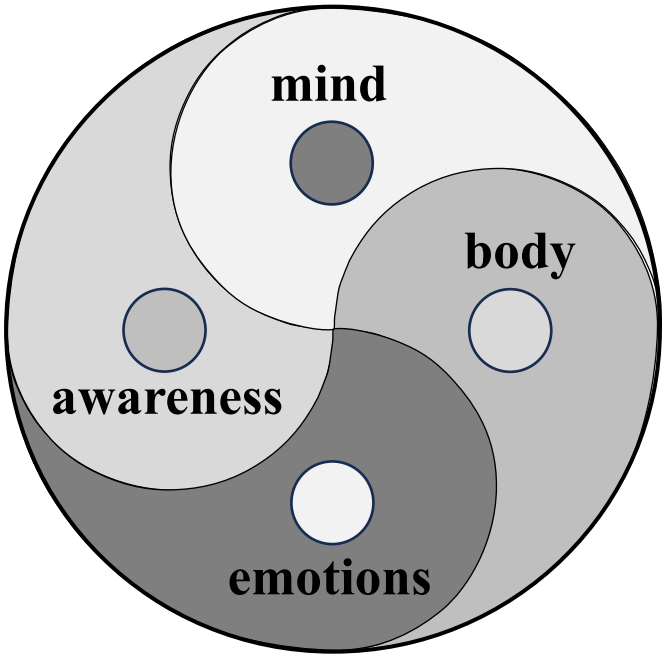
Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation with Supplements

(rev2026-01-08a)

Andrew O. Jackson



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

Sarah Shulze (2000-2022)

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

Preface

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

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

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

Achilles' *anger* brought countless sorrows. Achilles' *anger* sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions can drive destructive behavior.

This cognitive-emotional linguistic construct ignores emotion's physiological and evolutionary role in re-processing, re-developing, and re-constructing destructive, emotionally negative cognitive behavior towards emotionally positive and constructive cognitive behavior that signifies an individual's (and society's) health, well-being, and success.

Every writer since Homer reflects the emotional linguistics of his "Iliad" (inscribed nearly 3000 years ago); and millions of years of cognitive-emotional evolution have been (and are being) linguistically redefined and sabotaged by our language and literary institutions (Jackson, 2025). Today's language and literary artisans are instrumental to the hundreds of thousands yearly suicide deaths, reprehensible mass shootings, and the human degradation and insanity now on exhibit in the Mid-East.

Contrary to writing standards, conventions, and implications, cognition, not emotion, precipitates the changes and states of biochemical, neurological, and physiological being that drives behavior. Emotions are an intertwined perception of these changes and states of physiology. Teachers within all academic disciplines and authors, poets, journalists, and playwrights must re-learn and re-develop our emotional language and linguistics to mirror our cognitive-emotional evolutionary, and symbiotic heritage of the heart, mind, and body.

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

And therefore, contrary to our literary linguistics, emotions instead of conflicting with, and need of control by the cognitive mind as implied by cognitive behavior modification psychology and our psychological institutions of religion, law, politics, and philosophy, have evolved to guide our cognitive and physical acts away from negative, bad feeling destructive behavior and towards positive, good feeling constructive behavior. The solution to our destructive social and cultural behavior (and Palestinian-Israeli conflict) lies within this new linguistics of cognitive-emotional cooperative, instead of conflict and control, behavior and law.

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

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1.0 Abstract

Psychology readily uses a variety of process flow charts such as the cognitive triangle to demonstrate the inter-relationships between thoughts, emotions, and behaviors. What is

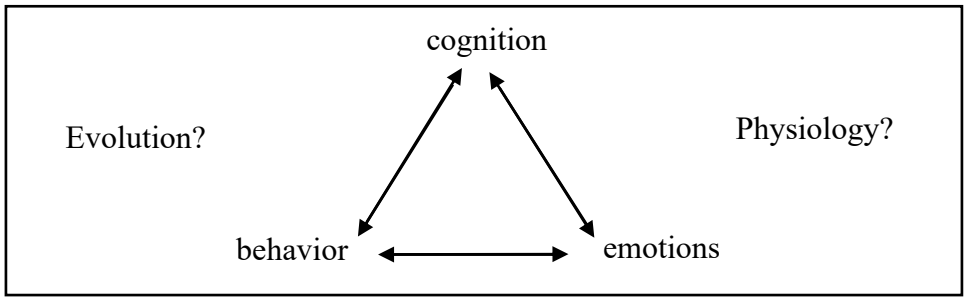

Figure 1.1: Cognitive Triangle

commonly left out are changes and states of physiological being in the brain and body. Or simply put, "physiology." Also, to understand and help define these inter-relationships, the role evolution has played for survival must be accounted for. This text takes a deep dive into the complications within our 3000-year-old language and literary linguistics of emotionally driven behavior to interpret these relationships without the benefit of physiological, evolutionary, and engineering sciences. For instance, "emotional control" has a different meaning and significance in literary linguistics than in engineering linguistics. How do developing linguistics in psychological re-interpret these inter-relationships when integrating changes and states of neurological, biochemical, and physiological being in the brain and body and evolutionary survival of the species?

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

as causal; that is, anger is the cause of Achilles' behavior. But this ancient linguistic paradigm of emotionally driven behavior, as used through-out history within the language and literature of religion, philosophy, sociology, and law and adapted into modern, evidenced based cognitive behavior modification therapies, is limiting the future of psychological development for the health, well-being, and success and even survival of the species.

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

This paper establishes that the success and foundation of extensively used (and evidenced based) cognitive behavior modification therapies is dependent upon (1) the good (or bad) feeling conscious experience (awareness) of emotions, moods, attitudes, and feelings as the perceived effect of neurological, biochemical, and physiological changes and states of being within the brain and body precipitated by (causal) cognitive activities. Also, (2) positive, good feeling emotions, moods, attitudes, and feelings must have an evolved, positive and constructive

correlation with health, well-being, and effective and successful decision-making abilities and prowess. A person driven by anger, jealousy, or greed may be emotionally driven in a movie or book, demonstrating the need for emotional control, but within engineering process control theory, these neurological and biological changes and states of emotional being are a product of cognitive activities which must be managed and controlled. The significance of teaching the science of emotions (separate from their literary, religious, and philosophical conceptualization) in our educational institutions cannot be overstated.

Language acquisition and literacy education teachers are now teaching a restrictive psychology of emotionally driven behavior without incorporating the necessary appreciation of emotions' evolutionary role to guide and re-process cognitive behaviors toward healthy, constructive, 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 emotionally negative, bad feeling, and destructive cognitive behavior into good feeling, emotionally positive, and constructive cognitive behaviors. Every individual must develop an awareness of their own cognitive-emotional states of being and then have the skills, abilities, and beliefs to consciously use their 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.

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 successful decision-making prowess and ability exist and is unaccounted for? If these evolutionary mechanisms of survival exist and haven't been academically and experimentally accounted for, how reliable is psychological and psychiatric science as well as the humanities of sociology, philosophy, religion, and law? How do philosophy, religion, law, and the educational sciences reconcile the individual and personal *physiological requirements and necessity* to feel good for one's own health, well-being, and *successful and effective decision-making prowess and ability* with the health and well-being of others, and with the health and well-being of the culture and society in which we all live and need for survival?

This paper employs logic and science to develop the following illustration and necessary cognitive-emotional re-processing flow for the health, well-being, and success of the individual.

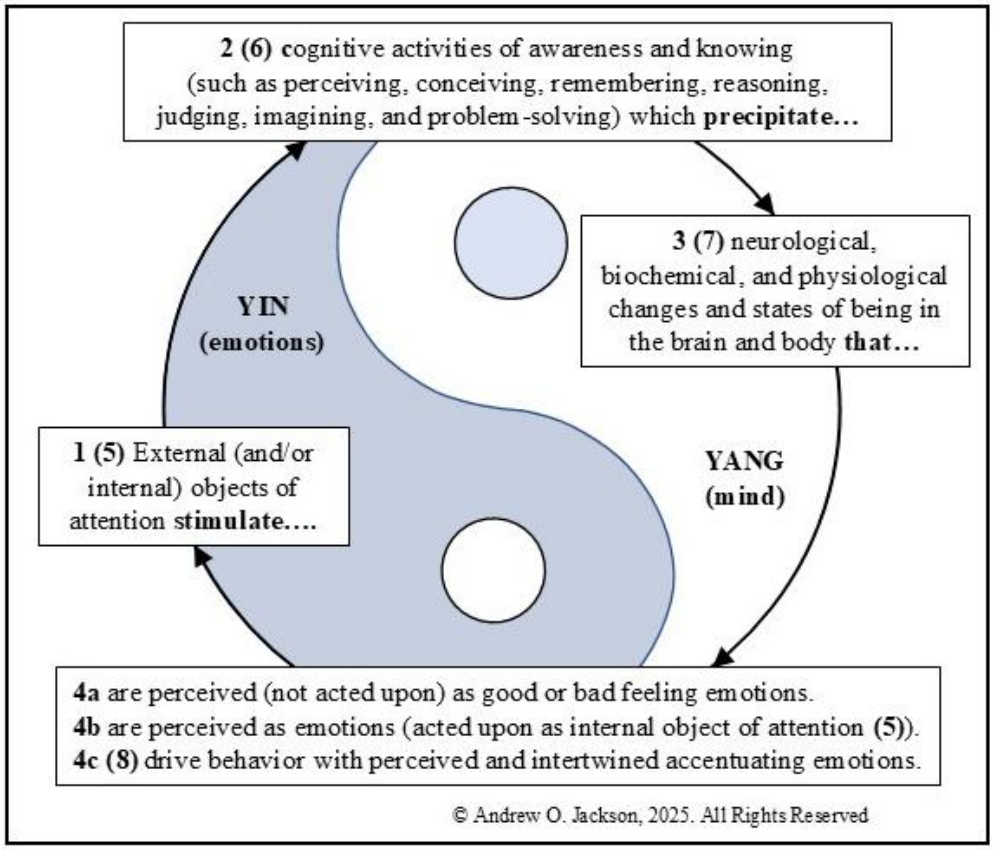

Figure 1.2: YinYang Cognitive-Emotional Re-Processing Flow Chart

2.0 Definition Notes

1. "Cognition" is *the processes* of awareness and knowing, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension can project future consequences and events. Cognitive activities of the mind *include their product* such as thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings. Emotion is also a product of cognition and is the exploration of this paper.

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

Note 1: The terms "good" and "bad" are not used in a religious or moral sense. And "feels-good" or "feels-bad" can extrapolate into more intense feelings than "pleasant" and "unpleasant". Excitement still "feels-good", whereas "feels-pleasant" is unwieldily.

Note: 2: Emotional Intelligence defines an emotion as the product of bodily awareness with emphasis on the cognitive activity that produced that physiological state of being. Emotional Intelligence dwells within the linguistic precision and terminology to facilitate cognitive behavior modification for wellbeing and success. (Bracket, 2019;Smith, 2015).

Note 3: Positive and negative is not used because they can be intellectual terms of assessment without an emotional feeling. A "good feeling" can be termed negative within "inappropriate" circumstances. And cognitive behavior therapy (CBT) tends to assess cognitive activity as positive or negative as in what's "good" or "bad" for the patient.

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

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

5. Good-feeling emotional being must have an evolved correlation with health, well-being, and constructive and successful decision-making prowess and ability. Bad-feeling emotional being must have an evolved correlation with ***the lack of*** health, well-being, and constructive and successful decision-making prowess and ability. If this were not so, humanity would not have survived the evolutionary mill. Although, short-term negative emotional being and awareness is essential for survival. The reasoning and logical arguments for these understandings are developed in the text.

6. "Emotional valance" is not used here because in the definition of "the value associated with a stimulus as expressed on a continuum from pleasant to unpleasant or from attractive to

aversive" (APA, emotional valance), the notion of "stimulus" lacks clarity and typically refers to an external event, object, situation, or an environmental factor/event and not to the good and bad feelings of cognitive-emotional activities within an individual's awareness.

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

8. The relationships between emotions and emotional valance, arousal, and behavior cannot be discussed or understood until a scientific understanding of emotions as a product and effect of neurological and biological changes in the *brain and body* precipitated by (causal) cognitive activities. That is, a state of being with emotional awareness without physical associative behavior.

9. 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 one's own reality and the exclusion of another's (reference Plato's allegory of the cave (Allegory, 2020)).

10. James Gross's process model of emotional regulation defines five steps towards emotional generation, where each step is a "potential target for regulation," i.e., (1) situation selection, (2) situation modification, (3) attentional deployment, (4) cognitive change, and (5) response modification (Gross, 2014). Cognitive-emotional re-processing theory uses cognitive and emotional awareness at each target for "re-evaluation" to regenerate healthy

biochemical and neurological physiological conditions, states (which are perceived as good-feeling emotions, moods, attitudes, and feelings).

11. "Emotional control" entails opposite cause-and-effect conceptualizations. Emotional control, as commonly used in literature, religion, science, law, and philosophy, means managing, restricting, and regulating emotions (Gross, 2014) because emotions ***are causal*** to neurological, biochemical, and physiological changes within the brain and body that drive behavior. In engineering control theory (Marken 2020; Ogata, 2010; Palm, 2014), emotional control means emotions are regulated and managed as an end product of a system. "Manipulated variables" within that system (i.e., cognition) are changed and altered resulting in a controlled variable (i.e., emotion) change (Powers, 2016). Think of how a thermostat "controls" the temperature in a room. What is manipulated are the causal variables within the furnace and air-conditioner mechanisms. The air temperature in a room is the result of, or an effect of these processes. Temperature only becomes "causal" and drives behavior after they are perceived as being too cold or too warm. Likewise, emotions are first a result of, a consequence of, or **an effect** of the cognitive process. Cognition precipitates the changes in physiology in the brain and body that are perceived as emotions. Only then, if and when used as feedback do emotions **become causal** and drive behavior. Or, instead, emotional awareness can be used within the reconstruction, re-organization, and re-processing of cognitive activities (cognitive-emotional behavior modification therapies) to obtain a more desirable and healthier physiology and outward physical behavior.

12. A cognitive-emotional re-processing therapy would utilize the perception of emotional negative being (emotionally feeling bad) to aid re-processing cognitive activities of awareness and knowing. Re-processing continues until any bad or "less bad-feeling"

neurological, biochemical, and physiological states and being of the brain and body emotionally feel-good (which has an evolved correlation with health, well-being and success).

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

14. Cognitive-emotional development and education within an individual involve learning, practicing, and utilizing various cognitive-emotional re-processing techniques to 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.

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

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

James Gross illustrates in his modal model of emotional generation (**reference Figure 3.1, page 21)** 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

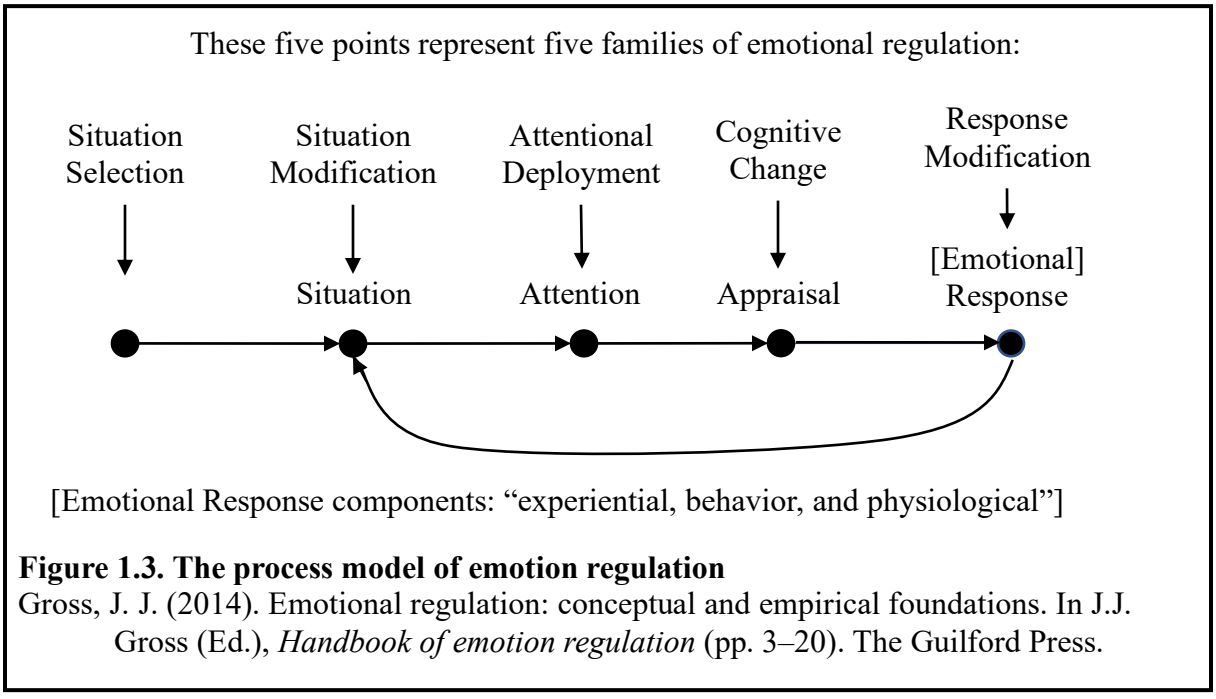

Figure 1.3. The process model of emotion regulation
Gross, J. J. (2014). Emotional regulation: conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press.

Figure 3.1: The Process Model of Regulation

emotions can and should be regulated in certain situations is well represented over the centuries" (Gross, 2014). (Note: 3000 years of literary linguistics has assumed that emotion, and not cognition, is causal to the changes and states of physiology that drives behavior.)

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

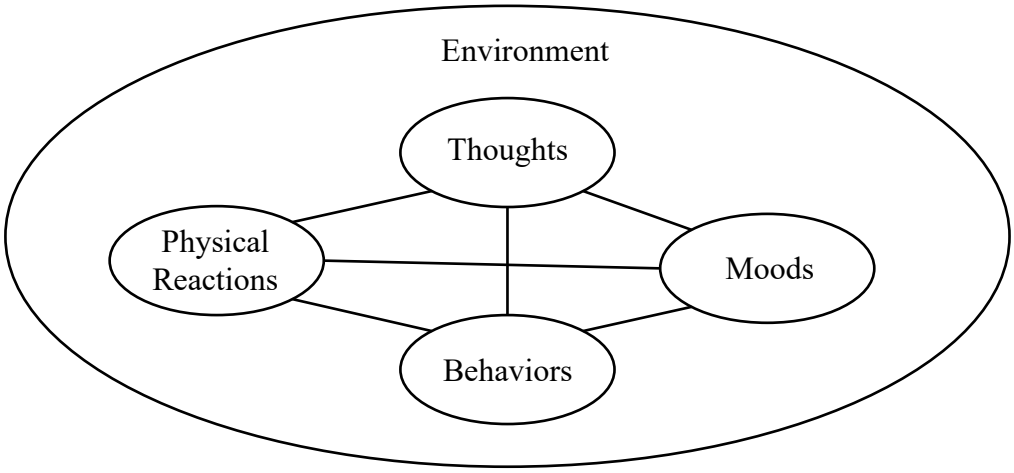

Figure 2.1. Five-part model to understand life experiences Copyright 1986 by Christine A. Padesky
Greenberger, D., & Padesky, C. (2016). *Mind over mood: Change how you feel by changing the way you think* (2nd ed.). The Guilford Press.

Figure 3.2: Padesky: Five-Part Model

The same lack of clarity arises within the all-encompassing cause/effect order within the "environment" of "thoughts, physical reactions, moods, and behaviors," as written in *Mind over Mood* (Greenberger & Padesky, 2016) (**reference Figure 3.2, page 22**). This lack of a distinct

cause/effect order comes in part from the commonly accepted cause/effect relationship as illustrated in *Cognitive Behavior Therapy: Basics and Beyond* (Beck, 2011), where again, emotional, physiological, and behavioral "reactions" are bundled into an unknown cause and effect process (**reference Figure 3.3, page 23**).

If the circular logic of the standard ABC thought/emotion diagram, as illustrated in *Mindfulness-Based Cognitive Therapy for Depression* (Segal et al., 2018), (**reference Figure 3.4, page 24**) 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.

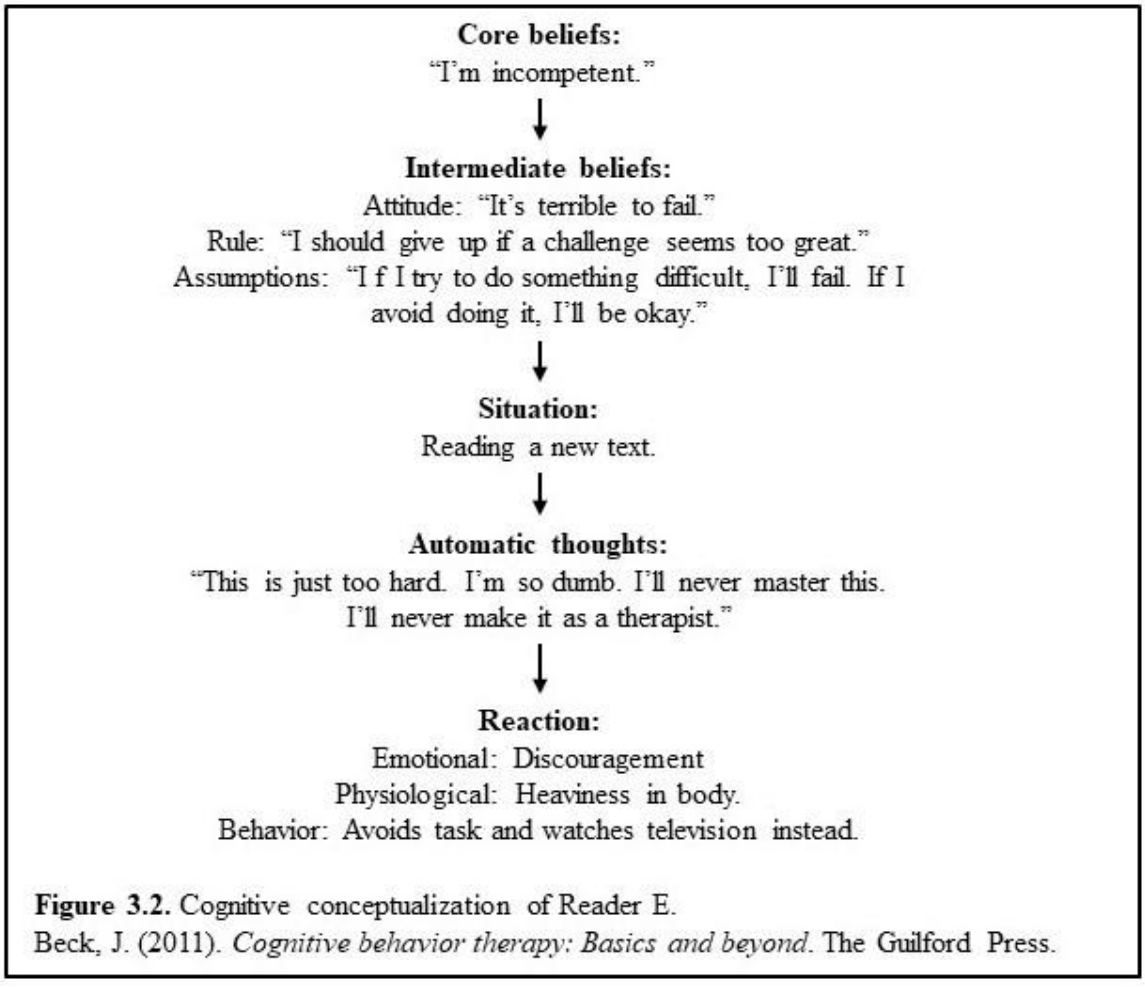

Figure 3.3: Beck: Cognition to Reaction Process Flow.

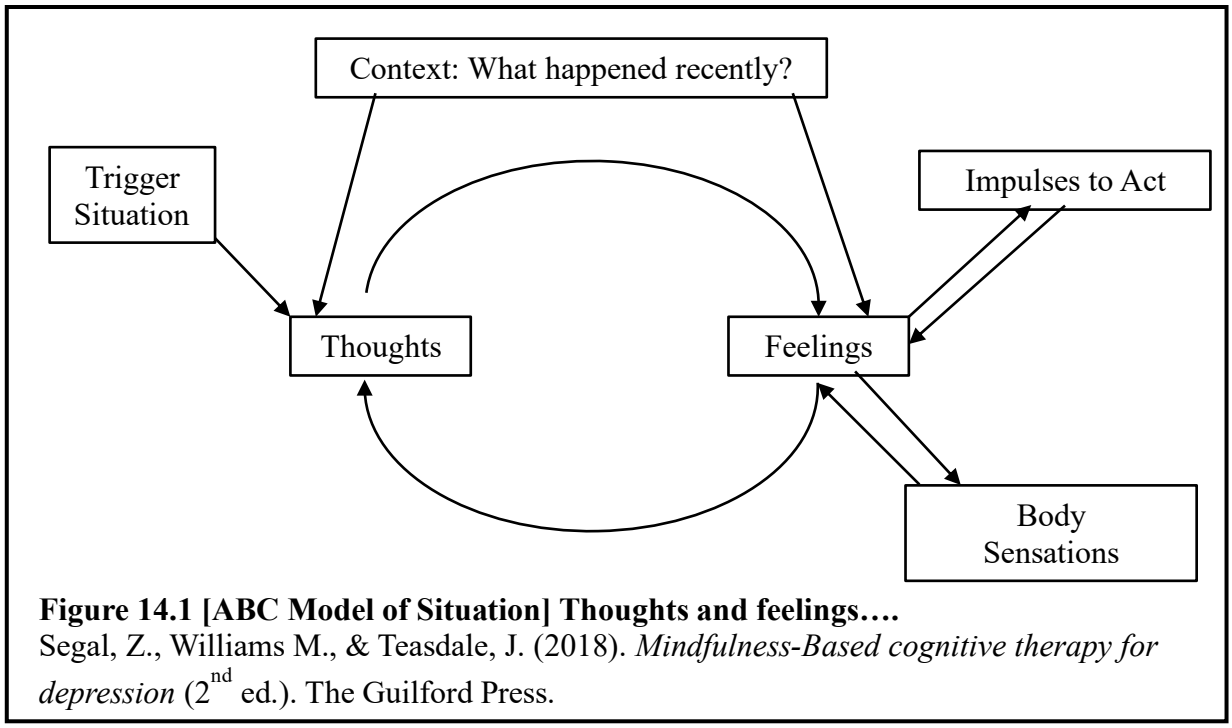

Figure 14.1 [ABC Model of Situation] Thoughts and feelings….
Segal, Z., Williams M., & Teasdale, J. (2018). *Mindfulness-Based cognitive therapy for depression* (2nd ed.). The Guilford Press.

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

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

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

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

A barn is seen in the distance while driving through rural Wisconsin. Is it a barn or a Hollywood set built on location? (Fred Dretske, circa the 1970s, University of Wisconsin class discussion of the Gettier Problem.) A philosopher of epistemology may give one answer, but is knowledge solely a function of the mind without the emotional experience? What if you are an artist painting a rural Wisconsin landscape, an author writing a novel, an Illinois tourist, or a

farmer? And even then, what may traditionally be defined as a real barn, a modern dairy farmer may disagree because it lacks the modern amenities he needs to run the farm as a business; and a Hollywood director filming a late nineteen-century saga may view such a real barn with disdain.

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

Cognitively speaking, this character first *perceived* a motion in a thicket of blueberries, second, *recognized* it as a bear with cubs, and third *conceived* what it meant to intrude upon a protective mother bear with cubs. After these cognitive activities came the biochemical and neurological changes in the brain and body that are perceived as the emotion of fear. Much of what the character would emotionally feel depends on their past experiences. And, exactly how the preverbal cognitive pie is divided that initiated this process is not as important as understanding that a "threat" (LeDoux & Pine, 2016; Schaffner, 2020, figure 32.1) is not a threat until cognitively perceived, recognized, and conceived as a threat. Only then do changes and states of emotional physiology in the brain (via cortex) and body (via amygdala) occur (**reference Figure 4.1, page 26**). As to what the changes and states of physiology in the brain and body feel like are not only genetic but socially and culturally driven. An excellent source

for identifying emotions and their cognitive counterpart is "*The Book of Human Emotions: From Ambiguphobia to Umpty –154 Words from Around the World for How We Feel"* by Tiffany Watt Smith (2015). By breaking experimental design down into a two factor "feels-good" or "feels-bad" awareness, results can become manageable, quantifiable, and meaningful.

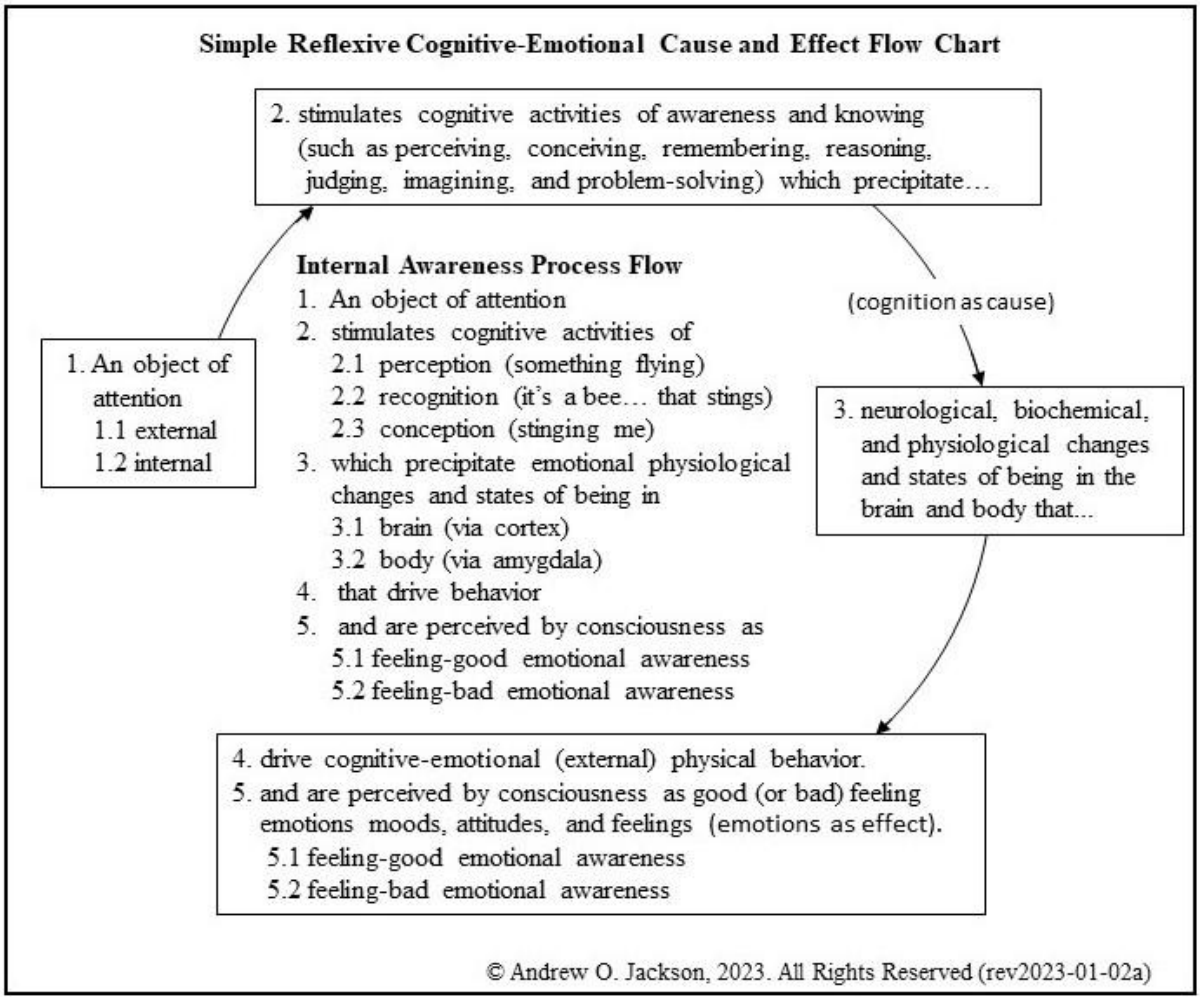

Figure 4.1: Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart

5.0 Defining Cognition as a Causal

The neurological network that activates neurological and physiological changes within the brain and body, and is emotionally perceived, is referred to as the "emotional brain" or as

emotional neurology (LeDoux, 1996). This emotional neurology is not the perception of emotions but the neurological components – such as the cortex, amygdala, hippocampus, and hypothalamus (LeDoux & Pine, 2016) – involved in actuating neurological and physiological changes in the brain and body that are then perceived as emotions. As it is, (1) the cognitive acts of perceiving, conceiving of, and comprehending, for instance, a mutilated person in a car accident, (2) initiate the activity within one's "emotional" neurology that, (3) precipitates the changes within the brain and body that, (4) are perceived as emotions. Consequently, cognition can be defined as causal and emotions as the perceived effect **(reference Figure 4.1 page 26 and figure 11.1, page 41**). I would suggest that the natural and common process is that emotional perception includes changes in neurological, biochemical, and physiological states and changes of being in both the brain and body combined whereas traditional literary and linguistic emotional conceptualization also includes outward physical behavior, expression, and acts.

The cognitive-emotional dynamic theory presented here is not the 3000-year-old neurolinguistic emotional construct as used in religion (Noss & Grangaard, 2008) and literature (e.g., that 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 neurological and physiological changes and states of emotional being are a product of cognitive activities which must be managed and controlled. The significance of teaching the science of emotions (separate from their literary, religious, and philosophical conceptualization) in our educational institutions cannot be overstated.

It is essential to understand that a person is not emotionally out of control but cognitively out of control. A person is not suffering from depression because of an emotional disorder (and in need of psychological or pharmaceutical emotional therapy). Because of 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 and to utilize emotional awareness to change their cognitive activities. (Note: illnesses, diseases, infections, genetic defects, and physical trauma that affect emotional biology are part of another discussion.) Emotions are the good- and bad-feeling perception of neurological, biochemical, and physiological changes precipitated by cognition. Cognition initiates (or is causal to) the changes in neurological and biochemical physiology that are then perceived as emotions that feel good (or bad). As such, emotions exist as a natural cognitive-emotional biofeedback control mechanism and guide the individual away from bad-feeling aberrant and destructive cognitive behavior and towards good-feeling cognitive activities that promote personal health, well-being, and success. (Reference a later discussion**, 9.0: The Evolutionary Significance of Emotionally "Feeling-Good" or "Feeling-Bad**.")

6.0 Dashboard Analogy

Emotions are like the "check engine" light on the dash of a car. The light signifies problems within the mechanical "physiology" of the engine. The light is not the cause of the problem. The light is not aberrant or destructive; it has mechanically "evolved" to bring to conscious awareness potential problems within the engine. If these mechanical problems are left unresolved, they will lead to mechanical breakdown and failure – like what is observed in physiology that leads to depression, anxiety, and suicidal behavior.

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

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

This discussion is about establishing 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 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 emotions' intwined interactions with 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

emotional evolution. The civilized arena was staged for aberrant emotion to drive destructive behavior.

Have a person's core beliefs of emotions – which may have been neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions and, in later years, through reading and comprehending literary works such as 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, questionably demands emotional regulation, management, and control (even with pharmaceuticals if necessary) (Barlow, 2014) to the detriment and cultivation of language, literature, philosophy, religion, law, and education and

limits the efficacy of modern evidence-based therapeutics of the psychological and psychiatric rehabilitative sciences.

The perception of aberrant and dangerous emotions is analogous to the perception of the pain of your hand when placed on a hot stove. But the solution is not to control, regulate, and manage the pain from your burning hand but to remove your hand from the hot stove. Because of existing linguistic cognitive constructs of emotions, practitioners infer emotions must be controlled, managed, and regulated, even with pharmaceuticals. But, like the burning hand on the hot stove precipitates dangerous neurological and biochemical physiology perceived as pain, emotionally, bad-feeling 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, negative, bad-feeling 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 understood and defined as causal to neurological and biological changes that drive behavior (Barlow, 2014; Emotion, 2020). The mind neurolinguistically combines the (1) cognitive activities of awareness and knowing that precipitates neurological and biochemical states and changes in the physiology of the brain and body, (2) the feelings and perceptions of these same changes in neurological and biochemical physiology, with their (3) outward behavior and expressions into one cognitive construct called emotion (Tomasello, 2005). In engineering control theory (Marken 2020; Ogata, 2010; Palm, 2014), emotional control means using emotions to guide and manipulate cognitive behavior because cognition precipitates the changes in physiology that are perceived as emotion. Aberrant behavior is caused by dysfunctional cognitive, not emotional, behavior and dysfunction. In engineering, emotions are an effect of changes and states of physiology that drive behavior. In literature emotions are causal to changes and states of physiology that drive behavior. This confusion may add color and mystery to scholarly dissertations of emotions in religion and literature, but within science, law, and philosophy, this chaos is unacceptable.

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

Emotions are felt. Emotions feel good or not. Joy feels good. Anger does not. Love feels good. Hate does not. Emotions are the perception of physiological changes and states within the brain and body we feel (James, 1890; Prinz, 2004). We feel anger; we feel love; we feel joy… all of which have some corresponding neurological, biochemical, and physiological state of being. Although LeDoux and associates distinguish between consciousness emotion perception within the brain (cortex) and physiological changes of the body (precipitated by the amygdala)

(LeDoux & Brown, 2017; LeDoux & Pine, 2016; LeDoux, 2020), does an individual's "emotional awareness" also make this distinction between the perception of neurological and biochemical changes and states within the body's and brain's physiology? Emotional awareness, however physiologically defined, may bring unrealized and subliminal cognitive activity to conscious attention. Understanding and appreciating LeDoux and associates' division of conscious emotional perception (via cortex activities) and physiological changes (via amygdala activities) will help realize how neurological circuits in the brain can be cross-wired through genetic mutations or environmental influences.

Is it possible to think of emotions as developing separately from the evolutionary process of the human species? If emotions have been run through the evolutionary mill, i.e., are 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 guiding function to modulate cognitive re-processing activities (Gross, 2014). Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights from the Frontier of Evolutionary Psychiatry* (Nesse, 2019), "Why did natural selection leave us so vulnerable to so many mental disorders?" The short answer is that evolution did not; society did. Depression, suicidal depression, mania, psychotic mania, schizophrenic tendencies, and other disorders of the mind (Davidson & Begley, 2012; Nesse, 2019) will exist when emotions,

moods, attitudes, and feelings are ignored, disregarded, suppressed, or even disassociated from their evolved bio-feedback role 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 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. If feeling good correlates with having a well-balanced and physiologically vital body, then feeling good while climbing a tree to gather food or balancing on slippery rocks in a rushing stream to fish may not be hazardous. However, if feeling good were to correlate with weakened and lethargic neurological and biochemical physiology, such challenging actions would tend to be deadly. Such a false positive correlation between emotions and vital neurological and biochemical physiology would be disadvantageous to survival:

(1) How would a genetic line survive if feeling good correlated with (1) 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 to buy groceries. Conversely, where is the motivation to act when there is an actuality of vitality, vigor, and strength, but emotionally, there is a feeling of illness, lethargy, and weakness? It is logical to conclude that, evolutionarily speaking, feeling good must correlate with vitality, vigor, and strength, and feeling bad must correlate with illness, lethargy, and weakness. Bear in mind, emotionally bad-feelings, in the

short-term, are evolutionary very significant as warnings of dangerous and hazardous conditions or possibilities.

(2) Imagine that basic life behaviors such as breathing or eating were so emotionally painful – or their lack was so pleasurable – to bring about suffocation, starvation, and death. Such an emotional and physiological correlation would lead to the demise of an individual and their genetic line. If this were a genetically predisposed or inherited condition or even a genetically developed predisposition to learn such behavior, such a false positive correlation between emotions and physiology would hinder personal and genetic survival. 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 (1) the causal cognitive activities that change the brain and body's neurology and neurological and biochemical physiology (Maletic & Raison, 2017), (2) the perceived emotional effect of these same biological changes (Davidson & Begley, 2012; Smith, 2015; Pessoa, 2013), and (3) emotions outward expression in behavior (Homer, 800-700/2009), humanity usurped emotions' evolutionary function. Instead of allowing emotions to perform their natural evolutionary and symbiotic function of providing necessary regulatory feedback and control on cognitive activities, emotions became aberrant, destructive, and untrustworthy because they are (falsely) deemed to cause the biological changes that drive a person's destructive thoughts and behaviors (Goleman, 2003; Gorwood et al., 2008; Gross, 2014). (Note: emotions are first a result of, or an effect of, cognitive behavior's precipitation of physiological changes and states within the body and brain. And then the perception and emotional awareness may or may not be casual and "drive" behavior, all depending on an individual's cognitive-emotional reprocessing awareness, motivation, and skills. As such, today's literary linguistics dictate that emotions must be regulated, controlled, and managed, with pharmaceuticals if needed, which only further disinherits their evolutionary function of guiding one's cognitive behavior to improve individual 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 awareness.)

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution (Darwin, 1859; LeDoux, 2019). Suppose a person can live (and even flourish) to maturity and has offspring who will continue the species' "survival." Might there be an evolved link or correlation among (1) an individual's emotions, (2) their cognitive activities, and (3) their brain and body's physiology? The bottom

line is that except within 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.

9.0 Successful Decision-Making Prowess: An Evolutionary Metaphor

How would a genetic line survive if (1) the body's need for water did not stimulate the mind to produce imagery of obtaining water or if (2) this imagery of obtaining water correlated with negative bad-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 must be a correlation between imagining the necessities of life and experiencing positive, good-feeling emotions. If instead, there was a correlation such that the imagery of food, water, and shelter brought about negative, bad-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 the food, water, and shelter which are wanted, desired, and needed by the body to survive (and feels-bad with their absence).

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

term unhealthy and damaging neurological and biochemical physiology within the brain and body that emotionally feels-bad.

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

10.0 Hot Stove Analogy of Depression's Signature Physiology

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

Evolution has built up a biological sensory and reflexive mechanism that pulls the hand off the stove to prevent harm. Suppose for some reason, the hand remains on the hot stove long enough to burn. In that case, a biochemical examination of the skin will give a definitive analysis comparable to any other hand that has suffered the same fate. However, science does not declare the existence of a "burnt-hand" disease or illness (unless someone wants to know why a person would keep their hand on a hot stove). Because the sense of pain is essential to the feedback mechanism that generally and naturally removes the hand from the stove, pain caused by the "burnt-hand" illness should be managed, controlled, or regulated – with medications if necessary **– *only as a temporary measure while the body heals and rehabilitates from the injury***. Pain has a very significant evolutionary function, and usurping this function with medications for healing will have dire consequences for the individual.

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

cultural and societal need for health and well-being. That is, it may feel-good to have a brand-new car, but by theft has individual and societal viability consequences.)

From the perspective of cognition-as-cause and emotions-as-effect 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 el., 2011). The issue here (which could include diseases, trauma, and hereditary disabilities) is the lack of responsiveness to emotional pain, which seeks to disrupt the mind from a potentially damaging mental stream of consciousness. The semantics between emotional regulation and cognitive regulation through emotional awareness is critical.

Negative bad-feeling emotions, feelings, and moods that can lead to depression are analogous to "burnt-hand disease," where the issue is not the "pathological" biochemical signature (Maletic & Raison, 2017) but why a person would ignore their "feels-bad" emotional perceptions and keep their mind, or more specifically, their cognitive activities of knowing and awareness upon the proverbial hot and burning stove? Emotion has an evolved meaning and significance. Emotionally negative, bad-feeling neurological and biochemical physiology can be vital for short-term survival within the fight, flight, or freeze mechanism and for bringing clarity and meaning to an undesirable world, but sustained, long-term effects are detrimental to an individual's health, well-being, and success. More specifically, negative bad-feeling and positive

good-feeling emotions have evolved as a control mechanism to guide cognitive behavior towards individual health, well-being, and success through effective decision-making and 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. Logically 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 school curricula. Emotions as a biofeedback and control mechanism can be used to understand, guide, reframe, and refine bad-feeling and enslaving, harmful, and vulnerable cognitive activity into positive good-feeling, robust, healthy, and empowering cognitive activity that gives meaning and vibrancy to life (Nussbaum, 2001, 2018).

The connecting processes between cognitive activities that feel emotionally 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 do not want. Now, what is it that I do want and desire? What action, mental or physical, can I take now, today, and tomorrow that will make me feel good (and lead me from my emotionally negative journey (and unhealthy physiology) and onto my emotionally positive journey (and healthy physiology)?” Happiness is not something a person attains and therefore possesses like a house or a car. Happiness is a continual journey of re-processing cognitive activity from the emotionally 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.

11.0 Human Cognitive-Emotional Re-Processing Flow Chart

Cognition addresses the processes and activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition), where understanding and comprehension (of thoughts, ideas, and beliefs) can project future consequences and events. We perceive touch, taste, sight, hearing, and smell with our senses. Each of these activities has its system of nerves or neurology, i.e., a neuro-network. We also perceive neurological, biochemical, and physiological states and changes within the brain and body as good and bad feeling emotions, moods, attitudes, and feelings. **Reference Figure 11.1, page 43** that illustrates the following order of cognitive-emotional reprocessing:

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

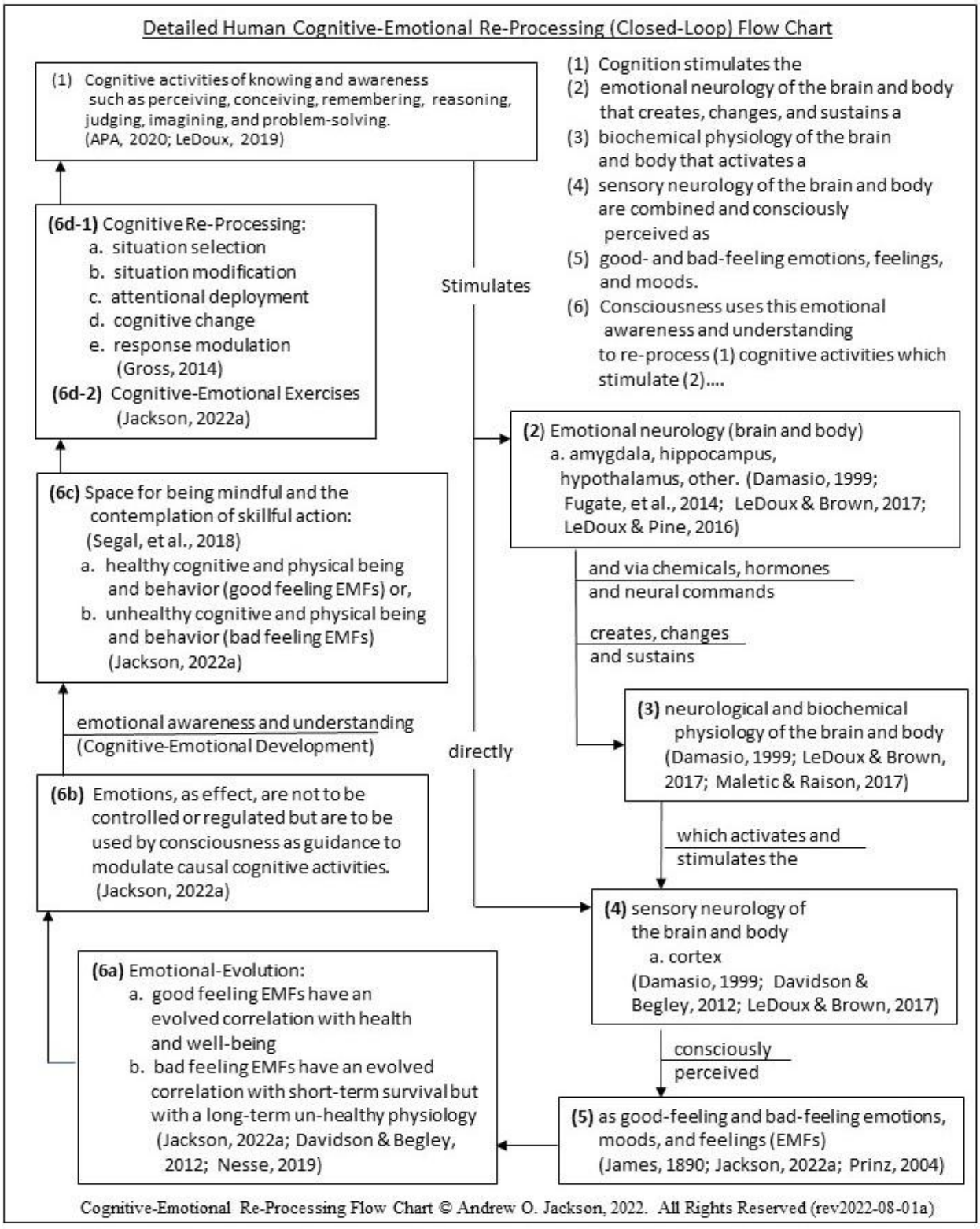

Figure 11.1: Detailed Human Cognitive-Emotional Re-Processing Flow Chart

(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 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.

12.0 Linguistic Semantics vs. Process Schematics of Human Emotional Control

A thermostat in a room controls the room's temperature (temperature control). Yet what is being managed are various internal variables within the furnace and air conditioning units. The room temperature is the controlled variable, and the heat and cooling outputs are the manipulated variables (Marken 2020; Ogata, 2010; Palm, 2014). If more heat is needed in the winter, the furnace is activated, and if more cooling is required for the summer, the air conditioner is activated. Cruise control on a car controls the car's speed (speed control), but what is being

managed and manipulated is a variety of internal variables within the engine and transmission. The car's speed is the controlled variable, and the power output is the manipulated variable; for the vehicle to maintain the desired speed going up a hill, more power is needed, and going down, less. Within the furnace, air conditioner, and car are multiple internal process functions that are

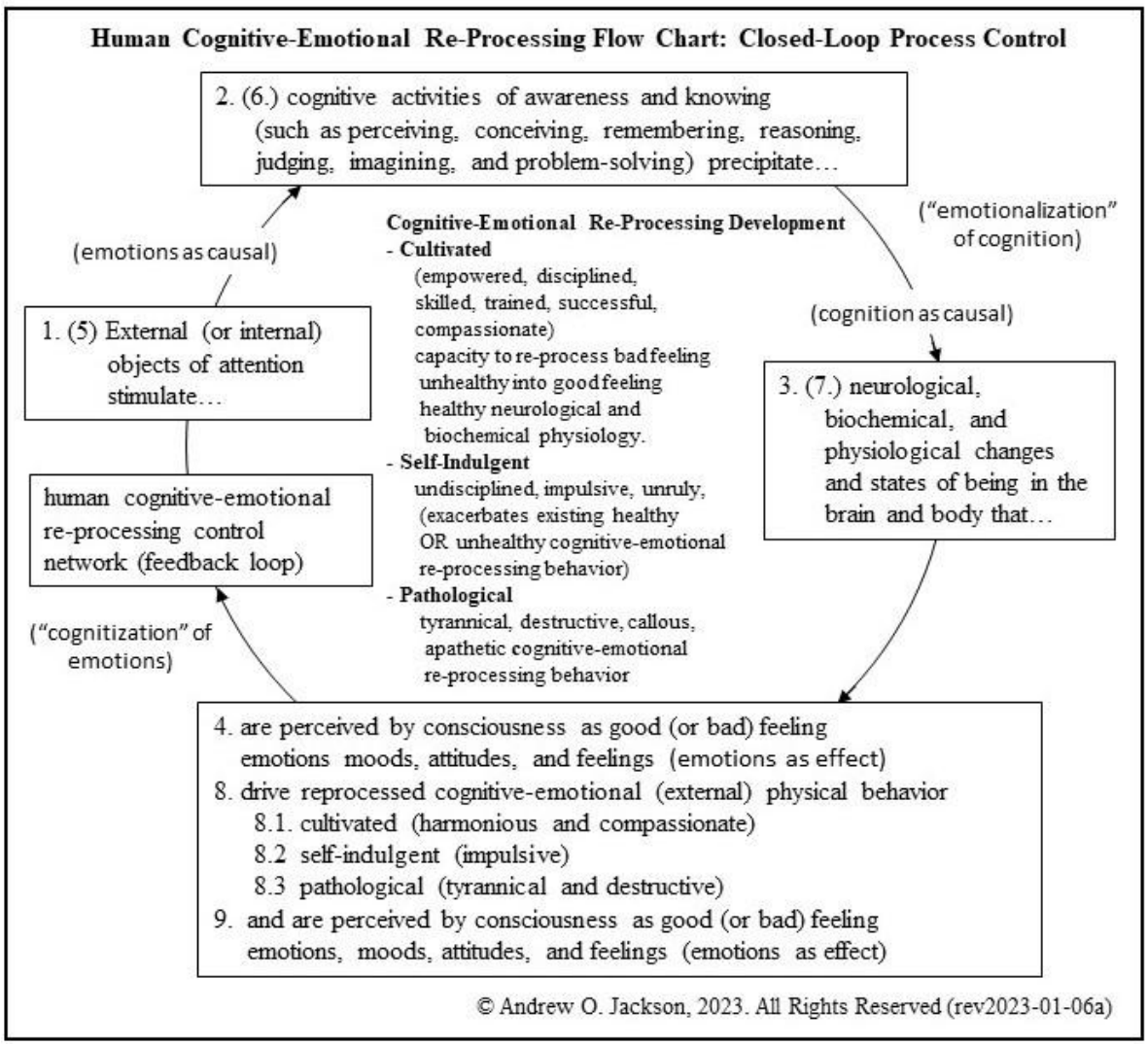

Figure 12.1: Human Cognitive-Emotional Re-Processing Flow Chart

manipulated to "control" temperature and to control speed. Only by understanding the process schematics within each system does the cause-and-effect terminology of temperature control and speed control lead a person to comprehend what (and how) each process within a system can be manipulated to maintain the desired or intended outcome (goal).

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

"Emotional control" entails opposite cause-and-effect conceptualizations. Emotional control (as commonly used in literature, religion, 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 12.1, page 45**). 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 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

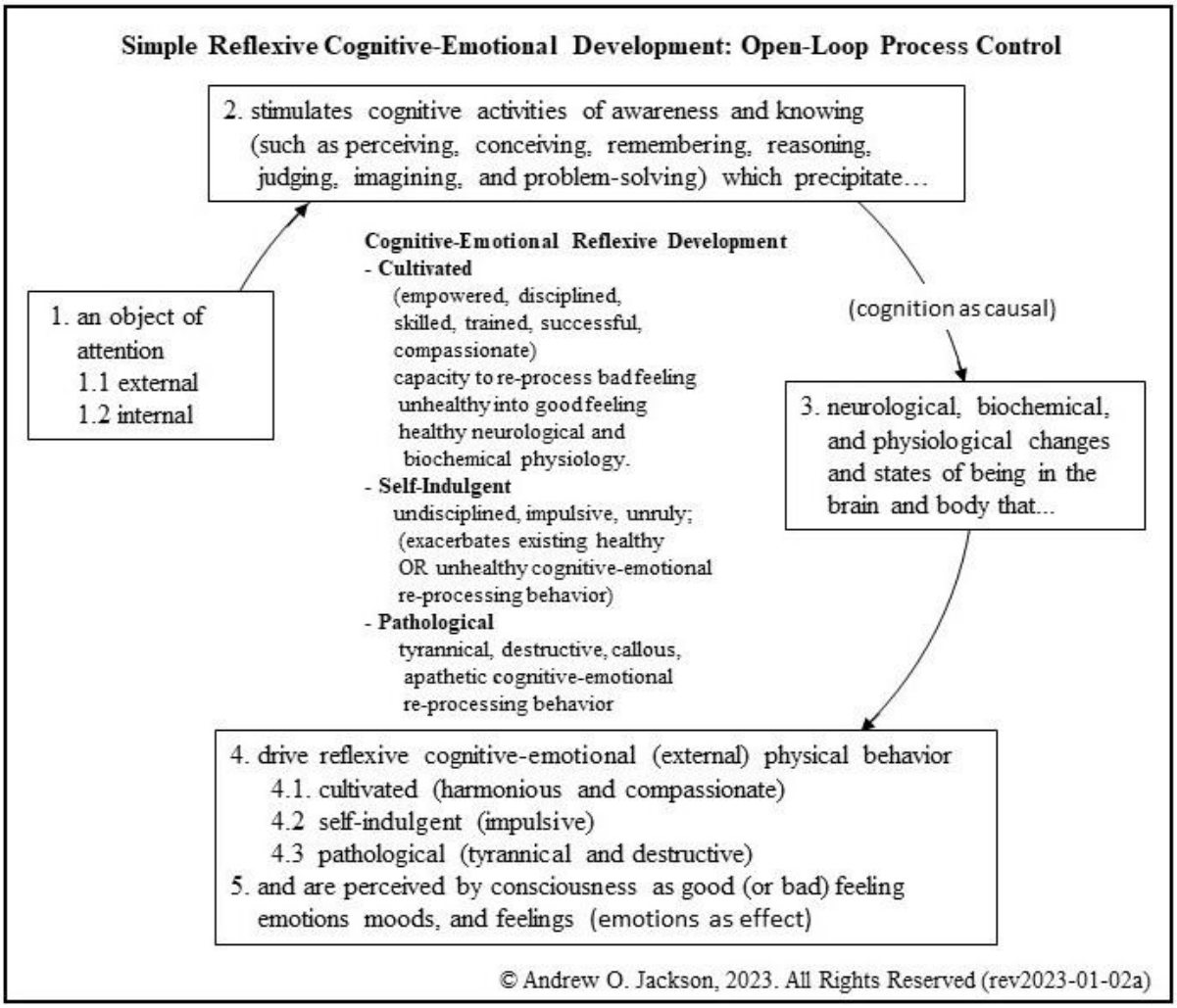

Figure 12.2: Simple Reflexive Cognitive-Emotional Processing Flow Chart: Open Loop Process Control

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.

Animalistic open-loop emotional control is more indicative of current literature, psychology, medicine, law, and philosophy where emotions are not used within a feedback loop to heal and fortify a healthy and robust internal neurological and biochemical physiology but are dependent on pre-existing cultivated, self-indulgent, or pathological cognitive-emotional development (**reference figure 12.2, page 47**). 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 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 system for cognitive manipulation, re-processing, and change to reach a desired emotional goal. Each provides its onw methodology

for emotional regulation and control – as in engineering control theory – that may be used by the individual.

13.0 Success in Education

"Even as the history of our discipline is implicated in systemic racism, such modes of inquiry remind us of literature's capacities for critique, resistance, and transformation. We resolve to pursue those capacities across all areas of literary study." J. Brantley, English Chair, Yale University. Emotional literature appeared in the Western world almost 3,000 years ago with Homer's *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 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 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 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 the product of cognitive activities such as thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings of the 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 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)**.

14.0 Cognitive Regulation through Emotional Awareness

Cognition is causal (to neurological, biological, and physiological states and changes of being); emotion is a perceived effect (of these neurological, biological, and physiological states and changes); but emotions can become causal when they are used to drive 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 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 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 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 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.

15.0 Psychological Therapy: Cognitive-Emotional Wisdom and Rehabilitation

Evidence-based practices such as rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), method of levels therapy (MOL) (Mansell et al., 2013), mindfulness (Farb et al., 2014), mindfulness-based cognitive therapy for

depression (Segal et al., 2018), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), positive psychology (Lopez & Snyder, 2009), emotional intelligence (EI) (Salovey et al., 2004), and interpersonal psychotherapy (Stulberg et al., 2018) are all 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 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 that which is not wanted. This nature also enables an individual to acknowledge that which is not wanted (or focus on the lack of what is wanted) from within that which is wanted. Cognition and consciousness have an essential biological function to maintain healthy and vital neurological and biochemical physiology. Emotions have a function. Emotions bring awareness to the consciousness of health or lack thereof of cognitive activities. Feeling good correlates with healthy biochemistry, and feeling bad correlates with unhealthy biochemistry. Psychological and pharmaceutical therapy must honor these functions. Mental illnesses arise when healthy responses to the 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 of new habits and mental agility skills, the steps will be from feeling emotionally good to feeling emotionally even better. These skills are the foundation of mental health and well-being and the ability to lead an everyday life.

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

Medications can be very effective and absolutely necessary in bringing cognitive-emotional 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 pharmaceutical 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 brain's neuroplastic capacity for supporting new constructive habits (APA, neuroplasticity; Costandi, 2016, Doidge, 2015) cannot be overemphasized. Besides normalizing behavior, pharmaceutical therapy should assist the consciousness's power and ability to manipulate cognition 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?

17.0 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.

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

18.0 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) (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.

19.0 Conclusion

Neurological and physiological changes in the brain and body that are felt emotionally cannot occur until the neurological cognitive processes of the brain are actualized. That is, there cannot be an emotional reaction to a 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 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 have become a very effective tool for giving valuable feedback on the nature of one's cognitive activities. Yet, when Homer wrote the *Iliad,* he began a false inscription of emotions' evolved role in constructive behavior, decision

making, and creativity to develop and maintain an individual's health, well-being, and success. The importance of knowing, understanding, and teaching our children how emotions carry out these 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 questionably 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 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 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 a questionable and potentially dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018) within conditions of incarceration that only amplify their psychological injuries; and when indiscriminate "random" shootings, bombings, murder, war, and personal dehumanization continues? When will academic professors review, analyze, and question the psychological environments their teachings foster within all these atrocities because they are oblivious to

emotions' evolutionary design? Lack of academic and personal questioning and critique, and the continual education of emotionally driven behavior found in pre-school, primary, secondary, and collegiate institutions only continue the misfortune of these "children of a lesser God" (Medoff, 1979).

20.0 Research Questions Section I

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 process networks, whether pathological or salubrious, that continue to be environmentally stressed, especially through adolescent development. Human psychological and psychiatric experimental variability (or lack of consistency and stability) can be reduced, and experimental comprehension can be increased by identifying within the experimental population cultivated (or

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

20.1 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?

20.2 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?

20.3 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?

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?

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

a. What would be the measurable effects be on the rates of suicide, mental health hospitalization, hospitalizations in general, homelessness, incarceration (recidivism), and joblessness within the general population?
b. Is there increased effectiveness of established psychological and pharmaceutical therapies?
c. Are there improvements in personal physical health and well-being within a primary school population?
d. Are there improvements in classroom behavior?
e. Are there improvements in student learning?
f. Are there improvements in individual sports performance and a reduction in sports injuries?
g. Should cognitive-emotional health education be part of criminal-justice reform?
h. What cognitive-emotional states are conducive to (1) inspiration, (2) problem solving, (3) imagination, and 4) memory and recall, which, in turn, improve student educational performance?

20.5 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?

20.6 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)?

20.7 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)?

20.8 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?

20.9 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?

20.10 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.

21.0 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 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 d"sfun'tional theory and control necessitates the following six questions:

21.1 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 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?

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

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

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

21.4 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 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?

21.5 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?

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

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

emotional dynamic that can rationally and comprehensibly debate the moral dilemmas facing schools, industry, politics, religion, health care, the environment, and law?

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

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Ancient Greek philosophers and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally 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.

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

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 limiting, emotional linguistic foundations for today's evidence-based therapies:

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

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

1. rational emotive behavior therapy (REBT) (Ellis & Ellis,2019)

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

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

However, is emotion the cause of the physiological changes in the brain and body that drives behavior, which is then perceived as *emotion?* (Does that make sense?) 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**), these questions must be re-addressed by science, linguistics, literature, philosophy,

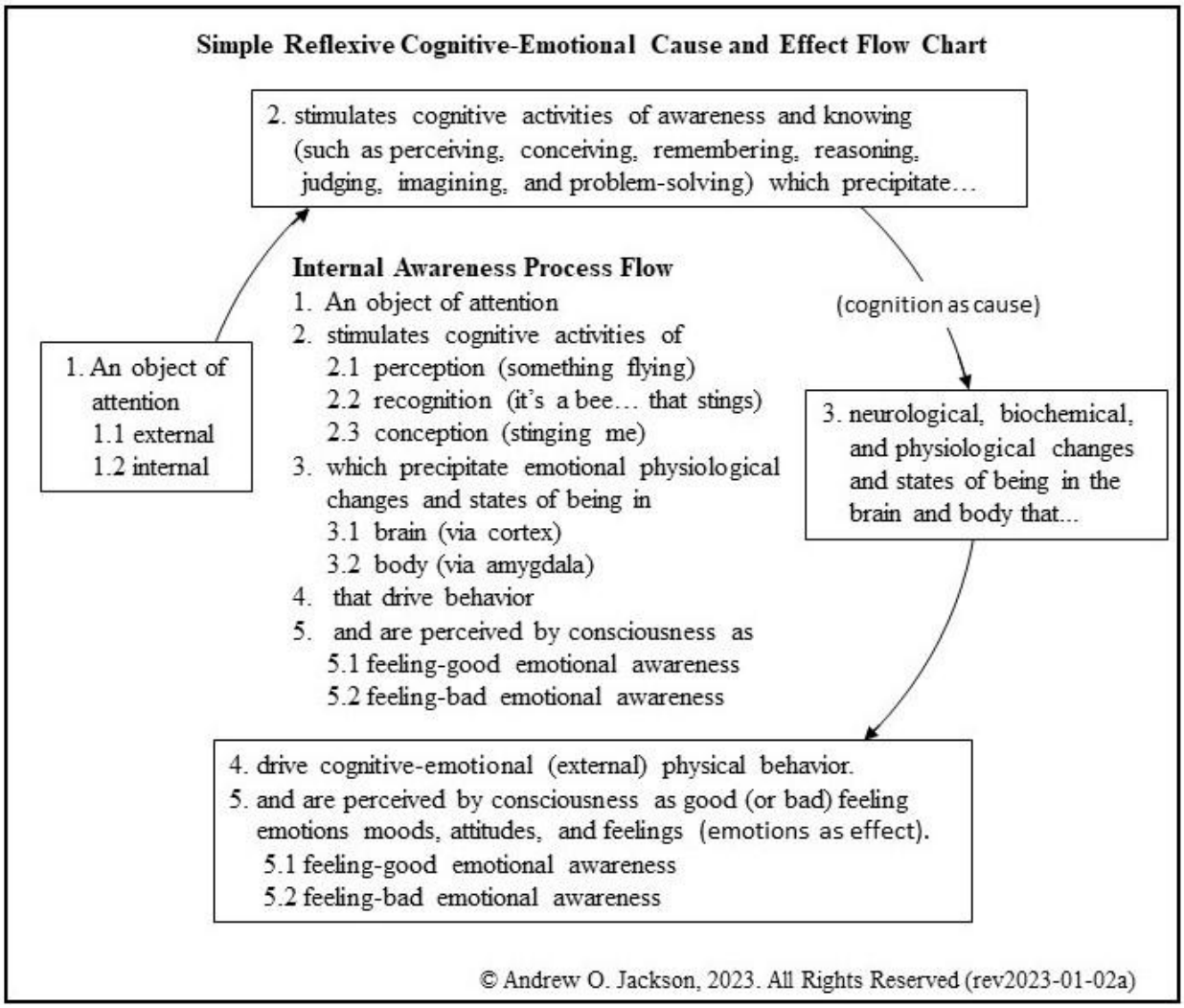

Figure 1: **Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart**

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**).

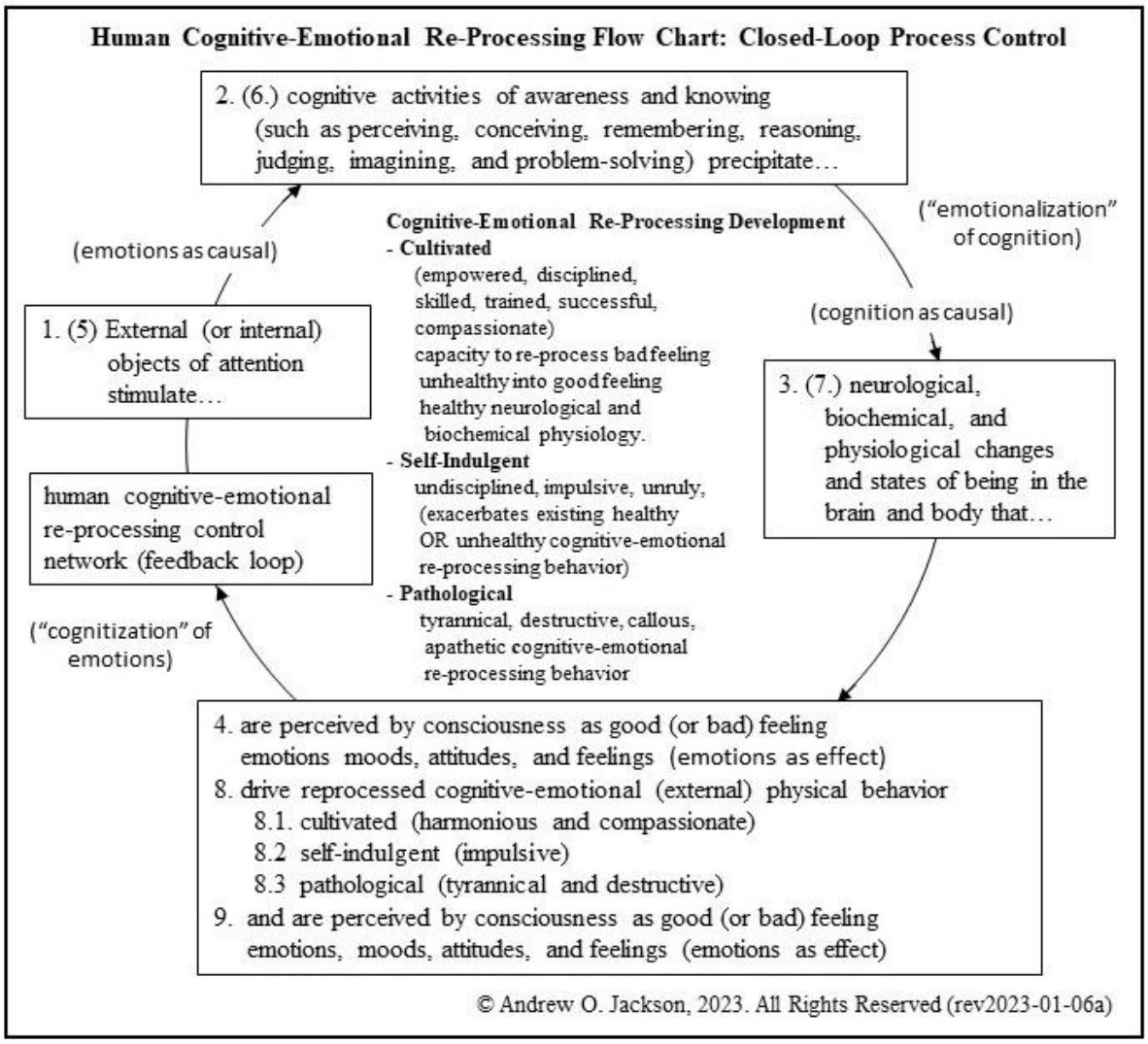

Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

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 physiology susceptible to disease and illness. Cognitive-behavior therapies work because

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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.

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

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 the cognitive abilities that are essential 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 awarenesses 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,

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" and "reward or punishment", to those who "make me feel" this way. Feeling good has become about changing, controlling, or acting upon "them" and the external world and punish those who make me feel angry, depressed, or wronged as religion, media, law, and personal experiences have taught and continues to teach "…for thus was the will of Zeus brought to fulfilment" (Homer, 800-700/2009).

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

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

2.6 Warning 6: Literacy 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.

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 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).

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 a restrictive emotionally driven behavior linguistic education and these variables have not been experimentally accounted for and factored in, how reliable is psychological, psychiatric, and physiological science and medicine?

3.0 Conclusion

Language acquisition and literacy development through our primary, secondary, and collegiate education are neurolinguistically programming a culturally defined psychology of emotions and advancing a paradigm of emotionally driven behavior at the detriment to a child's health, well-being, and success. Without our primary, secondary, and collegiate language teachers incorporating any understanding of human's evolved cognitive-emotional re-processing 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 product of cognitive activities such thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings into the better emotional feeling state of being that signifies a person's health, well-being, and success… if the skills, abilities, and beliefs are nurtured to do so.

Supplement B:
The Cognitive-Emotional Re-Processing Gymnasium:
Unleashing a Student or Athlete's Evolutionary-Self of Strength, Stamina, Agility, Cunning, Creativity, Intelligence, Wisdom, and Success
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The world of failure and misfortune that your (neuroplastic) mind understood yesterday will no longer exist tomorrow if you change your cognitive-emotional habits today.

Supplement B:
The Cognitive-Emotional Re-Processing Gymnasium:
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An individual isn't happy and joyful because they have found mental, physical, and social health, well-being, and success. They have found physical, mental, and social well-being and success and they are happy and joyful because they can re-process and distill emotionally negative, bad-feeling cognitive behavior (which include thoughts, memories, beliefs, perceptions, conceptions, imaginings, evaluations, discernments, and reasonings) into cognitive activities and their products that feel emotionally good. The evolutionary role of emotions is to guide emotionally negative cognitive behavior and activities into emotionally positive cognitive activities.

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

some of the many activities a student may engage in, and with what cognitive-emotional attitude, to create the foundations necessary for successful decision-making throughout life's journeys and challenges. The rationale and theory behind these activities can be found in *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* (Jackson, 2022a).

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 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 good-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 joyous emotions, feelings, and attitudes essential for mental and physical health and well-being and effective decision making and success through new perspectives on people, places, and events. Rather than being a segregated component of preschool, primary, and secondary education taught be specialized mental health professionals, cognitive-emotional health education, should be an

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

Teachers, especially language acquisition and literacy education teachers are indoctrinating their students into a linguistics of emotionally driven behavior because it is currently the essential and fundamental paradigm of past and current literature, religion, psychology, law, and philosophy. Emotionally driven behavior is an animalistic and reflexive paradigm necessary for competitive sports and combat situations, but it must be tempered with evolved and human cognitive-emotional re-processing, skills, beliefs, and understandings. Teachers must remember and teach the difference between (1) utilizing an evolved cognitive-emotional bio-feedback mechanism, i.e., emotions, for re-processing cognitive-emotional behavior to feel good for its evolved correlation with health, well-being, and successful decision-making prowess and (2) the unrestrained emotionally driven behavior found in literature, movies, videos, games, sports, and other forms of entertainment. Formal education can simply begin with

the first day of class by teaching young students to be mindful, that is, pay attention to their (1) thoughts, memories, imaginings, and other cognitive activities (2) their perceptions and observations of their immediate environment, (3) any associative good and bad physical feelings in the body and brain, and (3) their good and bad feeling emotions, moods, attitudes, and feelings.

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

Negative emotions are essential; they are a fundamental part of the equation for a person's success. Negative emotions bring an awareness of that which is not wanted and are used to identify that which is wanted (Knight, 2013). Like engineers, coaches, and gamers, who have problems to solve but do not fixate on what is wrong, students must develop the skills, attitudes,

and beliefs to acknowledge and then re-process, re-structure, and re-develop their negative, bad-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.

The answer to the question, "how do you feel?" depends on what that individual is dwelling upon mentally. Such questions as "tell me, what is going on," "what is happening," or "what's up" coupled with follow-up questions such as, "how do you feel about that" or "how

does that make you feel" are appropriate to ascertain a person's current emotional-thought correlations and habits. The reason for asking these questions is to help people to begin to understand and acknowledge the correlation between emotions and mental activities: what a person is feeling, is about what their cognitive activities are and what associations they have emotionally developed and nurtured throughout life.

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

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

To feel good, to feel better, and to be well, is to have a life and work that one enjoys. This requires the student, athlete, or any individual to use their own cognitive-emotional bio-feedback mechanism to change those emotionally negative habits of thought that are limiting their ability

to achieve their desires. Work and action are necessary to *not* be angry, sad, disappointed, or depressed, to lessen the emotional pain, and to move out of the depths of despair. "Do you want to be triumphant? Then, do you want to feel better?" If the answer is yes, then here is where one can start: "do something for yourself every day, something constructive, that helps you feel a little better (or feel a little less bad) in the present moment."

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 Ambiguphobia to Umpty – 154 Words from Around the World for How We Feel (Smith, 2016) is an education in itself for understanding the cognitive-emotional mind. Each word has a causal cognitive (thought) aspect and an associative emotional (feeling) aspect. If one were so inclined to dive into the intricacies and depths of cognitive-emotional relationships, this would be a good place to start. But rather than

understanding the particulars within basic and complex emotions, it is far more important to develop an awareness of what is working and what is not working towards feeling better.

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

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

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

In sports, how many thousands of hours have a professional athlete devoted to the physical and mental game of their sport? How much time and energy have they devoted to their physical training, skill, and reflexive development to be successful in competition? Now, how much time and energy has been devoted towards developing the feeling good moments that are necessary for the synergistic harmony of the mind, body, emotions, and consciousness to successfully actuate all this training, skill, and reflexive development in competition? Success, however it is defined, starts with developing the necessary physical and mental skills of a sport *AND* learning how to actuate a cognitive-emotional bio-feedback mechanism that has evolved over millions of years to develop and maintain an athlete's synergistic and combined power of strength, stamina, agility, cunning, intelligence, and wisdom that is essential to success.

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

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

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

As was discussed previously, good feeling emotions, moods, attitudes, and feelings have an evolved correlation with healthy neurological and biochemical physiology, and bad feeling emotions, moods, attitudes, and feelings with their negation. Feeling good indicates that the athlete's neurological and biochemical physiology of the mind and body are effectively working together in synergistic harmony towards what is wanted, desired, and intended. What the mind

"sees" is in harmony with what the body "does." Any negative feelings, emotions, and attitudes signify a distraction, negation, and the advent of failure. The question remains, can an athlete, in the heat of competition, bring together the good feeling harmonies necessary to perform at their peak when "everything" rests on the successful actuation of their physical and mental skills, reflexives, and abilities in the moment… now… at this very millisecond?

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

As an athlete practices and intends the desired outcome within each moment-to-moment activity, their emotions, moods, attitudes, and feelings are calibrated toward that outcome. These feeling good or feeling bad emotions, moods, attitudes, and feelings will then, simply and effectively, convey a vast amount of intellectual cognitive understandings and knowledge of this

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

3.2 Mindfulness (Segal, et al., 2013)

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

Every moment of every day, a student can be mindful of their routine activities; getting up, fixing breakfast, activities going to school or within the school, etc. Instead of habitually and mindlessly living throughout the day, each segment of a student's daily life is an opportunity be mindful of their mental activities and associative emotional being. Every day provides

opportunities to create a good feeling synergistic harmony between mind, body, emotions, and consciousness. Every moment offers an opportunity to exercise a cognitive-emotional harmony that feels good. By being mindful of these moment-to-moment opportunities for emotionally negative to positive cognitive re-processing, every segment of living can be joyous and life is no longer a series of unconscious habitual events that demand extraordinary events, achievements, and excellence to be alive and feel good.

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

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 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

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

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

More mentally active, guided meditations occur when someone leads the thought process. Yoga and tai-chi are even more active meditations that involve the movements of the physical

body. Running, biking and rowing are activities that may also be utilized and have the meditative quality of quieting the turbulent mind. Monitoring the emotional state is essential to the effectiveness of any meditation activity. These methods of detachment, calming the mind, and "emptying it of thought" can stop the emotionally negative cognitive activity. A student will feel better because 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 emotions. Appreciating nature is a wonderful method for extricating oneself from the harsh "realities" of a negative world and into another more favorable "reality" of beauty and marvel that also exists in our world.

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

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

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

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

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

Athletes cannot focus on what they do not want and simultaneously have positive emotions. They may use positive words, but nothing changes if the emotion behind their words is still negative. When words and phrases are positive, but the emotional state behind such words remains negative, mental activity is still negative and unhealthy. Understanding which emotional-feelings are connected to what mental activities is the guiding factor. Focus and awareness need to be continuously upon one's own changing emotional states and upon emotions more general, long-term moods, and attitudes. This is an essential aspect of emotional mindfulness (Segal et al., 2013). When positive words reflect positive emotions and negative words reflect negative emotions, communication becomes honest and harmonious. A conversation revolving around an emotionally positive subject now leads towards health, well-

being, and success. The challenge is to continue modifying the subtext of the conversation towards a healthier direction and elicit more positive emotions.

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

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 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 steppingstones into healthy cognitive-emotional processes. Writers would benefit from an instructor with solid psychological and therapeutic skills to safeguard from personal wallowing and dwelling within old and traumatic events rather than using these events as steppingstones (or springboards) into emotionally positive desires, visions, and dreams. Writing and bringing old traumas to the light for others to read should be just that, bringing trauma into the light where these events are exposed for personal purposes of self-transformation into a new, exciting, and healthy lifestyle where the mind, body, emotions, and consciousness harmoniously work together

to bring new feelings of peace, happiness, and joy. (Ref: background reading, Bandler, R., Grinder, John., (1975) (1976))

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. 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).

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.

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.

3.15 Religion, Mantras, and Prayer

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

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

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

1) "When I let go of what I am, I become what I might be." Lao Tzu (brainyquote.com)
2) "May God console you among the other mourners of Zion and Jerusalem *Ha'makom yenahem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim.*" (myjewishlearning.com)

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

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

3.16 I am Statements

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

interactions, whether factual or not. “Fact” becomes a blurred mixture of truth and fiction within one’s own reality with no comprehension of another’s reality and belief system.

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

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

3.17 Touchstones

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

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

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

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

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 success or lack of success in this change of focus within the cognitive mind. Neuroplasticity of the brain means that everybody has the capacity to realize a new and more

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

The symbiotic nature of cognition and consciousness enables a student to ferret out what is wanted from within that which is not wanted. This nature also enables a student to acknowledge that which is not wanted (or focus on the lack of what is wanted) from within that which is wanted. Cognition and consciousness have an essential biological function to maintain healthy and vital neurological and biochemical physiology. Emotions have a function. Emotions bring awareness to the consciousness of health, or lack thereof of cognitive activities. Feeling good correlates with healthy biochemistry, and feeling bad correlates with unhealthy biochemistry. Psychological and pharmaceutical therapy must honor these functions. Mental illnesses arise when healthy responses to the 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 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.

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).

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 the consciousness's power and ability to manipulate cognition and thus help consciousness respond to the cognitive-emotional bio-feedback mechanism in a healthy and constructive manner while the patient develops their own skills, abilities, and beliefs to re-

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

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

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

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

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

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

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

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Supplement C:

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

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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)?

Supplement C:

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

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

Finally, what is the philosophical intent, objective, and foundation of justice? Is the intent of law to punish or to reform and prevent future criminal endeavors? Why is law and justice disregarding the brain's neuroplastic capacity for change? The neurology that supported and made the circumstances, events, and criminal behavior real yesterday, can change such that with new and different neurology those circumstances, events, and behavior no longer have a supporting neurological foundation for existence tomorrow. At the very least, an America based on life, liberty, and the pursuit of happiness must decide: should laws of justice reinforce a person's capacity for criminal behavior or diminish this capacity?

1.0 Current Justice, Punishment, and Recidivism

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

Current justice, punishment, and recidivism are based on a psychology of behavior where emotions drive changes and states of human physiology and subsequent behavior. This is a false premise (Jackson, 2022a). Emotions perceive neurological, biochemical, and physiological changes and states of being precipitated by cognitive activities. The foundation of human behavior is not emotional, but cognitive. The power of consciousness lies within its choice of cognitive activities (perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition)). Should justice support or hinder or even negate the structure of an individual's power and capacity to wisely choose its cognitive activities from which outward acts of behavior germinate and sprout.

Laws of punitive justice for a crime are inhumane because they lack the intent to change an individual's cognitive-emotional dynamic behavior towards health, well-being, and successful decision-making prowess. Or is that not the intent of our Constitutional justice? Does our Constitution define justice as punishment with an intent to inflict pain, suffering, or hardship upon an individual? Or, should Constitutional justice be understood and defined with the intent to empower cognitive-emotional behavior for the health, well-being, and success of the individual and society in which we live? Should our Constitutional criminal justice system be an extension of religious "an eye for an eye" or is justice served by entrusting individuals with the

training, skills, and understandings necessary to make better choices for themselves throughout their lives?

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

The text, "*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation"* (Jackson, 2023a) provides a basic understanding and awareness of the necessary theory for a prisoner to forge a new identity and to recreate a new life. "*Cognitive-Emotional Health Education: A Primary and Secondary School Overview"* (Jackson, 2023b) provides a basic understanding of the tools that are a necessary part of prisons if we, as a society honor our Constitutional freedom from cruelty and

laws respecting the establishment of religion or prohibiting the free exercise thereof. (These texts are freely available as PDF downloads at: https://symbioticpsychology.com/)

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

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

To use the concept of neuroplasticity to repeal inhumane justice, the restrictive beliefs within emotionally driven behavior must be brought to light. Emotions are an evolved sensory system, akin to the sense of pain, designed to be used by consciousness to guide internal cognitive behavior towards a robust physiology of health, well-being, and success. This new paradigm – where emotions are an evolved sensory mechanism that perceives physiological states and changes precipitated by cognitive activities – is developed in *Cognitive-Emotional Re-processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* (Jackson, 2022a).

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

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

2.0 The Constitutional Challenge

Current understandings in the physiology of cognitive-emotional psychology have not been integrated into the fundamental laws of criminal sanctions and the understanding of justice. Although those who condone current practices of incarceration may defend them as proper and constitutionally acceptable, I will argue that in the absence of programs and a culture to teach, educate, and train an incarcerated population towards a cognitive-emotional psychology of health, well-being, and success, that these practices without cognitive-emotional reformation education (1) should be understood as laws of cruel punishment and (2) should be understood as laws limiting and even prohibiting the free exercise of religion under the Constitution of The United States of America.

3.0 **ARGUMENT 1: Punishment and The Neuroplastic Brain**

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

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

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

4.0 ARGUMENT 2: Emotions as Effect and Cognitive Control Theory

Emotions as effect and cognitive control theory (Jackson, 2022a) redefines an evolved emotional neural circuitry as a circuitry of perception of the body's neurological and biochemical physiology precipitated by the mind's cognitive activities. This means that the neural circuitry of emotional behavior has an evolved function to guide cognitive behavior and physical activity towards the desirable aspects of life, such as health, well-being, and success. Emotions have naturally evolved to lead physical and cognitive behavior towards life, liberty, and the pursuit of happiness.

4.1 **Reinforcing Criminal Behavior:** Within the current lawful culture of punishment and incarceration without a psychology of cognitive-emotional reformation agenda, the neuroplastic attribute of cognitive-emotional behavior will reinforce and maintain an emotional neural circuitry of existing criminal behavior. That is, the learning experience within an incarcerating environment tends to accentuate the existing emotional neural circuitry of the brain that has led to existing criminal life.

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

4.3 **Convoluting Intent, Reasoning, and Self-Control:** Laws of crime and punishment that deny an evolved cognitive-emotional reprocessing mechanism reinforces an emotional reality of criminal behavior and further convolutes an

individual's intent, rational capacity, and self-control and therefore is cruel. (Reference: Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

5.0 CONCLUSION:

Neuroplasticity and an evolved emotional bio-feedback mechanism redefine humanness and reconceptualize what it means to be a human being (Benko, 2015). These new neurological, biochemical, and physiological understandings in psychology must be incorporated to understand the true nature of law and the actual punishment being inflicted upon an individual. Any laws of incarceration as punishment that preclude a psychology of cognitive-emotional reformation are cruel and prevent the exercise of religion and are not supported by The Constitution of The United States of America.

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

6.0 References-Background Reading:

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Supplement D:

Emotional Wisdom

(rev. 2025-05-02a)

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Emotional Wisdom

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

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

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

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

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

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

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

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

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

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

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

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

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

Emotional Wisdom

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

Ancient Greek philosophers and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally 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.

Supplement E:
The Inherent Ambiguity Between
3000 Years of Literary Linguistics of Emotionally Driven Behavior
And
Today's Science of Cognitive-Emotional Evolutionary Dynamics
(rev. 2025-07-07)

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When will our language and literary artisans comprehend the ambiguity inherent between 1) 3000 years of destructive emotionally driven behavior literary linguistic programming and 2) evolutionary cognitive-emotional dynamics for individual, cultural, and societal health, well-being, and success?

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.

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

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

Achilles' *anger* brought countless sorrows. Achilles' *anger* sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions drive destructive behavior.

Because of the brain's neuroplastic capacity, more advanced and intricate cognitive-emotional plot-lines in such works as Shakespeare only reinforce habitually used neuro-networks

and strengthen even further the literary belief that dangerous emotions drive destructive behavior and therefore, emotions must be actively controlled, regulated, and managed by the mind.

Are psychological academic publications on emotional behavior and control aprioristic? Has academic anthropology, business, economics, history, law, political science, sociology, philosophy, and neurobiology research predefined emotions as causal to the changes and states of neurological, biochemical, and physiological being in the brain and body that drives destructive behavior? Do you realize that it is possible that cognition, not emotion, can precipitate the changes and states of physiology that drive behavior and is then perceived as emotion? This would mean cognition is causal, and emotion is a perceived correlative effect. If so, then it would be these cognitive activities that must be controlled, regulated, and managed for the health, well-being, and successful decision-making prowess of the individual and the society in which they live. And as in well-proven, evidenced based cognitive behavior modification therapies, emotional awareness would then be an effective indicator of therapeutic success (or lack thereof).

My technical paper ("*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation*") provides the necessary arguments to demonstrate that cognition, not emotion, precipitates the good or bad-feeling physiology in the brain and body that drives behavior. Emotion is not causal to these changes and states of neurological, biochemical, and physiological being in the brain and body as typified in our cultural movies, videos, songs, plays, and television programming, cognition is! Cognition is causal and emotion is a perceived correlative effect. Cognition precipitates the physiology that drives destructive behavior and is perceived as emotion. And it is these dangerous cognitive activities of the mind that are controlled, regulated, and managed by scientifically proven, well researched, and published evidence-based cognitive behavior modification therapies that utilize good or bad-feeling emotional awareness to evaluate their effectiveness.

If we add in evolution, we can logically deduce a biological significance of feeling-good or feeling-bad. If our genetic ancestors were to survive the evolutionary mill, then the perception of feeling-good must correlate with healthy physiology and feeling-bad must correlate with

unhealthy physiology in the long term. However, in the short term, feeling-bad emotional awareness stimulated by dangerous external events does have evolutionary survival significance.

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

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

How long will the academic institutions of language, literary, and linguistic education, and psychology, sociology, political science, history, business, economics, philosophy, and law continue instruction within an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018) within conditions of incarceration that only amplify their psychological injuries; and when indiscriminate “random” shootings, bombings, murder, war, and personal dehumanization continues? When will academic professors review, analyze, and question the psychological literary linguistic 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).

Psychology is failing to address the issue that, to accept today's literary, video, and musical cognitive-emotional plot-lines of Homer's 3000-year-old linguistic psychology of emotionally driven behavior, primary, secondary, and collegiate language, literacy, and literary educators ***are neurolinguistically programming their students into, and reinforcing, a suspension of disbelief and critical thinking as well as sabotaging millions of years of cognitive-emotional evolutionary dynamics to maintain an individual's and societal health, well-being and successful decision-making prowess.*** Look! Look at the Fascist America its primary, secondary, and collegiate institutions of education have produced! **(See reference supplement: "Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior." Free PDF, new tab)**

I have had nearly 30,000 hits on my websites from researchers from over 70 countries including Russia, China, Japan, Hong Kong, Singapore, India, Pakistan, Iran, Israel, and the countries of the European Union and South America. There is world-wide interest. If my arguments do have any validity, maybe *YOUR* Institution of Higher Learning would hold a world forum to delineate the future of cognitive-emotional psychological science in academic philosophy, political science, law, business, and the economics of a cognitive-emotional health education for the health, well-being, and successful decision-making prowess of the individual and of the culture and society in which they live?

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

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

Reference: Jackson, A.O. (2025). (*Technical Paper with Supplements*.) Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation. Symbiotic Psychology Press. (15,500-word paper, free PDF download, new tab)

YouTube Link: How Education is Squashing Critical Thinking (29-min): Why don't today's primary, secondary, and collegiate educators understand their role in a society's uncontrolled, self-destructive, and violent behavior. **https://youtu.be/PSjSXXG2zI4**

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

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TO: University Faculty of Medicine

CC: University Faculty of Pharmacology

Subjects:

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

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

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

Date: 2025-07-07

Dear Doctors of Medicine,

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

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

Achilles' *anger* brought countless sorrows. Achilles' *anger* sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions drive destructive behavior.

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

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

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

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

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

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

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

An individual's evolved propensity to pivot off physiological unhealthy cognitive behaviors and onto physiological healthy activities is an unrecognized defense against illness,

infections, disease, and injury. Neurological, biochemical, and physiological abnormalities that are emotionally perceived may not originate from psychological cognitive activities. Instead, they may be attributed to illness, infection, or disease. However, by consciously working to feel good, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being physiologically healthy and vigorous. Therefore, evolution has set two layers of resistance to fight off illness, infection, and disease; (1) within an individual's evolved unconscious propensity to dwell within good-feeling healthy cognitions and (2) when an individual consciously works to focus upon good-feeling cognitive activities rather than succumbing to emotionally negative physiological activity.

What does the impact of University emotionally driven behavior linguistic education have on neurological, biochemical, and physiological experimental design in medicine? How reliable are existing medical and pharmaceutical studies if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics (that correlate with an individual's physiological health) is unaccounted for?

Feeling good cognitive-emotional behavior must have an evolved correlation with an individual's healthy and robust biochemical and neurological physiology in the brain and body. 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 and pharmacology is dependent upon an individual's psychological capacity to re-process, re-structure, and re-develop one's own cognitive-emotional feelings, moods, and attitudes to a healthier state of being. If this capacity is unaccounted for in experimental designs on human populations, how valid or biased and skewed are the results?

Every individual has an evolved and human (apart from animal) cognitive-emotional re-processing, control, and regulatory mechanism. If this mechanism has been subdued, camouflaged, or even made ineffective through a restrictive emotionally driven behavior linguistic education and these variables have not been experimentally accounted for and factored

in, how reliable is psychological, psychiatric, and physiological science, medicine, and pharmacology?

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

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

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

Passionately,

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

Supplement G:
Can Academia Escape the Allegory of Plato's Cave?
(rev. 2026-01-01a)

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

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

(1) Our Culture of Emotionally Driven Behavior

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

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

Achilles' anger brought countless sorrows upon the Greeks. Achilles' anger sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles' behavior. This literary linguistic paradigm of "emotionally driven behavior" demands emotional regulation, management, and control by the cognitive mind (and even with the use of pharmaceuticals) because dangerous emotions can drive destructive behavior. Controlling emotional behavior by changing cognitive activities of the mind (such as thoughts, memories, beliefs, imaginings, perceptions, and reasonings) forms the basis of today's well-researched and evidenced based cognitive behavior modification therapies.

Because of neurogenesis and neuroplasticity of the brain, as individuals (and future psychological academics) learn the emotional linguistics within language and literature, their brains become "hard-wired" and neurolinguistically programmed with usage. Have a person's core beliefs of emotions – which may have been neurolinguistically molded from childhood through family interactions and, in later years, through reading and comprehending 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? A shared cultural and linguistic development of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these famous English literary works. As students mature and are introduced to the more advanced pieces of Shakespeare, Tolstoy, Dostoevsky, and others, comprehension is even more dependent upon the prior assimilation of cultural and linguistic paradigms. Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotions.

The Tao of yin and yang comes from the movement of shadow and light on a mountain as the sun moves across the sky throughout the day. This symbiotic dance of light and shadow is also the dance of male (yang) and female (yin) where yang represents the masculine mind, and yin represents the feminine emotions. Thus, within our western language and linguistics of emotionally driven behavior taught within academic sports psychology is a very sexist language of dangerous and aberrant "feminine" emotions that must be controlled, regulated, and managed, by the "masculine" cognitive mind. (reference *Destructive Emotions, How Can We Overcome Them"* (2003), Dalai Lama and Daniel Golemann; and the Association for Applied Sports Psychology and their certification of mental toughness training for both boys and girls: (ref: https://appliedsportpsych.org/members/newsletters/september-2018/developing-and-fostering/)

I propose that like the citizens of Plato's Cave, our professors and academic culture have only witnessed the shadows of emotional behavior projected on a wall and not only have they never been exposed to a different paradigm of cognitive-emotional behavior, that when they are presented with another archetype of emotional behavior, because of neurogenesis and neuroplasticity, it would only be gibberish and incomprehensible. After a lifetime of study, research, publication and teaching within the paradigm of emotional driven behavior and cognitive control, would acknowledging another archetype be neurolinguisticly possible?

(2) Emotional Evolution

Missing from our 3000-year-old linguistics of emotionally driven behavior is human evolution. Evolution… survival of the fittest, strongest, most able to pass on their genetic

prowess to the next generation. Imagine a prehistoric humanoid surviving the dangers and hazards found within the savannahs of Africa to hunt and gather food, shelter, and the basic necessities to stay alive. What has a greater chance of survival, (1) an emotionally feeling-good correlation with a healthy, balanced physiology of the brain and body conducive to health, well-being, and successful decision-making, or (2) an emotionally feeling-good correlation with an unhealthy, imbalanced physiology of the brain and body susceptible to illness, injury, and poor decision-making ability? Or a modern-day example… What is the likelihood of success when an emotionally good-feeling drunk stumbles into his car to drive across town during rush hour traffic to buy groceries for his family?

Therefore, emotionally good-feeling cognitive behavior (such as thoughts, memories, beliefs, imaginings, perceptions, and reasonings) correlates with a well-balanced physiology of strength, power, agility, and stamina of the brain and body conducive to health, well-being, and successful decision-making prowess. And emotionally bad-feeling cognitions correlate with an imbalanced physiology of weakness, disempowerment, and frailty of the brain and body susceptible to illness, injury, and poor decision-making. Emotional awareness becomes critical in attaining and maintaining physiological strength and conditioning and knowing how an athlete will respond physically and mentally in competition.

Emotion's evolutionary role has not been integrated into modern psychology's paradigm of emotionally driven behavior that demands emotional control by the cognitive mind. Every writer since Homer reflects the emotional linguistic psychology of his *"Iliad"* and millions of years of cognitive-emotional evolution have been (and are being) linguistically redefined and sabotaged by our language and literary institutions. Emotions have a very significant evolutionary function that is weakened by today's psychology of emotional control, regulation, and management, even with the use of pharmaceuticals if deemed necessary. (Note: pharmaceuticals do have a very necessary therapeutic function… when incorporated with emotional evolution awareness.)

Instead of mental toughness training to tolerate physical pain and ignore emotional awareness, a world class athlete must develop the mental discipline to utilize their emotional awareness to facilitate and to re-focus off emotionally bad-feeling cognitions and onto

emotionally good-feeling cognitions that correlate with a strong, powerful, and balanced physiology conducive to health, well-being, and successful decision-making prowess.

Emotions have evolved, not to be controlled, but to guide cognitive behavior towards health, well-being, and success through cognitive reprocessing with emotional awareness. This is similar to cognitive behavior modification therapeutics, but with the caveat that emotionally feeling-good or -bad awareness is in itself the primary source of guidance. Physiologically speaking, emotionally good-feeling cognitive behaviors are good. And emotionally bad-feeling cognitive behaviors are bad… physiologically speaking. The personal and social ramifications noted here are addressed in another discussion on education (reference*: Cognitive-Emotional Health Education: A Primary and Secondary School Overview* (2025) Jackson, A.O.)

(3) Feminine Emotional Body Guiding the Masculine Cognitive Mind.

Emotional awareness has evolutionary significance. Emotions are integral to a natural, operant conditioning mechanism, similar to pain, to guide an individual off emotionally bad-feeling (unhealthy and physiologically imbalanced) cognitive behavior susceptible to illness, accidents, and poor decision-making prowess and onto emotionally good-feeling (healthy and physiologically balanced) cognitive behaviors conducive to physical, strength and empowerment and mental, successful decision-making prowess.

Emotional awareness is similar to perceiving the instruments on the dash of a car. They inform the driver of mechanical conditions within the vehicle where lack of awareness or response can result in catastrophic failure (i.e. mental illness). Another analogy would be "burnt hand disorder" where the biochemical signature of an emotional disorder, say depression, is similar to a burnt hand left on a hot stove. The biochemical signature of a psychological depression is not the result of an emotional disorder but of an ignorance and failure of an individual to respond to their own emotional pain and get their brain's bad-feeling cognitive activity off the proverbial "hot stove". The abnormal biochemical signatures within psychological disorders are supposed to exist when the mind is continually dwelling upon that which is not wanted.

It is the cognitive mind that must be controlled, regulated, and managed through emotional awareness. Good-feeling emotions have an evolved correlation with a strong, balanced, and robust physiology conducive to health, well-being, and successful decision-making. Bad-feeling emotions have an evolved correlation with a weak, impotent, and unhealthy physiology susceptible to illness, sickness, accidents, and poor decision-making. Developing the evolutionary harmony between a warrior's mind, body, emotions, and awareness through a symbiotic psychology creates a physically stronger, faster, and more powerful warrior that is mentally more agile, cunning, and has a greater capacity for successful decision-making.

(Note: I can hear an objection with the "good feelings" of unhealthy manic behavior. Has there been any research on a thesis that this mania is a result of suppression and dissociation of emotionally bad-feeling cognitions associated within the prefrontal cortex and an executive function to guide cognitive behavior? Disassociation from emotionally bad-feeling cognitions would null an evolved cognitive-emotional guidance mechanism that would limit unhealthy behavior. This leads to the question, "Why and how was the awareness of these emotionally bad-feeling cognitions so suppressed that they became non-functional?" Also, within this paradigm of emotional awareness guiding cognitive activities, lies a necessary moral and ethical education within our institutions… having a new bike may feel good but stealing one has both individual and societal ramifications… to use one of many examples.)

(4) Emotional Awareness and Response for Athletic Success

Regulation, control, and management of "dangerous emotions" are prevalent in meditation and mindfulness practices where an athlete is taught not to respond to their thoughts and emotions, but as I was taught, to let them float by without attachment, like a cloud floats by in the sky. Modern sports psychology and its literary linguistics of emotional behavior within meditation, mindfulness, and mental toughness… where emotional awareness and response are moderated… are convoluting an individual's understanding of their own evolved symbiotic relationship between mind, body, emotions, and awareness for self-empowerment. If emotional awareness and response is necessary to maintain physiological health and well-being, and successful decision-making prowess, what happens within the sports psychology of mental toughness training and emotional control, management, and regulation, even with

pharmaceuticals, if necessary, where emotional awareness and response to guide cognitive behavior is diminished?

University of Wisconsin Sports Psychology works closely with Prof. Richard Davidson who is founder and director of the Center for Healthy Minds. "He is best known for his groundbreaking work studying emotion and the brain. A friend and confidante of the Dalai Lama is a highly sought after expert and speaker, leading conversations on wellbeing on international stages…." Prof. Davidson's lifetime of meditation and close ties to the Dalai Lama reflect his beliefs in aberrant and dangerous emotions that must be controlled, regulated, and managed, by the cognitive mind (reference: *"Destructive Emotions, How Can We Overcome Them"* (2003), Dalai Lama and Daniel Golemann; and the Association for Applied Sports Psychology and their certification to "enhance mental toughness" which typically entails emotional control, regulation, and management.

Three important notes here: (1) The Dalai Lama is a monk, teaching pacifism, (2) One of the foundational teachings of the Buddha is that desire is the cause of suffering and that to be free of suffering one must free of desire. (3) Meditation, mindfulness, and emotional control are traditions to eliminate suffering and emotional bondage. But an athlete in sports competition is about being a warrior with wants, desires, and intentions to succeed and to be victorious. Do you see a conflict of interest here? Meditation, mindfulness, and mental toughness have demonstratable proven athletic success. The how's and why's of this success is attained is not within the guise of mental-emotional conflict and control but must be explored within the context of the symbiotic harmony between mind, body, emotions, and awareness. The success of meditation, mindfulness, and mental toughness training can even be enhanced within another paradigm and linguistics of cognitive-emotional behavior (reference: YouTube video manuscript of *"The Tao of Athletic Success Workout" SP 1st Contact Presentation"* (2025) Jackson, A.O., free PDF download available from; https://symbioticpsychology.com/).

Meditation, mindfulness, and mental toughness training, as within any therapeutic psychology, can have unintentional side effects. I personally after years of unsupervised meditation, mindfulness, and mental toughness training ended up psychotic in a mental hospital. I suffered over fifteen years of psychotic mania, suicidal depression with schizophrenic

tendencies before I stimulated the evolved symbiotic harmony within my own cognitive-emotional behavior and regained my biochemical, neurological, and physiological health and well-being to live a "normal" life without psychiatric and psychological disabilities and therapeutics. Even with proper supervision, individuals have suffered unintended consequences of meditation, mindfulness, and mental toughness training.

University of Wisconsin long distance running prodigy, Sarah Shultze (2000-2022) committed suicide under the supervision of Wisconsin's mental health and sports psychology institutions. Prof. Willoughby Britton of the Clinical and Affective Neuroscience Laboratory, Warren Alpert Medical School of Brown University has founded "Cheetah House", whose statement of intent is: "We exist to provide evidence-based information and support to individuals who have experienced negative effects from meditation; experienced unhealthy meditation or spiritual communities; and suffered religious & spiritual abuse or trauma. We aim to empower meditators, meditation teachers, & clinicians to make informed decisions around contemplative practices" (https://www.cheetahhouse.org/).

Because *"The Tao of Athletic Success Workout"* utilizes the importance of modern scientific emotional and physiological evolution where good- and bad-feeling emotional awareness is used to manage and to prevent neurological, biochemical, and physiological imbalances necessary for psychological instability, I have a built in safe-guard to prevent the unintended consequences found within modern sport's psychology meditation, mindfulness, and mental toughness training programs. But the very unfortunate truth is that Prof. Davidson and Dr. David Lacocque, PsyD, Director of University of Wisconsin's Mental Health & Sport Psychology, refuse to even discuss with me the potential harmful effects ingrained in their programs and any possible remedies that I may offer. As I offer contradictory evidence to the "truths" of their personal beliefs, I am "persona non grata".

(5) Is Another Paradigm of Emotional Behavior Conceptually Possible?

Primary school students are introduced to the basic psychology of human behavior within the "cognitive triangle" that illustrates the interplay between thoughts, emotions, and behavior and how one effects the other within their language and literacy education (ref:

"*The Resilience Workbook for Kids*", Baruch-Feldman and Comizio). ***But is our 300-year-old language and literary linguistics of emotionally driven behavior a shortcut that fails to properly incorporate the modern science of human physiology?***

Has psychology properly researched the basic hypothesis and foundation of human behavior that "emotions drive behavior"? Well researched and evidenced based cognitive behavior therapies (CBT) use the interrelationships between mind, emotions, and behavior within a cognitive triangle. CBT focuses on the mind-emotion-behavior directional relationship and mantra… "change your thoughts, which change your emotions, and therefore behavior can be modified". CBT psychology has proven the 3000-year-old paradigm of emotionally driven behavior. Or has it?

Walking through the woods, I see scratches on a tree. I then perceive something in the bushes that I conceive to be a bear. When I get closer, I understand that not only is it a bear, but a mother bear with two cubs and I recall how aggressive mother bears can be from nature videos found on YouTube. I now believe myself to be in danger. Now… after all this cognitive activity of knowing and awareness… then the physiological changes and states within the brain and body are precipitated to activate my fearful fight, flight, or freeze behavior response.

Technically, from an engineering vantage, human behavior is driven by neurological, biochemical, and physiological changes and states of being in the brain and body. The brain is a highly advanced, biological processor, and lead orchestrator of these changes, states, and flow of our biochemical, neurological, and physiological being that drives behavior. What moves the body, what makes the hand that strikes the ball, are changes and states of physiology orchestrated by a highly sophisticated and complex neurological brain. (Reflexive behavior is addressed in my technical paper, "*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation"* which is freely available as a PDF from my website, https://symbioticpsychology.com/.

(6) Returning to Plato's Cave of "Emotionally Driven Behavior"

Now, the key question, what precipitates these changes and states of physiological being that drive behavior? 3000 years of emotional linguistics says emotions drive behavior. Which means emotions precipitate the changes and states of physiological being in the brain and body that drive behavior. This is "reaffirmed" within well proven and evidenced based cognitive behavior modification therapies which means, simply stated, "change your thoughts and you change your emotions… and your emotionally driven behavior".

What is missing from the mind, emotion, and behavior cognitive triangle is today's pharmacological research into changes and states of physiological being within the brain and body. That is, changes and states of neurological, biochemical, and physiological being within the brain and body drive human behavior. "Emotionally driven" behavior means that emotions must precipitate these changes in physiology that drives behavior. But as in the bear analogy demonstrates, these changes in physiology are necessary for the perception of emotions. How can emotions be causal to changes in physiology that drives behavior and also be the perceptual effect of theses changes of physiology. Are emotions cause or effect?

If emotions change the physiology that drives behavior and this behavior driving physiology is also perceived as emotions, emotions are both cause and effect of the same phenomenon (changes in physiology). Emotions cannot be both causal to these changes and states of physiology and a perceived effect of these changes. I have read some very convoluted and complex re-defining of "emotions", "emotional states" vs. "emotional perception" to avoid this conflict. But there is a vast simpler and superior Occam's Razor.

Can I have my fight, flight, or freeze behavior without any changes in physiology? No. Can I have the perception of emotions without changes in physiology? No. Then my question is, what is causal to these necessary changes and states in physiology of the brain and body that drive behavior and are perceived as emotions? Could my cognitive behavior itself be causal to these changes in physiology that 1) drives behavior and 2) are perceived as emotions? The emotion fear must come after the cognitive activities of awareness and knowing of the bear.

Could the emotion fear be the perception of changes and states of physiology in the brain and body and therefore emotion is a perceptual corollary effect rather than causal?

From a mechanical engineering perspective, emotions don't drive behavior, changes and states of physiology drive behavior. Emotions are the perception of this physiology. It is mental activities (such as thoughts, memories, beliefs, imaginings, perceptions, and reasoning of meeting a bear in the woods) that precipitate the changes and states of neurology, biochemistry, and physiology in the brain and body that drives behavior.

Today's behavioral and pharmacological science has plenty of experimental evidence diagramming the biochemical, neurological, and physiological changes, states, and flow between behavior and physiology. But when, cognitive activities of the mind (such as thoughts, memories, beliefs, imaginings, perceptions, and reasonings) come first, then we have changes and states of physiological being that drive behavior and are perceived as emotions. Cognition precipitates the changes and states of biochemical, neurological, and physiological being in the brain and body that drive behavior. And it is these changes in physiology that are also perceived as emotions. Cognition is causal, emotions are a perceived, corollary effect. (Reference "*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation"* which is freely available as a PDF from my website, https://symbioticpsychology.com/.)

(6) Integrating a Symbiotic Psychology into Our Culture of Emotional Manipulation and Suppression

Bruce Lee famously said in "Enter the Dragon", ***"…we need emotional content…. Don't think. Feel."*** How can an athlete feel and have emotional content within today's academic mental toughness, meditation, and mindfulness training that inhibits evolutionary emotional awareness and response? The University of Wisconsin's sports psychology is based on a language and literary linguistics of "emotionally driven behavior" inscribed in Homer's "Iliad" nearly a 3000-year-ago. Ever since Achilles' fatal rage brought countless sorrows upon the Greeks, feminine aberrant and dangerous emotions that drive destructive behavior must be controlled by the "superior" masculine cognitive mind.

Yes, we must continue our language and linguistic education of emotionally driven behavior and control to understand, comprehend, and to learn from our past 3000 years of literature, poetry, art, music, religion, law, philosophy and social behavior. In addition, our educational system must integrate a symbiotic psychology where mind, body, and emotional awareness have evolved to empower, strengthen, and to free an individual imprisoned within the a masculine cognitive language and emotional linguistics found within our world academics, governments, and religions designed to suppress our feminine emotional awareness and guidance.

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

The time has come for humanity to realize that the masculine mind and feminine emotions have evolved in symbiotic harmony to work together in cooperation. The cognitive mind has not evolved to control, manage, and regulate emotions. The cognitive mind must integrate with emotional awareness to understand the physiological health and well-being, or absence thereof, precipitated in the brain and body by its thoughts, memories, beliefs, imaginings, perceptions, and reasonings. Our educational institutions must empower our children with health, well-being, and successful decision-making prowess, not with a literary linguistics of emotionally driven behavior that demands cognitive control, but with cognitive-emotional symbiotic reprocessing of one's own mental activities using emotional awareness. Meditation and mindfulness have a necessary evolved emotional aspect that must be awakened. Sports psychology must also integrate our evolved symbiotic nature of mind, body, emotions, and awareness and empower athletes not with mental toughness, but with mental discipline to spring off disempowering, emotionally bad-feeling cognitions and onto empowering, emotionally good-feeling cognitions that correlate with a strong, powerful, and balanced physiology of success.

Cognitive-Emotional Re-Processing Control Paper with Supplements Revisions

1. 2022-02-14a: Release (extracted paper from Jackson, A.O., (2022) *Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*. Symbiotic Psychology Press)
2. 2022-02-23a: Added table of contents
3. 2022-02-28a: Added revision table; inserted Brown, LeDoux, & Pine theory of separate brain (cortex) and body (amygdala) circuits of emotions; rephrased "biochemical…" to include "neurological"
4. 2022-03-06a: Rewrote "abstract" and "research questions" sections; interjected three faces of a coin analogy; updated LeDoux and Associates' "two-system framework"; general rewriting and editing
5. 2022-03-11a: Added section "Experimental Design"; rewrote much of "Abstract" and "Author's Notes"
6. 2022-03-11b: General editing, formatting, and rewriting; edited process flow diagrams
7. 2022-03-18a: Added sections "19.0: Psychological Therapy" and 20.0: Pharmaceutical Therapy"; edited back cover blurb; updated diagrams
8. 2022-03-25a: Added Figure 1: Fly-ball centrifugal governor speed controller simile; added Figure 2: Emotional Event Internal Process Flow and discussion; added "control and regulation" to title
9. 2022-04-04a, b: Added section: "Factorial Analysis of Basketball Shooting Success: An Experimental Design and Validity Analogy"; edited the section

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

22. 2022-10-17a: Reformatted title page; added "Warning 8: *Biased and skewed cognitive, emotional, and physiological research"* to "The Dangers and Hazards of…"
23. 2022-10-21a, b: Added "I am" statements; general editing of "…*Cognitive-Emotional Gymnasium*…."
24. 2022-10-25a, b: amended "note" in paper/section 12.0 Human Cognitive-Emotional Re-Processing Flow Chart; added bottom border to header; general editing; added "attitudes" to emotions, moods, and feelings; added note that very few of the multitude of physiological states and changes are perceived as emotions; changed Section 10 heading to "Successful Decision-Making Prowess: An Evolutionary Metaphor"; edited Cognitive-Emotional Gymnasium
25. 2022-11-02a: Added "Liabilities" to Supplement A title
26. 2022-11-06a: Added title pages to supplements; edited page numbers in table of contents
27. 2022-11-09a: Edited Figure 6: Cognitive-Emotional Cause and Effect Flow Chart
28. 2022-11-09b: Edited "How long will the academic institutions of…" statement
29. 2023-01-02a, b: Corrected grammar (its vs. their); rewrote sentence in "Warning 1"; put comma within quotation marks; edited and renamed drawings
30. 2023-01-06a, b: Edited Human Re-Processing drawing; grammar correction (emotionally driven
31. 2023-01-21b: Added dialectical behavior therapy (DBT) to list of evidenced based therapies
32. 2023-01-21c: edited back page blurb
33. 2023-10-06a, b, c: general clarification editing of abstract, page titles, and table of contents
34. 2023-12-15a: Changed "Abstract" to "Overview" and added "destructive" and "constructive"

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

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.

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

Andrew O. Jackson suffered from psychotic mania, suicidal depression, and schizophrenic tendencies. He was in and out of mental hospitals from 1979 to 1996. Once after another “blackout” period, he “awoke” in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His “friend” was a trash can. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue 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 good-feeling emotions, moods, attitudes, and feelings as indicators of, and a progression towards a healthy biochemical, neurological, and physiological state of being. After a couple more psychotic episodes (one that landed him in the El Paso County jail and led to a divorce from his first wife) and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication-free and without disassociation, depression, or mania episodes since 1996.

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

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.