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

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

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

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

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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 this existence a while longer. He replied, “Yes” and got himself to a hospital.

Around 1993, in a moment of inspiration that has now led to his cognitive-emotional re-processing paper, he began a self-directed healing program using his emotions as feedback for his 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.

He 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, 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 now happily married and retired from mechanical engineering, spending his summers sailboat racing and winters alpine skiing with his wife Barbie and their two cats.

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