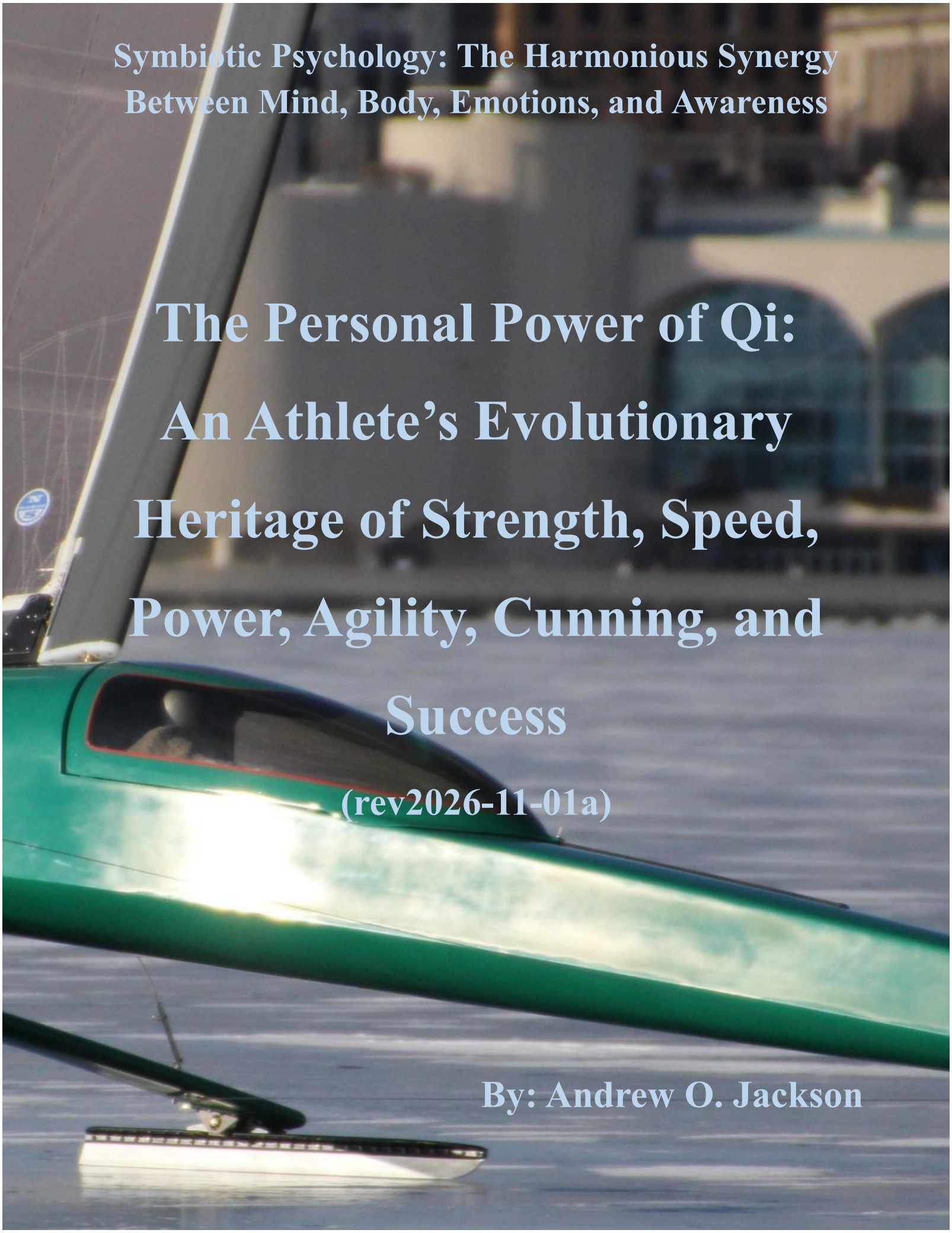


Symbiotic Psychology: The Harmonious Synergy Between Mind, Body, Emotions, and Awareness

The Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Power, Agility, Cunning, and Success

(rev2026-11-01a)

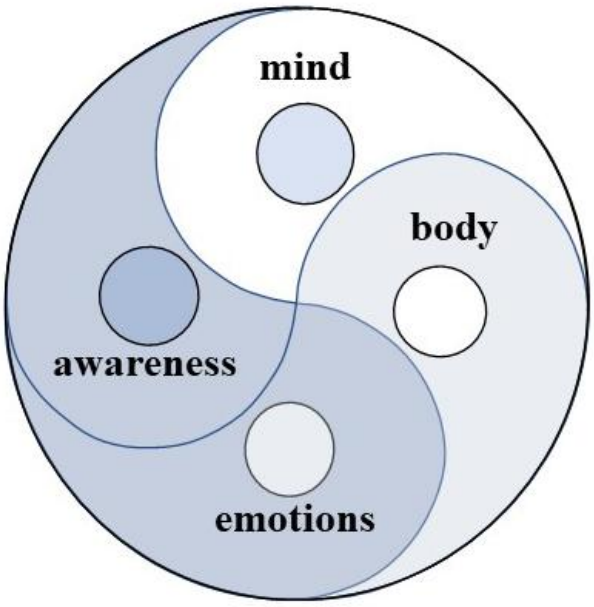
By: Andrew O. Jackson

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

The Personal Power of Qi:
An Athlete's Evolutionary Heritage of Strength, Speed, Power, Agility, Cunning, and Success

(rev2026-11-01a)

Andrew O. Jackson



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

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

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

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

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

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Cover Photo: "*Personal Power of Qi*"

"If yachting is the sport of kings and merchants, then ice-boating is the sport of gods." The cover photo is of a racing A-Class Skeeter rounding the windward mark in front of Frank Lloyd Wright's Monona Terrance in Madison, Wisconsin, USA. With only the power of the wind, A-Class Skeeters will typically race at over 80mph (130kph) with reports of speeds over 140mph (225kph) in speed runs. The works of Frank Lloyd Wright speak for themselves. Photo courtesy of Andrew O. Jackson.

Dedications and Acknowledgements

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

Madeline H……a teacher of knowledge and wisdom

Fa. Jerry……. a wise man of faith

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

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

Steve S., Jerry S., Tom T., Charlie G, Stefan S.…. friends to all sailors

William A, aka Wild Bill.…. gate keeper

Allisanne A., Maltee R., Rebecca R.…. always part of my heart

Connie P.…. friendship always

CaLey Wong….my first wife who took the brunt of my illness, I so deeply apologize

Pepper and Kathryn Jackson….my parents who unwittingly gave me my psychotic life, as well as, my character and propensity for scouting out my own path to recovery

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

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

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

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

While we walk together a short while in this life

May we feel the sun and follow our stars

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

This short while, while we walked, together

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

.

Because joy has an evolved correlation with health, well-being, and success we have evolved to be joyous beings.

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

The question is not "how do you feel," but "how do you want to feel?"

Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Success or failure in competition, or in life itself, is a cognitive-emotional state of being first determined within the battlefield of the mind.

.

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

Each person has a responsibility to re-process their own cognitive-emotional behavior into a healthy, more competitive, and better feeling place.

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

Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving. Where cognitive understanding, comprehension, and imagination can project future consequences and events, emotions represent one's alignment, creation, and rendezvous therewith.

A person feels/senses/perceives physiological states and changes of the brain and body precipitated by cognitive activities as "emotions," "moods," and "feelings," which all have a feeling good or feeling bad common component but vary in awareness of associative cognitive and physical behaviors, states, and changes.

Every moment is a segment of time and an opportunity to intend a feeling good and desirable outcome.

All things being equal, the athlete who builds and maintains their own cognitive-emotional knowing and good feeling of well-being and success will win because they are allowing the events, conditions, and circumstances of their intent.

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of domination because of slavery to emotional anger, fear, weakness, and poverty, a warrior must understand emotions as an evolved sensory system, akin to the sense of pain, giving conscious feedback on the health and readiness of their body and mind for successful conflict.

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

The body's movement, motion, and action must feel good to be effective, successful, and repetitive.

Don’t think it. Think and feel it!

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

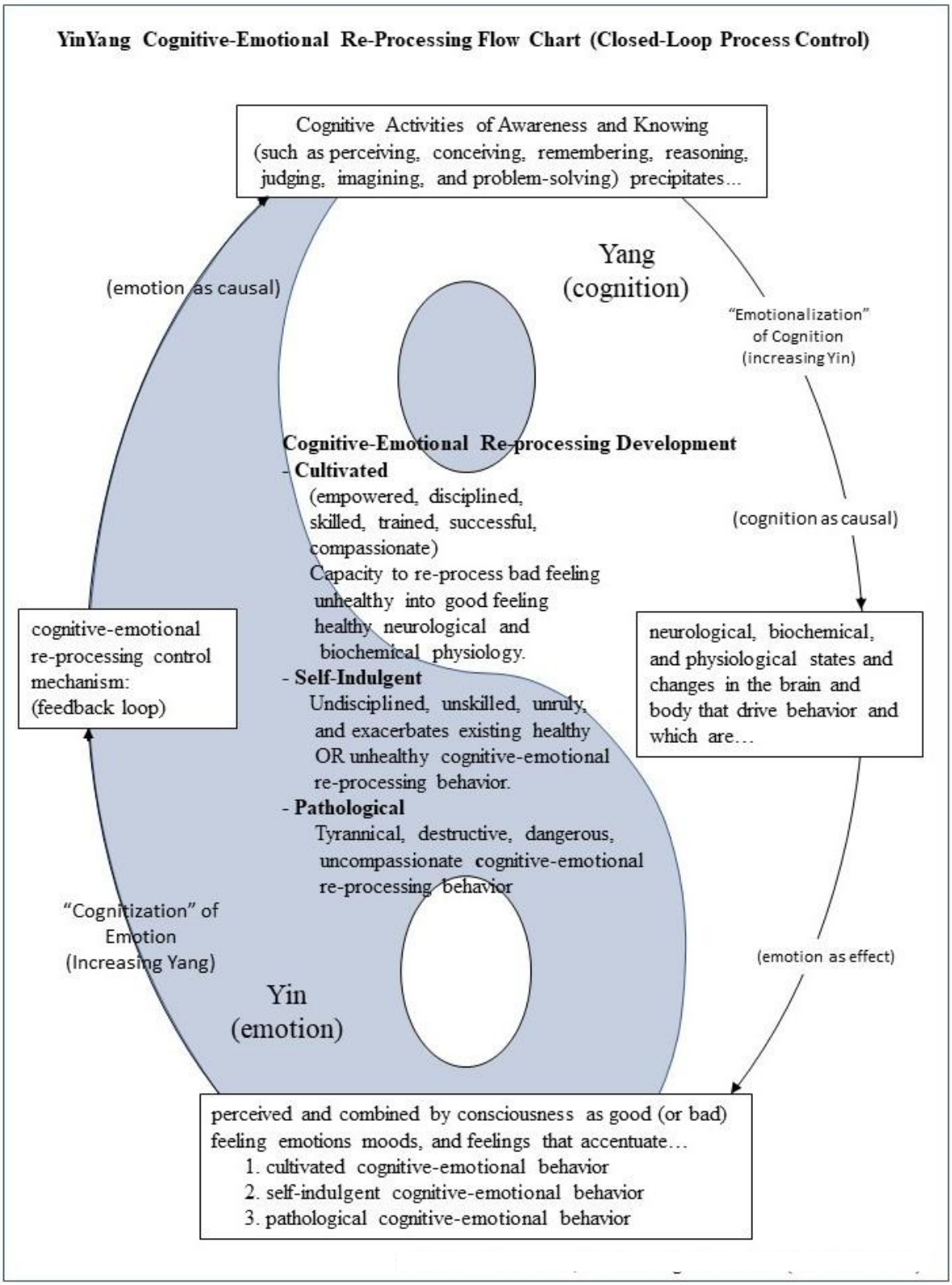
Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive awareness upon the lack of that which is desired that is the cause of suffering.

Disassociating, ignoring, or camouflaging any unaddressed emotionally negative feelings will be revealed within a substandard performance and, even more dramatically, within an injury.

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

Emotion does not drive behavior as literature portrays in its poetic dance. Emotion is first an effect, a reflection, and awareness within the mind providing another dimension to its cognitive memories, thoughts, beliefs, logic, and imaginations that precipitate the neurological and biochemical physiology in the brain and body that is driving behavior.

The linguistic semantics of emotional control, as commonly used in literature, religion, science, law, and philosophy, means to manage, restrict, and regulate emotions because emotions are perceived as ***causal*** *to neurological, biochemical, and physiological changes within the brain and body that drive behavior. Within the linguistic semantics in engineering control theory, emotional control means emotions are being regulated and managed as an end product of a system. Emotions are the result of, a consequence of, or* ***an effect*** *of cognitive behavior precipitating the individual's neurological, neurological, and biochemical physiology in their brain and body. Where emotions have traditionally driven self-indulgent behavior, emotions are now being cultivated as feedback to enhance healthy, constructive, and successful behavior.*


YinYang Cognitive-Emotional Re-Processing Flow Chart (Closed-Loop Process Control)
Cognitive Activities of Awareness and Knowing (such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving) precipitates...
Yang (cognition)
(emotion as causal)
"Emotionalization" of Cognition (increasing Yin)
Cognitive-Emotional Re-processing Development
- Cultivated
(empowered, disciplined, skilled, trained, successful, compassionate)
Capacity to re-process bad feeling unhealthy into good feeling healthy neurological and biochemical physiology.
- Self-Indulgent
Undisciplined, unskilled, unruly, and exacerbates existing healthy OR unhealthy cognitive-emotional re-processing behavior.
- Pathological
Tyrannical, destructive, dangerous, uncompassionate cognitive-emotional re-processing behavior
(cognition as causal)
cognitive-emotional re-processing control mechanism: (feedback loop)
neurological, biochemical, and physiological states and changes in the brain and body that drive behavior and which are…
"Cognitization" of Emotion (Increasing Yang)
Yin (emotion)
(emotion as effect)
perceived and combined by consciousness as good (or bad) feeling emotions moods, and feelings that accentuate…
1. cultivated cognitive-emotional behavior
2. self-indulgent cognitive-emotional behavior
3. pathological cognitive-emotional behavior

The Mind shapes reality; Emotions indicate the desirability of that shape.

Past, present, and future all exist now but in a different place. The future that exists now is not the future when it becomes the present here. The past that exists now is not the past that existed then when here. A force reaches through time and space and changes the past and the future to match an athlete's cognitive-emotional being in the present when time is now and where space is here.

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

The question is no longer about how to play the cards that are dealt,
but what cards does an individual want to be dealt to play with?

When you have experienced the living Universe, you will understand the eastern dojo tradition of paying respects to the day, venue, and competition you have just enjoyed (or not). The opportunity was there to enjoy, it is your responsibility to make it so.
Reference: Hideki Matsuyama's caddie, Shota Hayafuji, bow in respect to Augusta National following their 2021 Masters victory.

PREFACE

All of life is Qigong, the cultivation of energy.

T*he Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success*" provides a unique and useful methodology for developing an athlete's powers and creativity with a new, exciting, and more useful definition of our cognitive-emotional bio-feedback mechanisms than currently offered by sports psychological science. And for the sports enthusiast or coach, it offers a different perspective for understanding the physical "reality" being observed on the field of play.

"Qi" has been part of eastern cultures for thousands of years. Western cultures, although they may not yet scientifically recognize this unseen energy, every fan of sports has recognized in their team or athlete: momentum, a shift in momentum, the groove, being hot, being cold, energy, feeling it, connected, out of sorts, in disarray, and the many other terms that acknowledge that something is going that cannot be exactly defined. Every athlete has felt a time when "things" came together and they felt "something" that associated with a brilliant performance, that is, they **felt It!** T*he Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success"* helps define this unseen energy called "Qi" for those who have lived and felt its power and for those who are just learning about their own personal power of Qi.

The foundation of "*The Personal Power of Qi"* is based on my scientific paper, "*Human Cognitive-Emotional Re-Processing Control, Cultivation, and Education*." Symbiotic Psychology Press. (Jackson, 2022) and is also freely available from https://emotional-evolution.com/ or https://symbioticpsychology.com/.

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



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

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

Sarah Shulze (2000-2022)

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

Part 1: Letters

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Recreating a Time and Space of Athletic Excellence 43

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1.0 Letter A: A Performance Enhancing Behavior: Recreating a Time and Space of Athletic Excellence

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

Subject: A Performance Enhancing Behavior: The Cognitive-Emotional Re-Enactment of Athletic Excellence

Date: 2021-03-08 (revised 2022-01-08)

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

Dear Athlete, Coach, and Instructor,

Everyone has had a time and place where they have had an outstanding performance in their sport and, hopefully, have had many such instances where they felt the energy and excitement of excellence. If not, use the excellence of another to recreate these cognitive-emotional feelings. This exercise aims to re-engage those emotions, moods, and feelings of success into one cognitive-emotional event now as preparation for competition.

To re-create one's past best performing cognitive-emotional states of being
is one step closer to creating a new best performance now.

Although this re-creation of past performance brilliance will eventually become, in some form or fashion, an integral part of an athlete's pre-event warmup, this first-time re-enactment should be done in a quiet setting where an athlete can take the time to recall and to

take notes surrounding circumstances, events, and behaviors that they ***cognitively and emotionally*** experienced before, during, and after a moment of brilliance.

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

This is a cognitive-emotional exercise:

1. Cognition is about the mind of thoughts and thinking. Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving, where understanding and comprehension can project and determine future consequences and events.

2. Emotions, moods, and feelings are felt. They are perceived. Emotions have two fundamental aspects: (1) they feel good, or they feel bad, and (2) they tend to have a known thought process or cognitive association. Therefore, moods are associated with beliefs and a longer time span, such as days or even months. Feelings tend not to have a known thought or cognitive association.

Correlations between cognition, a healthy neurological and biochemical physiology of the brain and body (that is, a greater capacity for situational awareness, comprehension, and response), and good feeling emotions, moods, and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions, moods, and feelings and an unhealthy neurological and biochemical physiology of the brain and body (and a lesser capacity for situational awareness, comprehension, and response). This means that to have the neurological and biochemical physiology demanded by a world-class performance, emotions, moods, and feelings must be in a feeling good state of being. (Reference: Jackson, A.O., (2022a).

Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation. Symbiotic Psychology Press (15,500 words.)

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

While attempting to recreate the cognitive-emotional circumstances, events, and behaviors of an outstanding performance, moods, being a long-term moving average, cannot change overnight. Moods are integral to an athlete's cognitive attitudes, beliefs, and rules of life. These may need to change to allow the emotional aspect of excellence (i.e., the neurological and biochemical physiology of excellence) to emerge.

The process of writing takes time. That is intentional. At first, the athlete's composition may be a scribble of words and notes. This is a cognitive and emotional exercise to bring about the good feelings of past peak performances. If these good-feeling emotions, moods, and feelings are not present, STOP. Eventually, these words and notes should become sentences, paragraphs, and then an essay only because this process feels good. Maybe, this process will never make it to paper and pen (computer) and will always remain an exercise in the mind.

Winning and losing is first and primarily about an individual's performance along with a feeling-good cognitive-emotional state of being within that performance. Only then can winning and losing be about points, rank, or place in a competition.

How many years have been spent developing the physical body, its strength, reflexes, and endurance to have a world-class performance? What are an athlete's pre-event warm-up exercises to prepare the body for competition? Now, how many years has an athlete put into

developing their cognitive-emotional game of excellence, and what are their specific and necessary pre-event warm-up exercises to prepare the mind and emotions for a world-class performance?

Every moment is a segment of time and opportunity to
intend a feeling good and desirable outcome.

For now, take some time and start exercising the evolved cognitive-emotional bio-feedback mechanisms that lead to feelings of excellence. For now, the goal is to realize how long this feeling good and performance-enhancing, cognitive-emotional state of being can be maintained. At first, this time may be moments or minutes within an event. But, with experience and practice, this state of being will be held throughout any event or competition and eventually throughout a life's reality of being. That is the hallmark of a Master and Champion.

Champions, in sport or in life, win because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Passionately,



Andrew O. Jackson
Symbiotic Psychology
https://emotional-evolution.com/
https://symbioticpsychology.com/

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.

2.0 Letter B: The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms

Rather than dwelling upon the different styles or families of wrestling, kung fu, wushu, tai chi (or within any sport), or form of Qigong, I wish to emphasize the cognitive-emotional energy of Qi behind the physicality of forms.

Subjects:

1. Rethinking cognitive-emotional theory and an energy called Qi to repeat performance-enhancing behaviors in competition, conflict, and life.
2. Using sports and sports competition as a *metaphor* for life's internal conflicts within the mind: we are all "*athletes*" within our own "*competition,*" each with its own unique challenges, finish lines, and rewards.
3. Connecting to our personal power of Qi through sports and sports competitions.
4. Empowering all athletes as Qigong practitioners with the cognitive-emotional gymnastics and abilities to understand and utilize their own power of Qi for their own successes and well-being in life.
5. Introducing "*The Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success."* This and all my publications are a freely available PDF download at https://emotional-evolution.com/.

Date: 2021-03-10 (revised 2022-01-08)

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

Dear Athletes, Coach, and Instructor,

Life is about a cognitive-emotional allowing and flow of an energy called Qi.

I have spent the last fifteen years researching and developing the psychological science that empowered my life and set me free of the mental health issues that plagued me and any hope of successful sports competition through my younger years. I brought together this science with my life experiences of an energy called Qi that eastern cultures have been exploring for thousands of years. I am now tethering Qigong, that is, the cultivation of Qi, to a redefined and new awareness of our evolved cognitive-emotional bio-feedback mechanisms called emotions, moods, and feelings.

Coaches talk about "execution" because that is all they can "see." A master champion must perfect the physical movement, motion, and action within their sport along with their emotions, moods, and feelings within that perfect movement, motion, and action.

I believe that the modern neuroscience and understandings of emotions, moods, and feelings (that would not be comprehensible to Siddhartha in his time) offer a needed perspective to Shaolin's Buddhism and the cultivation of Qi. This essential perspective can be found in "*Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation* Jackson, A.O. (2022a). Symbiotic Psychology Press. (15,500 words) and which is also freely available from https://emotional-evolution.com/.

Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive awareness upon the lack of that which is desired that is the cause of suffering.

My intention is to empower athletes with their evolutionary heritage of strength, speed, agility, cunning, and success and how all of this, including "Qi", is known through our evolved biological feedback mechanism known as emotions, moods, and feelings. Then, true

individual empowerment can develop within each athlete, their teammates, and their team as a whole singular body.

The athlete who builds and maintains their own cognitive-emotional knowing and feeling of well-being and success will win because they are allowing the events, conditions, and circumstances of their intent to exist.

Where athletes and sports have generally replaced the warrior and the brutality of their physical battles of the past, today's conflicts and battles are akin to chess and refer to competition for dominance and possession of realities within the mind. Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Success or failure in competition, or in life itself, is a cognitive-emotional state of being first determined within the battlefield of the mind.

"*The Personal Power of Qi: An "Athlete's" Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success*" provides a unique methodology for developing an athlete's powers and creativity by restructuring their cognitive-emotional dynamics to utilize their own powers of Qi. For the sports enthusiast, this process offers a different perspective for understanding the energy of Qi behind the physical "reality" being observed on the field of play.

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

"*The Personal Power of Qi: An "Athlete's" Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success*" provides a unique methodology for developing an

"athlete's" powers and creativity by restructuring ours/their cognitive-emotional dynamics. For the sports enthusiast, this process offers a different perspective for understanding the physical "reality" being observed on the field of play.

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

I will gladly address any questions about a greater understanding of our evolved cognitive-emotional dynamic bio-feedback mechanism and its relationship with an individual's health, well-being, and success.

Past, present, and future all exist now but in a different place. The future that exists now is not the future when it becomes the present here. The past that exists now is not the past that existed then when here. A force reaches through time and space and changes the past and the future to match an athlete's cognitive-emotional being in the present when time is now and where space is here.

Passionately,



Andrew O. Jackson
Symbiotic Psychology
https://emotional-evolution.com/
https://symbioticpsychology.com/

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

3.0 Letter C: The Dangers, Hazards, and Liabilities of Homer's Theory of Emotionally Driven Behavior

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

Reference:

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

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

Dear Athlete, Coach, and Instructor,

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

1.1 Emotional Dysregulation

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

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

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

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

1. rational emotive behavior therapy (REBT) (Ellis & Ellis,2019)
2. cognitive behavior therapy (CBT) (Beck, 2011)
3. dialectical behavior therapy (DBT) (Pederson & Pederson, 2020),
4. mindfulness (Farb, et al., 2014)
5. mindfulness-based cognitive therapy for depression (Segal et al., 2018)
6. method of levels therapy (MOL) (Mansell et al., 2013),
7. eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018),
8. forgiveness therapy (Enright & Fitzgibbons, 2015)
9. positive psychology (Lopez & Snyder, 2009)
10. emotional intelligence (EI) (Salovey et al., 2004)
11. 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)?

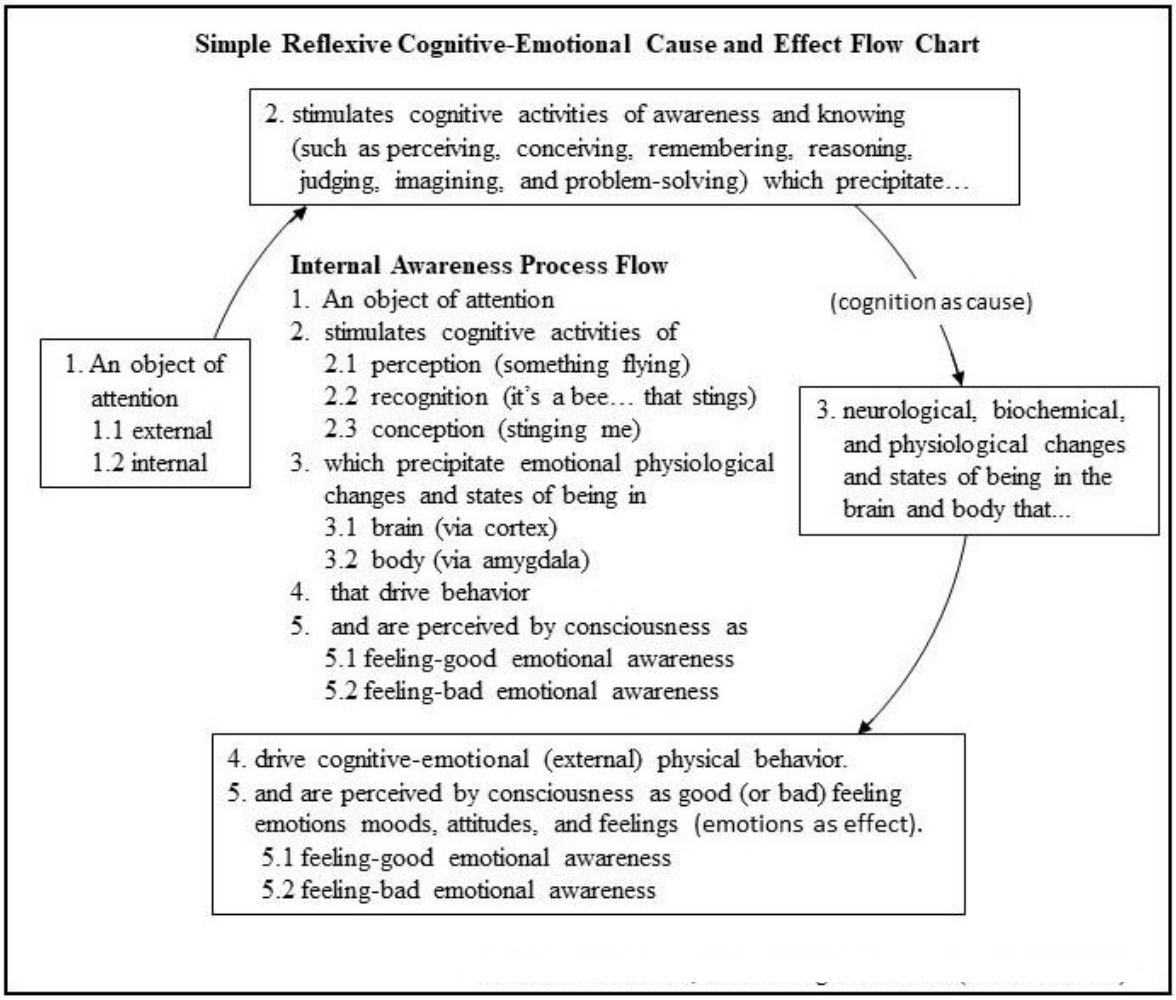


Figure 1: **Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart**

When changes in physiology are integrated into psychology's cognitive-emotion process flow diagrams (**see Figure 1 and Figure 2**), all these questions must be readdressed by science, linguistics, literature, philosophy, religion, and law because *emotion does not change the physiology perceived as emotions* cognition does. Well-being and the success of any professional therapy, mental or physical, is not defined by the absence of illness but by the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivations to nurture these conditions by employing one's own cognitive-emotional biofeedback control mechanism (**see Figure 2**).

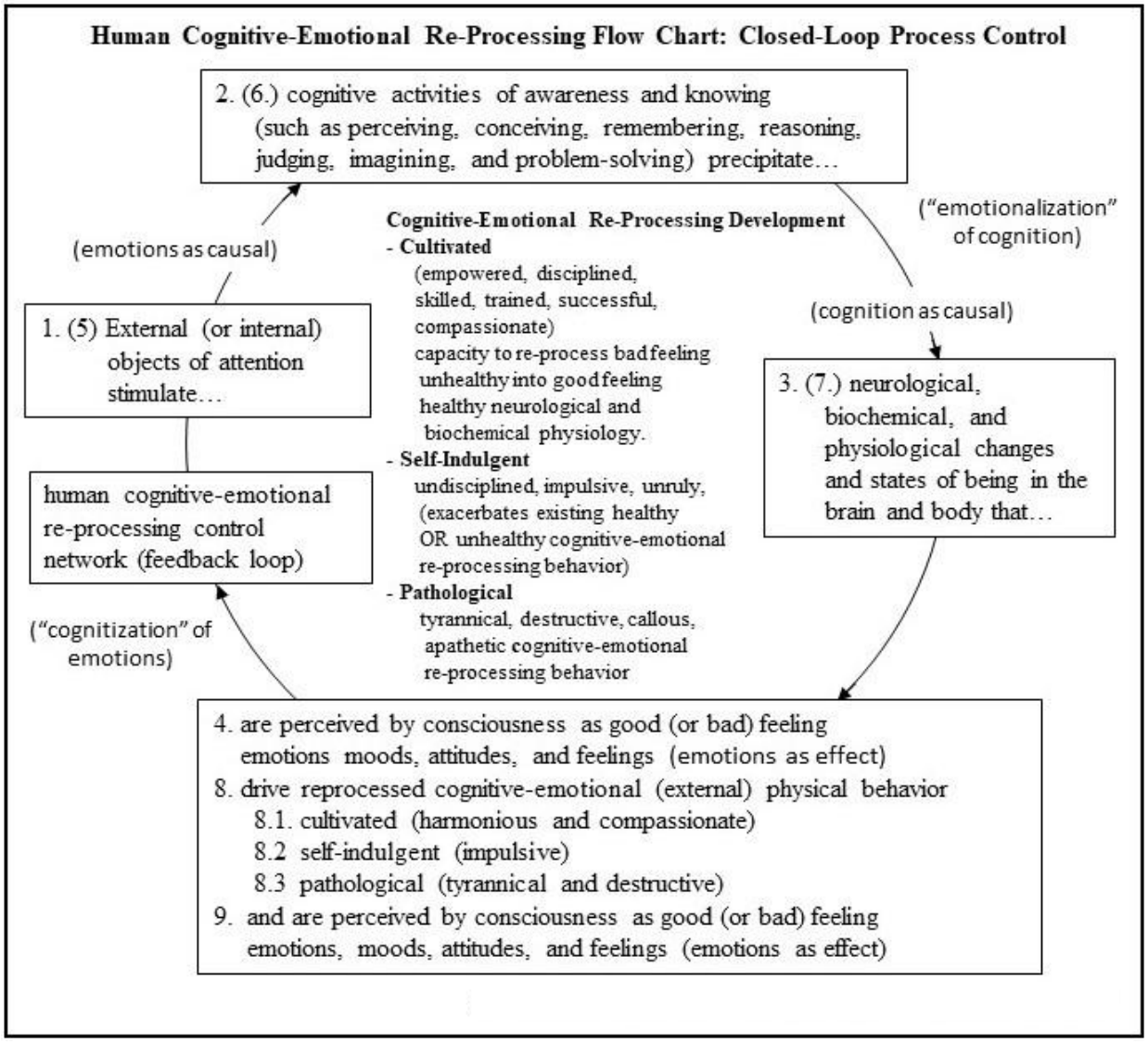


Figure 2: Human Cognitive-Emotional Re-Processing Flow Chart

1.2 Cognitive Dysregulation

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

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

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

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

Warning 1: Denial of the emotional biofeedback mechanism

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

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

Warning 2: Camouflaged aberrant cognitive behaviors

Any psychological or pharmaceutical therapy that changes a student's natural and evolved cognitive-emotional correlations can camouflage aberrant cognitive behaviors normally exposed through emotional dissonance. These unabated cognitive behaviors can continue to change neurological and biochemical physiology until they erupt uncontrollably into dangerous, psychotic, suicidal, and schizophrenic behaviors.

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

Warning 3: Unrecognized defense against illness, infections, 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, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being physiologically healthy and vigorous. Therefore, evolution has set up another layer of resistance to fight off illness, infection, and disease by consciously working to feel good rather than succumbing to emotionally negative physiological activity.

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

Warning 4: Misguided action upon an external world

If an individual or patient is never taught:

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

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

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

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

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

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

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

Because joy has an evolved correlation with health, well-being, and success, we have evolved to be joyous beings. Yet a self-centered feels-good-is-good morality must be tempered within a compassionate awareness of the symbiotic connection between all humanity that demands cognitive-emotional re-processing skill, education, and training. Rather than rigorously adopting and adhering to a set

of, religious, political, academic and culturally defined set of beliefs and understandings that deny an individual's education and development of an evolved cognitive-emotional mechanism for re-processing of one's own behaviors, our educational institutions (parents, schools, religions, governments, etc.) must teach, develop, and empower a feels-good-is-good cognitive-emotional dynamic that can rationally and comprehensibly debate the moral dilemmas facing each new generation.

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

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

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

If law is ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)? The mental skills and agility that most people have developed since birth to navigate successfully through the societal nuances and intricacies of what feels good-is-good (and what feels bad-is-bad) is mainly absent in the millions of incarcerated people. Here, as a result of reinforcement of negative thought patterns along with a misunderstanding of emotions as a bio-feedback mechanism to

promote health, well-being, and success, cognitive activity has never moved up the emotional staircase into the pleasures of successful and compassionate decision making and living.

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

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

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

Feeling good cognitive-emotional behavior must have an evolved correlation with an individual's healthy and robust biochemical and neurological physiology in the brain and body (Jackson, 2022a). Negative feeling cognitive-emotional behavior, although in the short is a necessary survival mechanism, in the long run negative feeling emotions, moods, and attitudes correlate with the negation of physical and mental health, well-being, and successful decision-making prowess. Because of this, research on human physiology in medicine is dependent upon an

individual's psychological capacity to re-process, re-structure, and re-develop one's own cognitive-emotional feelings, moods, and attitudes to a healthier state of being. If this capacity is unaccounted for in experimental designs on human populations, how valid or biased and skewed are the results?

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

1.3 Conclusion

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

Passionately,



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

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Part 2: Personal Power of Qi

4.0 "When You're Hot, You're Hot; When You're Not, You're Not." (Jerry Reed, 1971) 71

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

4.0 "When You're Hot, Your Hot: When You're Not, You're Not."

(Jerry Reed, 1971)

How could I have missed that simple and easy shot, layup, free throw, putt, catch, pass, jump, kick, tackle, gate, or _____ (fill in the blank)? How, why did some carefully thought-out play, game, race go astray? Why do sometimes I have an outstanding, "unbelievable" Olympian performance where everything "clicks" and I "feel *It*" and at other times, I am just a clumsy novice? Or, as a team, we are just sleep-walking, lethargic, and not in sync. But those times where "It" all comes together….. It is magnificent, beautiful, a wonder.

To understand "*why"* and "*how come"* to the above questions, a coach would explain how the athlete has to move or react (within the physical fundamentals of their sport). Every coach teaches an athlete the fundamental skills to coordinate their movements to excel physically. That is, "the hand goes here," or "the body moves like so." They teach and train how to "execute" the mechanics of a sport. But our world is more than a mechanical universe of objects, circumstances, conditions, and events. We are also a world of energy.

4.1 Universe of Energy: Qi

To understand what is happening at a more significant level in competition than the mechanical motion of the players, an athlete must start thinking in terms of a universe of energy, or more specifically, the emotional feeling of energy. This is where talk of being in the zone, being in the groove, feeling it, connected, momentum, confidence, emotion, swag and their opposite, sleepwalking, out-of-sorts, in a fog, flat, not mentally prepared comes from. Unless an athlete or coach has had some very unique shaman training, they cannot "see" the universe of energy, but everyone can feel it within their emotions, moods, and feelings. An athlete must start understanding and using ideas and concepts that our cause-and-effect world of objects, people, events, and nature (weather, biology, geology), and even time and space (past, present, future, here, there) are all interconnected within a vibrational

energy that Daoist have known about for thousands of years and call "Qi." Qi has been made popular in Disney's movie "Mulan" and Star Wars movies as the "The Force" (Foster, 1976). The ability and capacity to bring together a harmonious self of mind, body, emotions, and consciousness along with the circumstances, events, people, nature, and other factors that are necessary for an Olympian Gold Medal performance is called "personal power" by don Juan Matus in Carlos Castaneda's books, (Castaneda, 1984).

4.2 Personal Power of Qi

Don Juan Matus explains personal power like this. A person hiking up a mountain trail stops to tie their shoe. A boulder comes careening down the mountain right in front of them. Or, they stop to tie their shoe, and then a boulder comes careening down the mountain and wipes them off the face of the mountain trail. The event is a consequence of the hiker's personal power (their Qi). A lineman in a football game while blocking his opponent gets a season-ending injury when another player rolls onto his ankle. The announcer will talk about bad luck and an unfortunate accident. Don Juan would say that the athlete's personal energy brought him into harmony with the injury, as would be the case within the success of a last-second incredible desperation basketball shot at the buzzer for the win. What is the state of an athlete's personal power of Qi, and more importantly, how do they manage and work with "It"?

First and foremost, among the ideas and concepts that an athlete must re-program within their minds is emotions' nature and evolutionary purpose. The term "emotion" is a misleading word of a civilized, literary, and religious humanity (Bavin, 2012; Noss & Grangaard, 2008). Every athlete has learned a concept of emotions that has caused them to ignore the evolved dynamic relationship between cognition (activities of the mind), emotional awareness, and their personal power of Qi. Emotion has an evolutionary function to guide the knowing and awareness activities of the mind towards health, well-being, and success (Gross, 2014, Jackson, 2022). 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 didn't; civilized man did. And civilized man put a wedge between emotions and their universe of energy and personal power.

When the mental construct of emotions (Friederici, 2012; Ingram, 2007) used in religion and literature was created and included (1) the activities of the mind that change the brain and body's neurology and neurological and biochemical physiology (Maletic & Raison, 2017) and (2) the perceived effect of these same biological changes (Davidson & Begley, 2012; Smith, 2016; Pessoa, 2013) with (3) the outward visible behavior, humanity usurped emotions' evolutionary function. Instead of emotions' natural evolutionary and symbiotic function of providing necessary regulatory feedback empowering cognitive activities, emotions became aberrant, destructive, and untrustworthy because they were [falsely] bestowed the quality of causality to the neurological, biochemical, and physiological changes in the brain and body that drives an athlete's thoughts and behaviors (Goleman, 2003; Gorwood et al., 2008; Gross, 2014). That is, emotions were falsely given the power of changing the neurological and biochemical physiology of an athlete that motivated them to act, not only in the way coaches wanted but also in destructive and aberrant ways both on and off the field of play. As such, negative feeling emotions must [erroneously] be regulated, controlled, and managed, with pharmaceuticals, if need be. This only further disinherits emotions' evolutionary function to guide cognitive behavior towards an athlete's health, well-being, and success both on and off the field of competition.

The notion that species develop by naturally selecting advantageous attributes for survival is the cornerstone of the theory of evolution (Darwin, 1859; LeDoux, 2019). Suppose any human is to live or even thrive to maturity and have offspring who will continue the survival of the species. Might there be an evolved link or correlation between an individual's (1) emotions, (2) cognitive activities, (3) the body's physiology (Jackson, 2022), and most importantly, (4) a universe of energy and energy flow?

It's about energy. It's about feeling the energy. It's about the good feeling emotions from the flow of energy. It is about feeling "It." Whether you are a chess player or an offensive lineman on a football team; or a ballet dancer or basketball player making a free-throw, jump shot, or three-pointer; or a musician or a forward on a soccer team making a

pass or a penalty kick or the goalie blocking that kick; or a wrestler or an alpine skier racing through the gates; or a marathon runner or cross-country bicyclist; no matter what your sport, it's about feeling It and maintaining It. And It is an energy that Daoist have known about for thousands of years and call "Qi."

4.3 Cognition as Causal; Emotions as Effect (Jackson, 2022)

Definition notes:

4.3.1 Emotions, moods, and feelings are felt. They are perceived. Emotions have two fundamental aspects: (1) they feel good, or they feel bad, and (2) they tend to have a known thought process or cognitive association (Smith, 2016). Moods are associated with a longer time span, such as days or even months. Feelings tend not to have a known thought or cognitive association.

4.3.2 Cognition is about the mind of thoughts and thinking. Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving, (APA, 2020) where understanding and comprehension can project and determine future consequences and events.

4.3.3 Neurology and neuro-networks are nerves and nerve networks in the brain and body.

4.3.4 Neurological and biochemical physiology is how the body and its parts work and function —"biochemical" emphasis the underlying chemistry within all these functions.

Although good and bad feeling emotions, moods, and feelings (EMFs) vary in duration and awareness of associative physical behaviors, they all are the perception, by consciousness, of states and changes within the body and the brain precipitated by thoughts, thinking, and other cognitive activities.

Because emotions, moods, and feelings are perceptions of an internal state of neurological and biochemical physiology precipitated by cognition, emotions, moods, and feelings reflect and give insights into the nature of this cognitive behavior. Also, since emotions, moods, and feelings are a perception of states and physiological changes, they are not causal to these states and changes. Therefore, emotions, moods, and feelings are neither

destructive nor constructive. But instead, they are indicators of the presence of genuine destructive (and constructive) causal cognitive behaviors.

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

4.4 **Yinyang** (Wang, 2012)

Yin and yang (yang rhymes with "tong" and "bong" not with "sang" or "hang") were initially used as terms to describe the sunlight side of a hill (yang) and the shadow side of a hill (yin). The south and east side of the mountain are yang, and the north and west sides are yin. These terms also reflect how the sun moves throughout the day and the resulting harmonious movement of light and shadow. These terms of yin and yang evolved into a way or process of thinking called yinyang or the yinyang paradigm of thinking. Yinyang describes the harmony of living within time (night and day) and the changing seasons and years. This process of harmonious living is also reflected in the interconnected lives of men (male, yang) and women (female, yin).

4.5 The Cognitive (Yang)-Emotional (Yin) Process Flow

Cognition (yang) addresses the processes and activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, 2020), where understanding and comprehension can project future consequences and events. We perceive touch, taste, sight, hearing, smell, and touch with our senses. Each of these activities has its system of nerves or neurology, i.e., a neuro-network. We also perceive states and changes within the body and brain as emotions (yin). (While reading the following process flow, it may be helpful to use the following **Figure 1: Yinyang, Cognitive-Emotional Process Flow Chart** on page 57.)

1) Within a cognitive-emotional event, cognitive activities of the brain (maximum yang) stimulate an….
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 (nerves) creates, changes, and sustains the….
3) neurological and biochemical physiology of the brain and body. (Physiology is the study of functions and mechanisms in a living system (Wikipedia, 2021).) These biochemical mechanisms activate a….
4) sensory neurology of the brain and body that consciousness perceives as….
5) good- and bad-feeling emotions, feelings, and moods (maximum yin) which accentuate a
    a. cognitive-emotional self-indulgent behavior or
    b. cognitive-emotional re-processed behavior.
6) Consciousness uses this emotional awareness and understanding to modulate 1) cognitive activities which stimulate a 2) emotional neurology… and the yinyang movement and flow of cognition and emotion continues throughout life….

A more detailed discussion of this emotions-as-effect theory and its cognitive-emotional process flow chart is in *Human cognitive-emotional re-processing control, cultivation, and education*, (2022). Symbiotic Psychology Press and also reference the following Appendix A: Cognitive-Emotional Process Flow Chart and Appendix B: Emotions-as-Effect Theory.

The question is not about what is, but about a continuation, or not, into what is.

4.6 The Yinyang of Cognitive-Emotional Flow

Emotions (yin) have evolved to work in harmony with cognition (yang). At the beginning of the yinyang cycle is the domination of yang (cognition). That is, consciousness is working within a mind of cognitive activities such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, 2020)

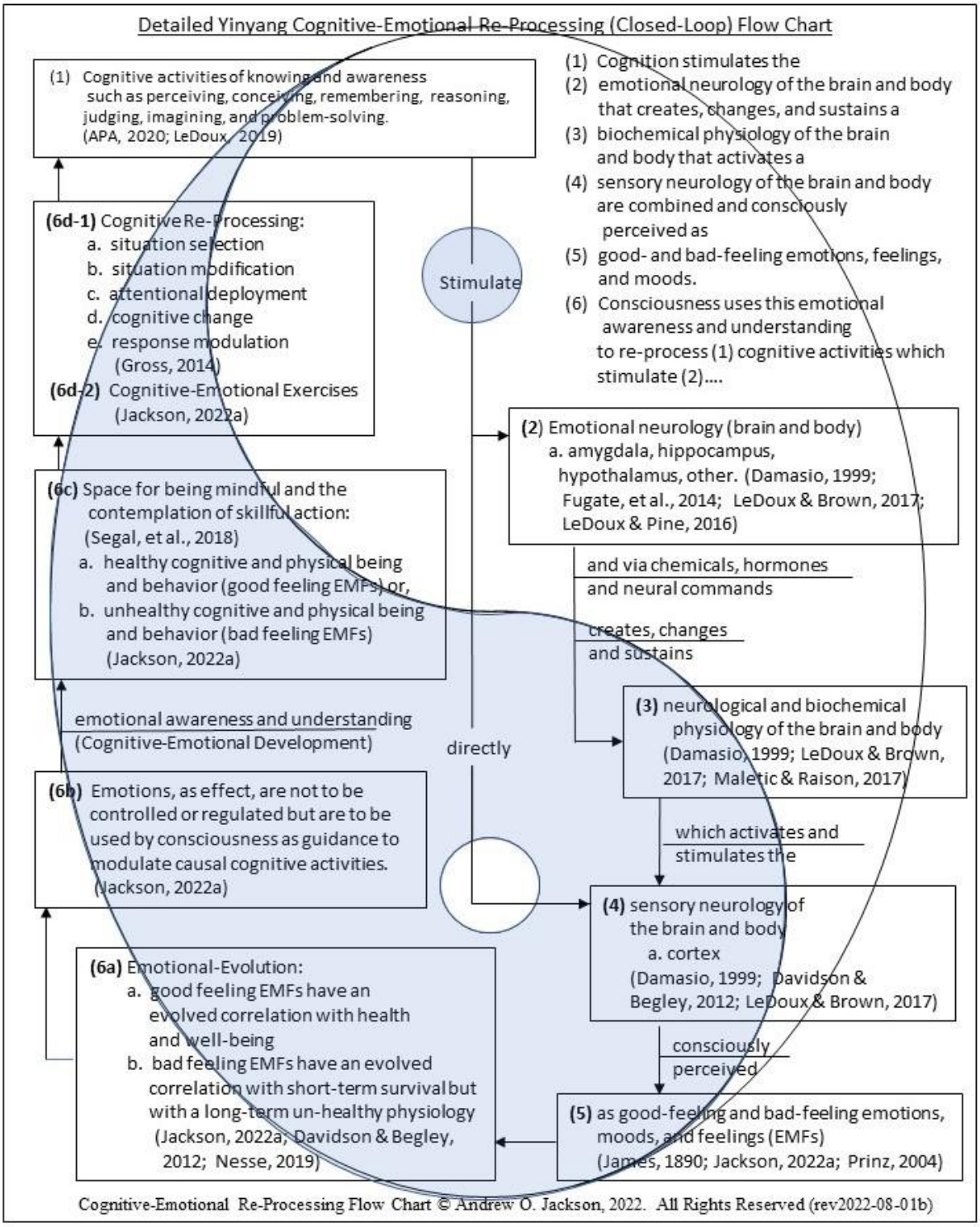


Figure 3: Detailed Yinyang, Cognitive-Emotional Re-Processing Flow Chart

As the cognitive-emotional flow continues, yang (cognitive awareness) decreases and conscious movement flows and increases yin (emotions). Emotions and emotional awareness become the dominant activity around the cognitive center of yang. Emotional yin is used to understand and evaluate cognitive yang. As the flow of yin continues and decreases, yang increases, and cognitive choices to continue, or not, within an awareness, knowing, and eventual action becomes dominant around the emotional center of yin. Awareness, knowing, and action (yang) revolve around a central locus of emotions (yin). **(Reference figure 3: Detailed Yinyang, Cognitive-Emotional Re-Processing Flow.)**

The question is no longer about a knowing and awareness of what is, but an emotional feeling of goodness and badness, wanted and unwanted, desirable and undesirable quality; the question is not about what is, but about a continuation, or not, into what is.

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

4.7 Defining Emotion as an Effect (That Accentuates Behavior)

There is a problem with commonly accepted emotional, linguistic constructs. For example, a person cannot have an emotional reaction to a snake unless there are first the cognitive activities of perceiving the snake, understanding that it is a snake, and realizing that the snake can be harmful. Only after these cognitive activities actuate the emotional neurology of the amygdala, hippocampus, hypothalamus, and other portions of the brain can there be biological changes in the brain and body that are emotionally perceived (Davidson & Begley, 2012; Fox, 2008). Yes, an emotional response occurs (Gross, 2014), but this response is an awareness of the neurological and physiological changes generated by cognitive activities. The emotional response is not causal to the biological changes that drive behavior. Cognition is causal to the biochemical, physiological changes that drive behavior (**reference Figure 1, page 57**). Emotional awareness is like a diacritic mark adding emphasis, meaning, and understanding to one's cognitive activities and should (in general

terms) accentuate physical behavior only after cognitive re-processing results with a better feeling (and healthy) thought.

The snake can also be causal to a reflexive action (Panksepp, 1994). However, even here, that reflexive action cannot occur until first the cognitive perception (or imagination) of the snake. Cognitive-emotional development within an individual is a process of learning, practicing, and utilizing various cognitive-emotional re-processing techniques to where positive feeling emotions, moods, and feelings accentuate physical behavior (**reference Section 7: The Cognitive-Emotional Gymnasium**). Lack of cognitive-emotional development is where emotions, moods, and feelings (and behavior) are a result of a circular, self-indulgent cognitive-emotional process lacking any (or minimal) conscious re-processing

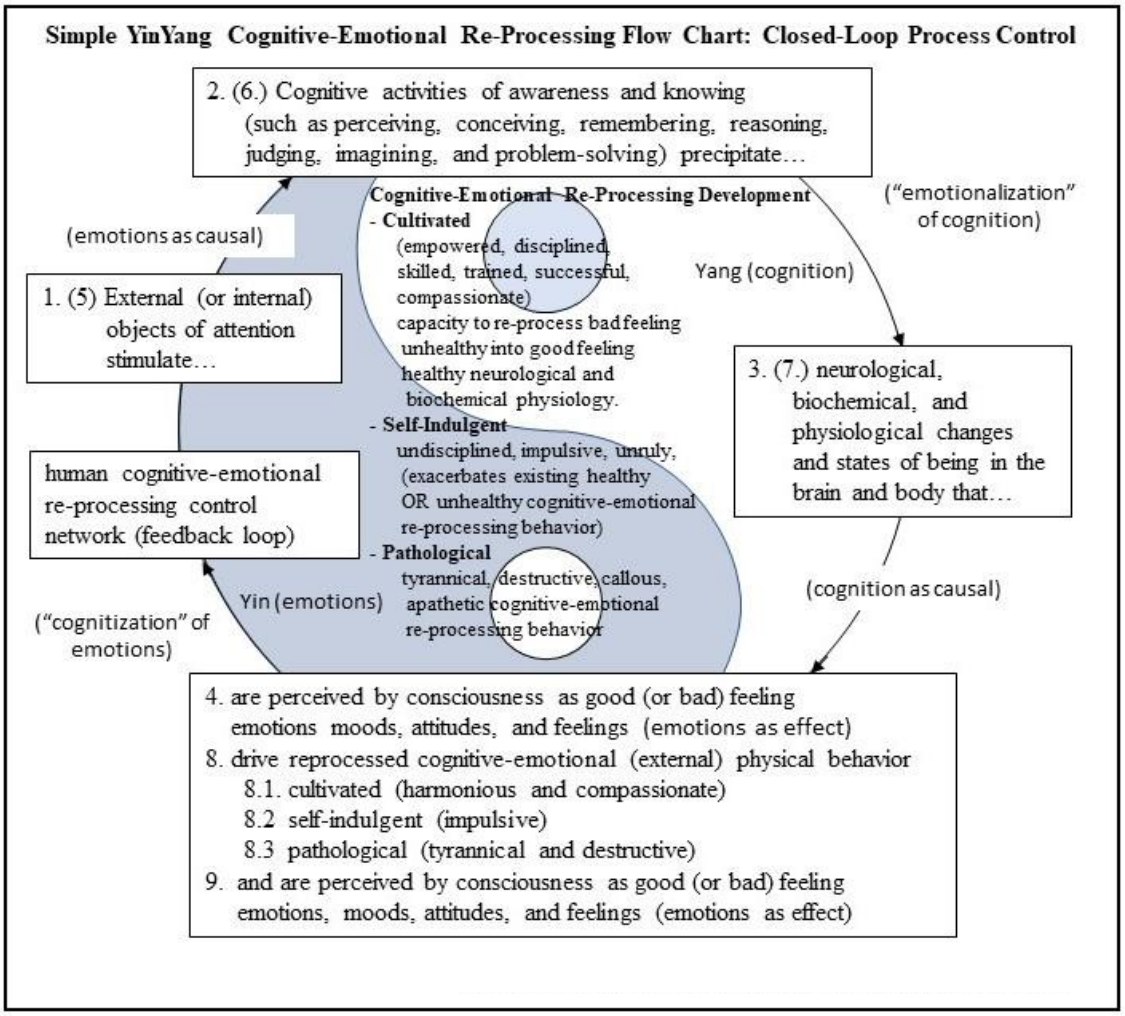


Figure 4: Simple Yinyang, Cognitive-Emotional Re-Processing Flow Chart

capabilities (**reference figure 4, page 79**). Although in sports, dance, music, and other highly trained physical behaviors (including military combat) where a feeling good, highly nurtured, developed and trained cognitive-emotional reflexive behavior is essential, re-processing skills are still desirable for compassionate and healthy (feeling good) behavior. (Note: Upon military personnel decommissioning, redevelopment of an individual's evolved and natural re-processing and reflexive capacities for civilian life is essential.)

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

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

The brain is a wonderful mechanism. Look at history and all the cultures and societies that have existed and do exist now. The ability of the brain to adapt to the beliefs and habits of a theoretical scientist at one extreme, to the shamanistic workings of the indigenous tribes at another is astounding. The ability of the brain to adapt and grow into all of these multitudes of cultures is called neuroplasticity. Neuro, the nerves, and their networks are plastic; they change and rewire into new networks as environmental conditions demand. This neuro-plastic adaptation process of rewiring itself takes time but allows an athlete, with motivation, to develop the conceptual understandings essential to cultivate their personal power and to work with the flow of energy (Qi) towards the desirable harmonies necessary to maximize their evolutionary potential in competition and to perform at their best consistently.

This publication is an invitation and a challenge for coaches and athletes to expand their cultural upbringing and explore some concepts and ideas that differ from that which they now know, understand, and apply. If an athlete wants and desires to improve their performance, they must realize that the foundation of great performances lies not only within a physical universe of strength, speed, agility, and cunning but also within a universe of energy that is known within such terms as emotion, confidence, momentum, connected, personal power, and energy.

If the ideas and concepts presented here don't click right away, understand that the neuro-plastic brain has wired itself to accommodate a lifetime of education and training within the society and culture an athlete was raised. To understand (and do) something new and different from another culture means that the brain must have time to begin a process of re-wiring itself to accommodate these new concepts, ideas, and understandings. If this publication brings too much conflict and disharmony, take a time out until conditions are appropriate to continue into this fantastic and wonderful world of personal power and Qi.

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

5.0 Personal Power of Qi: "May the Force be with you."

(Foster, 1976)

What is the role of the athlete and their involvement within their own fate in competition? An athlete spends years developing the strength, endurance, agility, and skill to excel in competition, and within seconds a mishap destroys their career. Another player makes an unbelievable move and goes onto victory and has a full, healthy, and successful career. Are some athletes just blessed and others cursed? Is it fate? Is it law? Is it something they did or something they didn't do? Was it the position of the planets? How about karma from a past life? Did they somehow gain (or lose) god's favor? Whatever an athlete's religious beliefs are and how they may or may not contribute to their failures and successes, an athlete should understand how their personal cognitive-emotional world affects the present, past, and future in the present moment of now.

We live in a universe of more than just objects subject to Newton's mechanical laws of gravity and motion, where a coach's demands to execute the physical constructs of the sport are singularly most important. A coach talks and demonstrates how to move the body, arms, legs and where they should be at what time and how to keep one's center of balance, etc. But an athlete's world of objects, circumstances, conditions, and events also exist in the before time now and in the after time now. An athlete's cognitive-emotional state is affecting those objects, circumstances, conditions, and events here, at this moment, in those before and after time now (and space here) through a universe of energy called Qi.

5.1 Personal Power of Qi

Personal power refers to how strong and effective an athlete is at drawing together and attracting the necessary harmonious objects, circumstances, conditions, and events for success. The following are some quick examples of personal power:

1. At a stop sign, a driver must wait for cross-traffic to open up to get across the road. "How long does the driver need to wait" is an indication of personal power.
2. A shopper goes into a grocery store where, for marketing reasons, all the products are moved around. How quickly does the shopper find their desired groceries?
3. A golfer erroneously hooks their drive off the tee. But a gust of wind blows the ball back onto the fairway.
    a. A golfer hits a perfect drive, and a gust of wind blows it off into the next fairway.
4. As an alpine skier comes to the starting gate and the wind that has been blowing up the course becomes calm.
    a. An alpine skier comes to the starting gate, and the wind begins blowing up the course.
5. A basketball player can consistently make their free throws; soccer player, penalty kicks; football player, field goals; golfer, putts, chips, and drives; archer, bull's eye.
6. A player is in the right spot, at the right time, to receive a beautiful pass from their teammate to make an incredible goal.
    a. A player is in the wrong spot, at the wrong time, to receive a perfect pass that could have led to a goal.
7. A team harmoniously and skillfully moves the ball, at will, down the field because each player "feels" the rhythm of their teammates.
    a. Team players are consistently in the wrong spot.
8. A team owner is able to recruit the players and coaches needed for a successful run at a championship.
9. An athlete finds the coach they need to develop their talents.
10. A running back in American football has the right plays called, and an offensive line makes the necessary blocks for a successful game.
    a. A running back consistently gets plays called that run him into a wall of defenders.

11. A quarterback can consistently make accurate and well-timed passes where his receivers are consistently open and anticipating his throw.
12. One athlete never has an injury.
    a. Another player is constantly plagued with mishaps.
13. One player flourish and another flounder.
14. The rich get richer, and the poor get poorer.

Evolutionarily speaking, feeling good means an athlete is coming into harmony with a healthy physiology (Jackson, 2022a). And in terms of a universe of energy (Qi), good feeling emotions means an athlete's energy is harmonizing with events, places, people, and an environment that matches those feelings of their desires and intentions. Good feeling emotions, moods, and feelings mean an athlete is coming into harmony with objects, circumstances, conditions, and events that harmonize with their intentions and desires. Bad feeling emotions, moods, and feelings mean an athlete is going out of harmony with their intentions and desires. The millions of years of evolution have always worked in concert with Qi as they are not separate independent constructs but universal constructs working in harmony with each other.

Because emotions, moods, and feelings are a product of cognitive activities of the mind, a coach can teach, and an athlete can learn, develop, and manipulate their own personal power of Qi by becoming acutely aware of how they are feeling. This personal power of Qi brings together their health, well-being, and success, and the objects, circumstances, conditions, and events in their lives that match their intentions, focus, and desires. If athletes pay attention to how they are feeling and how these feelings relate to their cognitive activities, they will understand and know what harmonies they are becoming in concert with. That is, by setting their intentions, their emotional feelings will indicate if the reality they are connecting with is desirable or not.

5.2 Desire, Intent, and Emotional Being: Climb Mt. Everest vs. Hike Cactus Bluff

Life, or more specifically, life's rocky journey, helps a person define, refine, and understand what they don't want (and disdain) and what they do want (and desire). Without a

desire or intention in life, emotions have no bearing or means of evaluating life's circumstances, conditions, events, and outcomes. Without desire, without intent, an athlete's emotional being has no sense of direction. Humanity did not evolve on Earth with their unique, wonderous, and profound physical, emotional, and cognitive attributes to not be active and adventurous and not create their distinctive mark in history. Each person must be open and receptive to their unique desires and intentions, for each person has their own individual life history. Each has their own mountain to climb or bluff to hike.

Suppose a person is going to climb Mt. Everest. In that case, they want to harmonize with a completely different set of circumstances, conditions, and events and gather a different set of assets versus a person who wants to luxury hike up Cactus Bluff. Once an athlete decides and sets their intent on whether they are a climber or a hiker, good and bad feeling emotions, moods, and feelings become polarized and capable of guiding cognitive and physical activities.

Within a hike up a bluff, most of the factors involved are readily controllable. And if the weather isn't conducive to a walk, lunch at a local restaurant with friends and acquaintances makes for a merry time. A successful ascent of Mt. Everest takes years of preparation and highlights the "behind the scenes" workings of personal power and Qi. The consequences and disharmonies between a climber and nature can be swift and deadly. Yet there can be poisonous rattlesnakes on Cactus Bluff, and a hiker in the darkness of night can blindly walk off the bluff to their death. To develop one's personal power of Qi that harmonizes with fortunate circumstances, conditions, and events begins with developing one's own good feeling cognitive-emotional dynamics.

5.2.1 The Allegory of Engineering Drawings

Understanding an engineering drawing that lays a three-dimensional object onto two-dimensional space requires is a skill in visual perspectives. Unfortunately, this process has two natural algorithms, and Europe has adopted one (first angle projection), and the United States has adopted the other (third angle projection). As a drafting teacher, I taught both. Before answering any student questions, I had to be clear in my own mind these natural differences in projection as it was easy to fall into the confusion of my student's

reality that would naturally use one or the other or both simultaneously. Likewise, an athlete in competition must be clear and forceful in their own mind of their intentions and desires they wish to project into reality because the competition has their own perspective and projection. Champions win because their projection of reality becomes dominant and prohibits their competition from seeing the reality of their own success.

The luxuries and readily available resources in wealthier cultures and societies can make for a self-indulgent attitude with little need to comprehend personal power and their energy connection to the universe and nature. The beauty of sports and competition is that to excel, an athlete and their coach must start addressing the issues exposed by an evolved cognitive-emotional bio-feedback system that makes the paths to success (feels good), or failure (feels bad), readily discernable. Ultimately, to enjoy the up and down roller coaster ride of any game means developing the skills, abilities, and beliefs necessary to re-organize, re-process, and re-structure one's own cognitive-emotional dynamics towards the good feeling emotions, moods, and feelings of health, well-being, and success.

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.

5.3 The Power of Silence (Castaneda, 1987)

A lifetime, no matter how long or short, has formatted a neuroplastic network of the brain to stabilize and maintain a continuity and order of reality; but whose truth and at what cost? The evolved nature of emotions as a bio-chemical feedback system as an indicator of physiological health, strength, and robustness, or lack thereof, of an athlete's own cognitive activities has been maligned and sabotaged for thousands of years.

Most societies and cultures have falsely ordained emotions as potentially aberrant and destructive, and therefore emotions must be controlled, regulated, and managed. This noise has formatted most athletes' neuro-networks into an automatic, habitual, and erroneous reflexive pattern of emotional misunderstandings that is detrimental to their well-being and success as an athlete. There is a cost and danger of not understanding that it is the mind of cognitive activities that changes the body's physiology, not emotions. Emotions are but a reflection of these states and changes of the body.

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

The cognitive-emotional exercises **in Section 7.3: The Cognitive-Emotional Gymnasium** 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. The process of restructuring erroneous neuro-network constructs that believe emotions are causal to the biological changes that drive aberrant and destructive behavior begins with silence or a quieting of these flawed mental activities and the harmful realities they are supporting. This quieting of the mind disengages these undesirable neuro-networks and allows other, more desirable networks to build and strengthen. Eventually, these neuro-networks will dominate and support a new reality of health, success, and well-being.

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.

5.4 Sympathetic Harmonic Resonance: The Law of Attraction (Hicks & Hicks, 2006)

The physical universe of objects, events, and circumstances has an energy and vibrational quality. An athlete's current circumstances, conditions, and events all have a similar vibrational quality brought together by a similar, present, and causal vibrational state of the athlete's mind and body. The good news is that when an athlete sets their course in life, that is, their intentions and desires, their positive and negative feelings, emotions, moods, and feelings are leading indicators to the athlete's circumstances, conditions, and events they are coming into harmony with. Good feeling emotions, moods, and feelings correlate with a knowing, harmony, and continuation of desirable circumstances, conditions, and events. Bad feeling emotions, moods, and feelings correlate with a knowing, harmony, and continuation of undesirable circumstances, conditions, and events.

Unfortunately, most athletes are unaware of the evolutionary significance and function of their good and bad feeling cognitive-emotional states of being. Fortunately, they can learn to be aware and use their good and bad feeling cognitive-emotional states of being.

5.5 Law of Entanglement: Change the Cards That Are Being Dealt.

The Law of Entanglement understands that current vibrational attributes of the mind and body affect present conditions by reaching into the past and future and affecting those conditions and circumstances that are not time now and space here. Thus, a person does not have to "play with the cards they are dealt"; a person can actually "choose the cards they are being dealt to play with."

Past, present, and future all exist now but in a different place. The future that exists now is not the future when it becomes the present here. The past that exists now is not the past that existed then when here. A force reaches through time and space and changes the past and the future to ***match one's cognitive-emotional being*** *in the present when time is now and where space is here. Or simply: reality matches an athlete's cognitive-emotional state of being.*

Hopefully, the importance of emotions, moods, and feelings can now be understood. Emotions, as the perception of current physiological states of the brain and body precipitated by cognitions of the mind, are bringing to conscious awareness what a person is attracting into their lives. The physiological states of the brain and body have a vibrational quality and resonance that reaches out and harmonizes with circumstances, conditions, and events beyond the present moment in time and space similar to a zither (a stringed instrument) resonating with another zither struck elsewhere.

The historical, secular, and religious construct of emotions being aberrant and dangerous and therefore needing control, regulation, and management sabotages emotions' true place of honor within consciousness. Cognitions of the mind are causal to these aberrant and dangerous realities. Emotions are only perceiving and giving light to what truths the behaviors of the mind are supporting and attracting.

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

5.6 Lures of the Dark Side

Now a feels-good-is-good attitude is acceptable if a person lives in a world of one. But they are not. A person must do more than find thoughts, actions, and behaviors that feel good and resonate with physical health, success, and well-being. They must discover thoughts, activities, and behaviors that feel good for themselves as a person living in a culture and society.

5.6.1 Emotions and Affective Realism

Driving in a fancy car and having expensive clothes to wear may feel *really good,* but being thrown into jail for theft will not do an athlete's sports career any good – if not just plain destroying it. Anger helps an athlete from going into a worse place of despair. And anger provides a short-term burst of adrenalin that may bring about momentary success. Still, an athlete must be aware of the coming waves of more significant aggravation if the anger is

maintained. Anger is a negative emotion, and as with all negative emotions, moods, and feelings, they indicate that an athlete's energy is reaching out through time and space and aligning undesirable circumstances, conditions, and events of a similar vibration.

Affective realism is the concept that the emotions that I feel when observing an event, person, or object are also believed to be an inherent, intrinsic, and truth of that event, person, or object. If it feels good, it is good. If it feels bad, it is bad. "Marketeers" have become masters at creating the illusion of "feels right" for their selfish interests and gain even to the detriment of their customers. This deception of personal cognitive-emotional bio-feedback must be acknowledged, understood, and be part of cognitive-emotional bio-feedback training and development within our educational institutions.

5.6.2 Camouflage, Deception, Lies, and Trickery

Camouflage, deception, lies, trickery, entrapment, and many other cunning devices have evolved throughout the natural world, so finding these within humanity should be no surprise. Who has not been given a very believable sales pitch from an (apparently) honest and respectable person, only to be deceived? Sales and marketing have become a powerful, sophisticated, and deceptive force of human nature to sell illusionary realities.

The power of millions of years of evolution is within an athlete's cognitive-emotional bio-feedback mechanism. Yet this power is a challenge to others who need the servitude of others for their own edification. This has become highly apparent within the democracy of "free" speech within the United States, where an alternate reality of "facts" may destroy a grand experiment in government. Our culture and society of government, religion, education, and parenting significantly influence the current reality of misinformation by obscuring the truth of each individual's emotional guidance mechanism where the future possibility of a new and more incredible frontier for all lies.

Modern science and technology's greatest gift to humanity is the capacity to respect the life of this planet because synthetics can replace the exploitation of natural life. This argument is lost within the self-interests of the "me" people. It is in the self-interest of everyone to understand that there is a minimal level of socioeconomic freedom, wealth, and prosperity needed in the world for the creation and development of the technological

advancements that we all enjoy. Elevating the socioeconomic impoverished is in everyone's self-interest. Flight was invented in a bicycle shop. The computer was designed in a garage. An educational dropout created an operating system and empire. Instead of believing in survival of the fittest and letting the rest starve or giving away one's hard-earned fish to feed a person for a day, "we" can teach a person how to fish where they can feed themselves and possibly create a new future for us all.

5.6.3 Cognitive-Emotional Entanglement

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

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

Cognitive and emotional entanglement is the infectious quality of thoughts, concepts, and ideas to spread across a population. Fan support of their home team is fun. Mob insanity for lynching is incomprehensible….to most of the world. The South's enthusiastic unification into the Confederacy to defy the Unions' usurping their righteous belief in slavery; Nazi Germany's mass hysteria for Jewish extermination; and white America's extermination of the Native American population shows how insidious and infectious thoughts, ideas, and beliefs may become unquestioned and acceptable patterns of thought and behavior. Again, the lack of cognitive-emotional bio-feedback training is horribly unappreciated.

Acceptance of the absurd and ridiculous may seem impossible, but the brain, with its extraordinary neuroplastic adaptive abilities (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015), makes the many socio-diverse populations possible. Inanities to one population are acceptable and unquestionable truths to another. Closed, unblemished, and free from

contamination by external realities, segregated populations are free to evolve their own myths, constructs, facts, and truths

5.6.4 Reptilian vs. Mammalian Cognitive Processors

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

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

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

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

Governments working to empower their citizenry to be healthy, wealthy, independent, and strong feels right. Businesses' developing, manufacturing, and producing products to empower their customers to be healthy, wealthy, independent, and strong feels

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

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

5.6.5 Tyrannosaurs: The Tyrant Lizard's World of Emotional Entertainment

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

Instead of the relative ease of guiding one's own mind to find emotional stability, it becomes necessary to manipulate the play of life and all those who make their entrances and

exits. Life becomes a task of gigantic proportions that demands power and tyranny to control and direct others. Life has now receded to the land of the dinosaurs where a feels-good-is-good morality has a very limited understanding and "my might" makes "me right."

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

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

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

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

5.7 Background Reading:

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Hicks, E. & Hicks, J., (2006). *The law of attraction: The basics of the teachings of Abraham.* Hay House, Inc.

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Jackson, A.O. (2022b). *Cognitive-Emotional health education: A primary and secondary school overview*. Symbiotic Psychology Press.

Life is about a good feeling, cognitive-emotional, allowing and flowing an energy called Qi.

6.0 The Perception of Qi Through Emotions, Moods, Attitudes, and Feelings

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

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

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

World-class athletes have worked for years, with thousands of hours of practice building their physical strength, stamina, and agility to become great. Business executives,

lawyers, engineers, and other professionals have spent thousands of hours training and developing the necessary cognitive skills for a successful career. What is missing from all that tremendous amount of effort and work is intentional emotional understanding, awareness, and training. Emotions have evolved to bring to an individual's attention and awareness of their cognitive state of being and their ability to execute and function at their highest level.

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

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

6.2 Physiological States of Being Precipitated by Cognition, Not Emotion

The key to understanding the harmony between mind, body, emotions, and consciousness necessary for health, well-being, and success is to understand what emotions exactly are. *Emotions are an individual's conscious perception of their body and brain's neurological, biochemical, and physiological changes and states of being precipitated by cognition.* Cognition is the knowing and awareness activities of the mind such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving (APA, cognition; Prinz, 2004; Smith, 2016). Cognitive activities of the mind cause physiological changes in the brain and body that are perceived as emotions, moods, attitudes, and feelings (Jackson, 2022a). Very few of the fast and multitude of changes and states of neurological, biochemical, and physiological being are perceived and

even less are processed through the emotional system and emotionally perceived. This paper is about those physiological changes and states of being that are processed through the emotional system and are emotionally perceived by consciousness as emotions, moods, attitudes, and emotional-feelings.

6.2.1 The Hot Stove Analogy

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

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

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

6.2.2 The Dashboard Analogy

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

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

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

6.3 What Is "Feeling It"?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.5 Successful Decision-Making Prowess: An Evolutionary Metaphor

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

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

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

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

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

6.6 Defining Emotion as an Effect (That Accentuates Behavior)

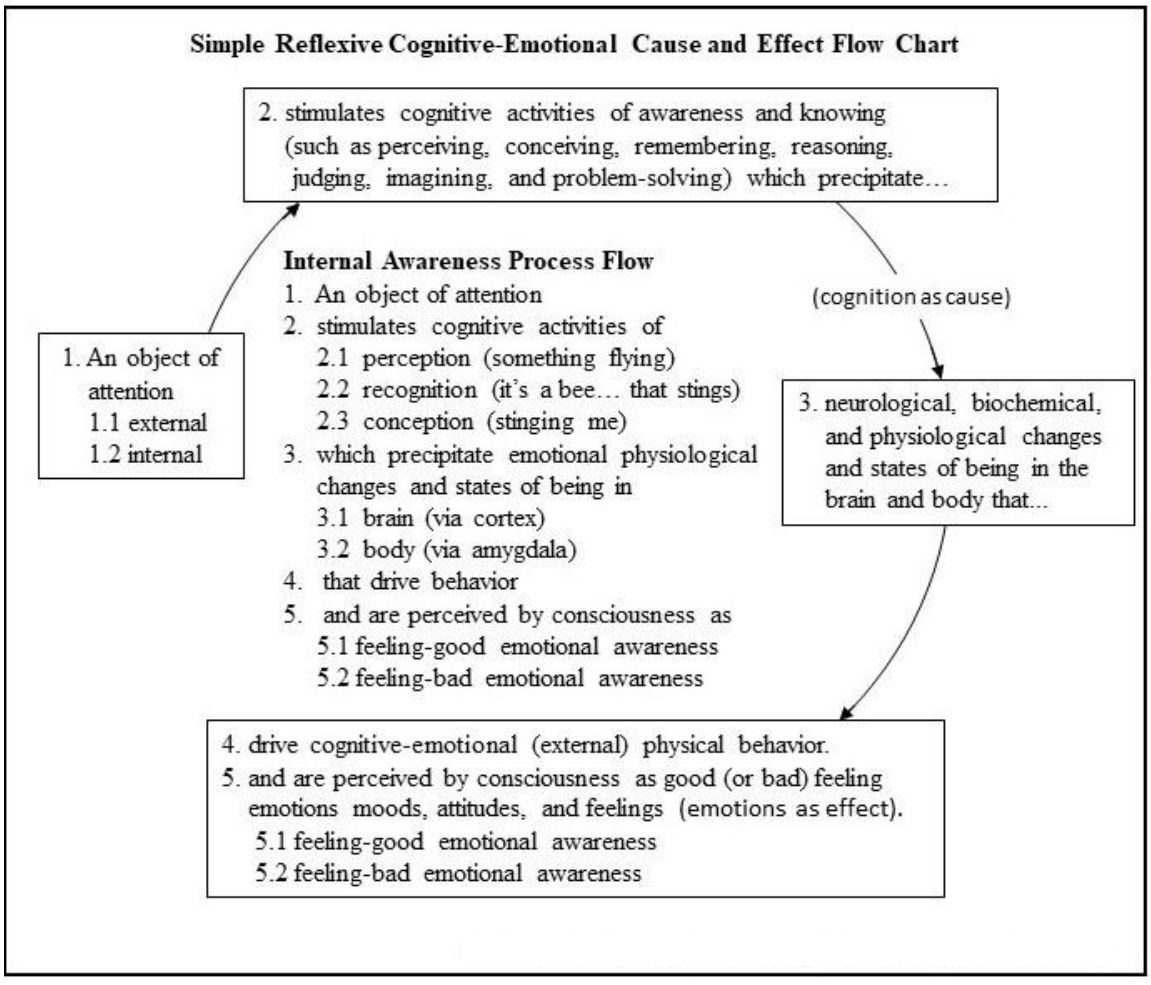


Figure 5: Simple Reflexive Cognitive-Emotional Cause and Effect Flow Chart

There is a problem with commonly accepted emotional linguistic constructs in "emotionally driven behavior" as currently taught by pre-school, primary, and secondary school language acquisition and literary education teachers. behavior (**reference Figure 5**). For example, a student cannot have an emotional reaction to a snake unless there are first the cognitive activities of perceiving the snake, recognition that it is a snake, and conception that the snake can be harmful. Only after these cognitive activities actuate the emotional neurology of the amygdala, hippocampus, hypothalamus, and other portions of the brain can there be biological changes in the brain and body that are emotionally perceived (Davidson & Begley, 2012; Fox, 2008). Yes, an emotional response occurs (Gross, 2014), but this response is an awareness of the biochemical, neurological, and physiological changes and states of being in the brain and body generated by cognitive activities. The emotional response is not causal to the biological changes that drive behavior. Cognition is causal to the biochemical, neurological, and physiological changes and states of being that drive. Emotional awareness is like a diacritic mark adding emphasis, meaning, and understanding to one's cognitive activities and should (in general terms) accentuate physical behavior only after cognitive re-processing results with a better feeling (and healthy) thought.

The snake can also be causal to a reflexive action (Panksepp, 1994). However, even here, that reflexive action cannot occur until there is first the cognitive perception – or cognitive imagination – of the snake. Cognitive-emotional development within a student is a process of learning, practicing, and utilizing a variety of cognitive-emotional re-processing techniques to where positive feeling emotions, moods, attitudes, and feelings accentuate physical behavior (**reference Section 7.3: The Super-Hero, Cognitive-Emotional Re-Processing Gymnasium).** Lack of cognitive-emotional development is where emotions, moods, attitudes, and feelings (and behavior) are a result of a self-indulgent cognitive-emotional process lacking conscious re-processing capabilities (**reference figure 6**).

Although in sports, dance, music, and other highly trained physical behaviors (including military combat) where a feeling good, highly nurtured, developed, and cultivated cognitive-emotional reflexive behavior is essential, re-processing skills are still desirable for

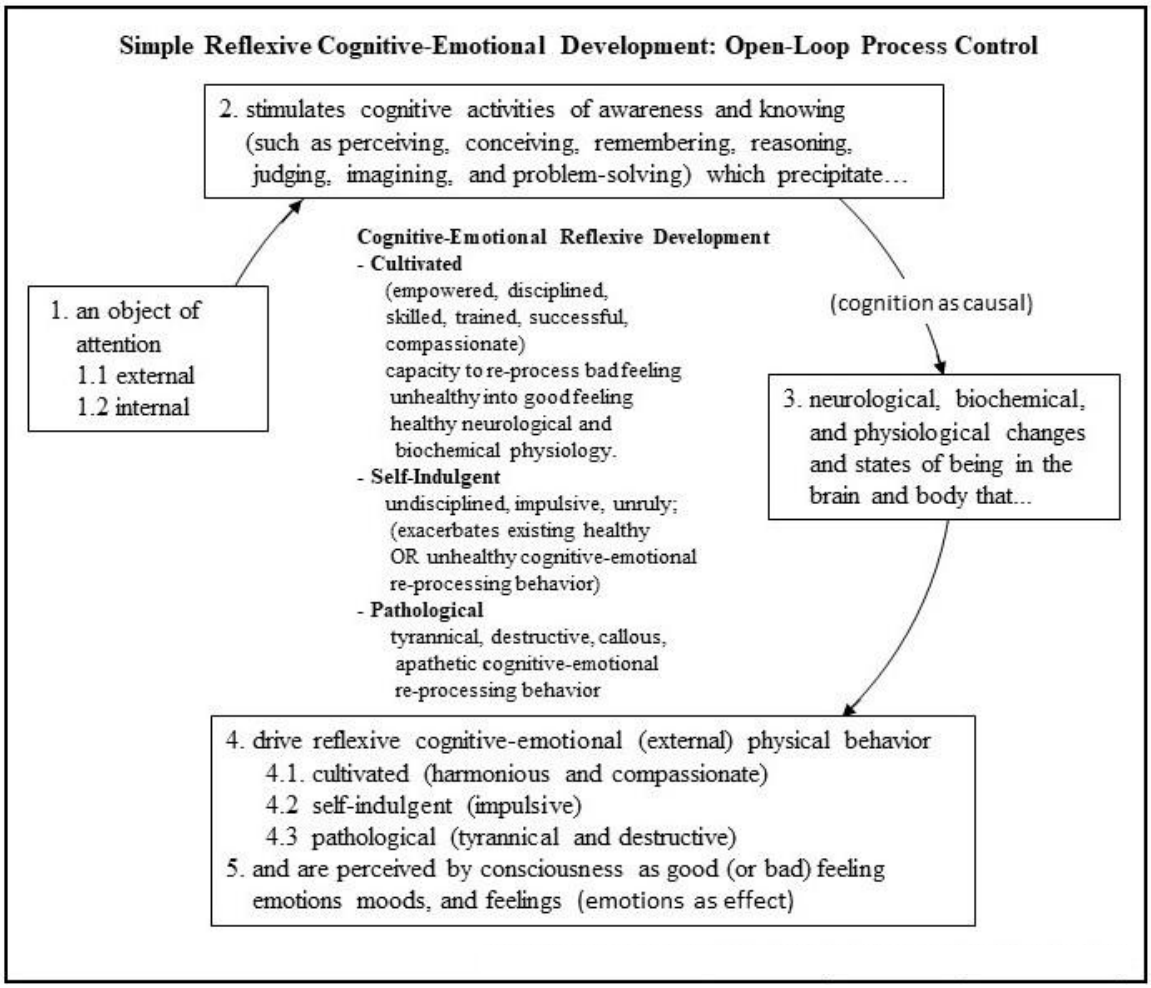


Figure 6: Simple Reflexive Cognitive-Emotional Development Flow Chart

compassionate and healthy (feeling good) behavior (**reference Figure 7**). The military is well versed in programming the neuroplastic mind for military service where every aspect of a soldier's life is controlled, regulated, and provided for. This life stye is NOT the life of a civilian and upon military personnel decommissioning, redevelopment (reconfiguring the neuroplastic brain) of an individual's evolved and natural re-processing and reflexive capacities in a "shoe camp" for civilian life is crucial. Much can be gained in developing adult education for both military decommissioning and prison populations as part of their served time and BEFORE they are released. To allow both military and incarcerated populations to be re-enter the civilian population without an effective adult cognitive-emotional training and development program is criminal behavior on the part of our culture and society.

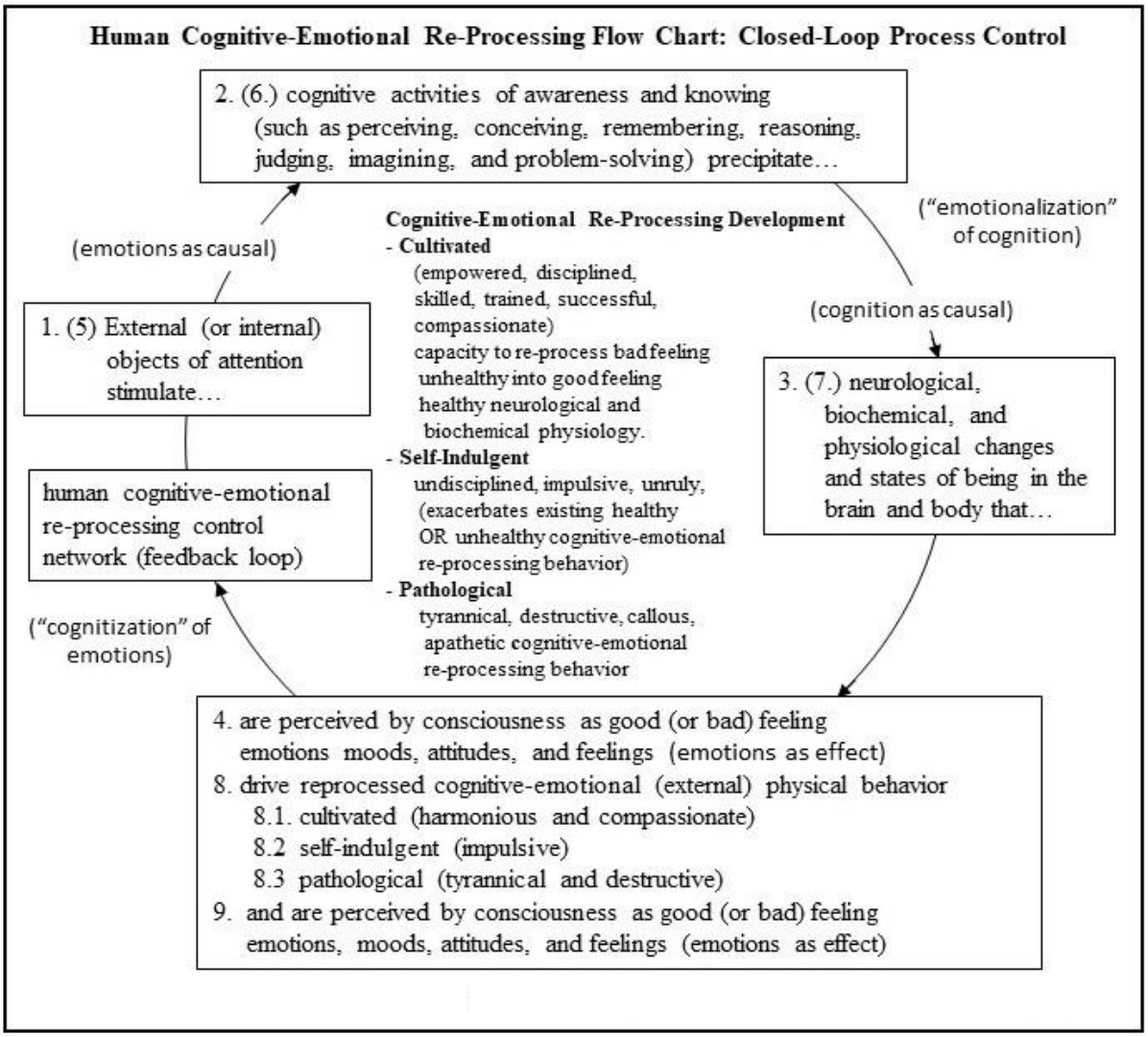


Figure 7: Human Cognitive-Emotional Re-Processing Flow Chart

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

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

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

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

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

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

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

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

One of the most beautiful and astounding plays in sports is in baseball. A batter drives an erratic ground ball to the shortstop, who miraculously catches the ball, jumps up, spins

around, and delivers a fastball 30yards directly to first base for the out. One of the ugliest plays is a soccer player, 15yards from the goal, kicks the ball 10yards over the net with a sigh of dismay. At the instant of execution, one player has extreme focus, intent, and desire to make a perfect play. The other has …what?

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

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

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

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

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

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

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

6.8.1 Entertainment Purposes of Cognitive-Emotional Indulgence

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

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

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

6.8.2 Confusing Physical Pain with Emotional Pain.

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

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

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

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

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

6.9 Negative Emotions and Injury, Illness and Disease Susceptibility

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

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

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

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

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

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

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

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

6.11 Being Mentally Prepared is Being Emotionally Aware and Wise

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.13 Becoming a Master: You are Your Own Opponent

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

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

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

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

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

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

6.14 Review

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

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

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

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

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

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

The world that your (neuroplastic) mind understood yesterday will no longer exist tomorrow if you change your cognitive habits today.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.2 Motivation to Feel Better

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.3.4 Having Compassion for Self

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

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

7.3.5 Meditation, Mindfulness, and Contemplation

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

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

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

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

7.3.6 Appreciating and Reframing

To appreciate an event, place, subject, or person means to find something of "value" within them to focus on, which stimulates positive emotional responses. To appreciate a situation

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

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

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

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

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

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

Athletes cannot focus on what they do not want and simultaneously have positive emotions. They may use positive words, but nothing changes if the emotion behind their words is still negative. When words and phrases are positive, but the emotional state behind such words remains negative, mental activity is still negative and unhealthy. Understanding which emotional-feelings are connected to what mental activities is the guiding factor. Focus and

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

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

7.3.8 Acts of Kindness

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

7.3.9 Distractions

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

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

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

7.3.10 Creative and Memoir Writing

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

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

7.3.11 Reconstructing Gut-Wrenching Memories

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

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

7.3.12 Hobbies and After-School Extra-Curricular Activities

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

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

7.3.13 Music and the Arts

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

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

7.3.14 Cross-Training: Performance Enhancing Activities

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

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

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

7.3.15 Religion, Mantras, and Prayer

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

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

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

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

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

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

7.3.16 I Am Statements

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

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

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

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

7.3.17 Touchstones

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

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

7.3.18 Psychological Therapy

Evidence-based practices such as rational emotive behavior therapy (REBT) (Ellis & Ellis, 2019), cognitive behavior therapy (CBT) (Beck, 2011), 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 the success or lack of success in this change of focus within the cognitive mind. Neuroplasticity of the brain means that everybody has the capacity to realize a new and more beneficial reality because the brain can rewire itself and create new circuits of understanding and alternative healthy behavior (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

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

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

7.3.19 Pharmaceutical Therapy

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

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

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

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

7.4 Cognitive-Emotional Wisdom

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

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

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

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

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

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

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

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There is no mental game; there is no mental focus; there is no confidence; there is no success unless the emotions, moods, and feelings collaborate and acknowledge it.

8.0 The Wisdom of a Champion: Let Joy Reign

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

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

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

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

when the body is stressed and pushed to its limits during competition. The mind and body are physiologically not working together as a unified whole.

The mental game of being in the zone, creating momentum, being connected, and having confidence is about *emotions,* about *good feeling emotions*. The mind, body, and emotions must work together as a synergistic whole – as the proverbial team – to bring forth an athlete's best performance. This mind-body-emotional game is about cognitively bringing forth an emotional belief of success, which also brings forth by evolutionary necessity, the correlative physiological and biological foundation for success.

How much time in the offseason has been spent in the gym to get the body physically ready for a long season of competition? How much time has been spent training one's cognitive abilities to enter and sustain the emotional feeling of confidence and knowing of success and its correlative physiological and biological harmony? An athlete can easily name ten fundamental conditioning and skill exercises to develop the body. How many athletes can prescribe three cognitive-emotional exercises they use to enter and sustain the synergistic harmony of mind, body, and emotions necessary for success.

In 2020, The Ohio State University lost to Clemson University in the football championship playoffs by a score of 23-29. The personal power and energy that flowed throughout the year into a different outcome were readily apparent in the 2021 rematch with a decisive Ohio State 42-21 victory. Yet, equally apparent was the lack of understanding, awareness, and energy flow throughout the year into a following next game (a miserable failure to perform and loss) and a life after that.

Every moment throughout every day is an opportunity to train and practice moving into a better and better feeling place of success. Every negative emotion is an opportunity to create a more powerful, emotionally positive mental attitude. Winning starts when each negative emotion is used as motivation to find a thought that feels better. Each of these successes helps develop the mental gymnastics required to respond to an evolved cognitive-emotional bio-feedback mechanism with intent and purpose. The cognitive-emotional bio-feedback mechanism gives constant feedback on whether a player's head is getting into their

own game of success or the opponent's game of your failure. The question is, "does an athlete have the discipline to listen and the skills, training, and beliefs necessary to make the cognitive-emotional adjustments needed to maintain their own optimum performing capacity when the competition demands it?"

The mind-body-emotional play during competition starts long before the actual game begins and must continue through the competition. Championships are lost because one's own cognitive-emotional bio-feedback gets distracted from winning the season's final championship game and is sidetracked into the pregame publicity of yesterday's success. Winning feels good, but a tournament isn't over with the semi-finals. A race isn't won in the preliminaries. The season isn't over until the last whistle blows or the finish line crossed. Until then, now is the time for real mind-body-emotional discipline, to use the mind and its cognitive abilities to focus on, recreate, and maintain an emotional background of previous successful competitive endeavors.

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

An athlete must constantly recreate the cognitive-emotional state of being that means success before, during, and after each event. Any moment of brilliance within the smallest of actions where "I feel It," are all mind-body-emotional states of previous successes. It is a time when that felt good! **Section 7.3: *"The Cognitive-Emotional Gymnasium"*** contains a list of exercises to recreate these mind-body-emotional states as the fortification from any barrage of doubts, fears, uncertainties, and questions presented by an upcoming event. Recreate these mind-body-emotional states as a defense from the lure and illusion of a victory that doesn't yet exist. Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-emotional states as an offense to the opponent's barrage of jabs,

hits, and punches to assert their dominance. Cognitive-emotional training starts in the off-season at home and continues each day and through each practice and right into the locker room and onto the court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-body-emotional synergy of success. Too many half-time talks by the coaching staff disconnect rather than reinforce each athlete's and the team's connection to strength, agility, coordination, and power.

"If there are any doubters who don't believe that we are going out and taking over the second half and winning this game, you can stay right here. We don't want you. We don't need you." University of Wisconsin football player halftime speech to the team (paraphrased).

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

The basketball game between the Universities of Maryland and heavily favored Wisconsin was a hard-fought battle that was won by the enthusiasm of Maryland's substitutes on the bench that blinded Wisconsin to any reality of their success. "Enthusiasm is a skill," spoke the announcer. The Maryland bench squad felt It, maintained It and showered It on their team. Their enthusiasm was an Olympian performance rarely seen that won the game.

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

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

The question is no longer about how to play the cards that are dealt,
but what cards does an athlete want to be dealt to play with?

11.0 Conclusion

The human spirit is intertwined within a massive collection of neural networks and circuits, a physical body, and a cognitive-emotional bio-feedback mechanism. Evolution and the energy of Qi have guided all these interconnecting relationships into a highly functioning being who learns, grows, and creates their own unique circumstances, experiences, and events throughout life. The nature of being is to be both physically and mentally healthy, well, and successful through joy. Those who haven't naturally grown into this wonderful connection may need help and guidance in utilizing an emotional bio-feedback mechanism that has evolved to guide their cognitive universe.

Success begins with an appreciation and understanding of every athlete's remarkable cognitive-emotional bio-feedback circuitry. Emotions, moods, and feelings provide real-time feedback on an athlete's (a) cognitive behavior, (b) the worlds they resonate with, and (c) the harmony of their physical motion, movement, and action. The question is no longer about how to play the cards one is dealt, but what cards does a person want to be dealt to play with?

Those striving for perfection within the arenas of sports competition may need the help from coaching that honors and promotes the cognitive-emotional bio-feedback mechanism as an evolved biological sensory system of the human spirit. A coach can help free the mind from the bondage of past psychological and physical injuries and traumas that hinder performance and limit expectations and help reestablish the power of consciousness to respond to its own cognitive-emotional bio-feedback in ever new, healthful, and creative ways.

Suppose an athlete wishes to pause and rationalize their successes and failures. In that case, they need to look no farther than their own cognitive activities and emotions, moods, and feelings to realize the circumstances, experiences, and events they are harmonizing with.

The question becomes, “is their harmony tragic or triumphant?” Their own chorus of emotions, moods, and feelings will resoundingly let them know long before the curtain falls.

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.

Part 3: Cognitive-Emotional Wisdom

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Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive awareness upon the lack of that which is desired that is the cause of suffering.

10.0 Cognitive-Emotional Wisdom

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

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

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

The success of our teachers in life – whether they are our parents, teachers, and other students in school, religious leaders, bosses at work, or the powerful academia, political, and business leaders who set the stage for our lives – is in their ability to empower us with the skills and abilities to think and to feel good, and to help us move our thought and debate up into the mammalian brain. Here, a "what feels-good-is-good" mentality can evolve into

broader and greater awareness of both short and long-term consequences, and decision-making and action can mature into greater complexity and imagination. With such education and personal development, what feels-good-is-good can have a compassionate foundation for existence.

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

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

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

As a student matures into adulthood, they must continually be developing new and more intricate methods of utilizing their cognitive-emotional bio-feedback mechanisms to create new and more complex harmonies with their external world. An individual exists within a multitude of cultural cognitive conditions and activities, all creating a complex mosaic of emotional feedback and harmonies (Smith, 2015). It is these harmonies and disharmonies that individuals must bring together as they conduct the symphony of their lives' endeavors and creations.

10.1 The Evolved Emotional Bio-feedback Mechanism

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

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

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

to get on or off the cognitive-emotional rollercoaster can leave a student broken and in need of professional help.

10.2 Developing Cognitive-Emotional Wisdom

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

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

The first step towards cognitive-emotional wisdom is to establish a student's awareness of the fundamentals of the cognitive-emotional re-processing mechanism (**reference Figure 8**). Unfortunately, even the syntax of language misrepresents the mind,

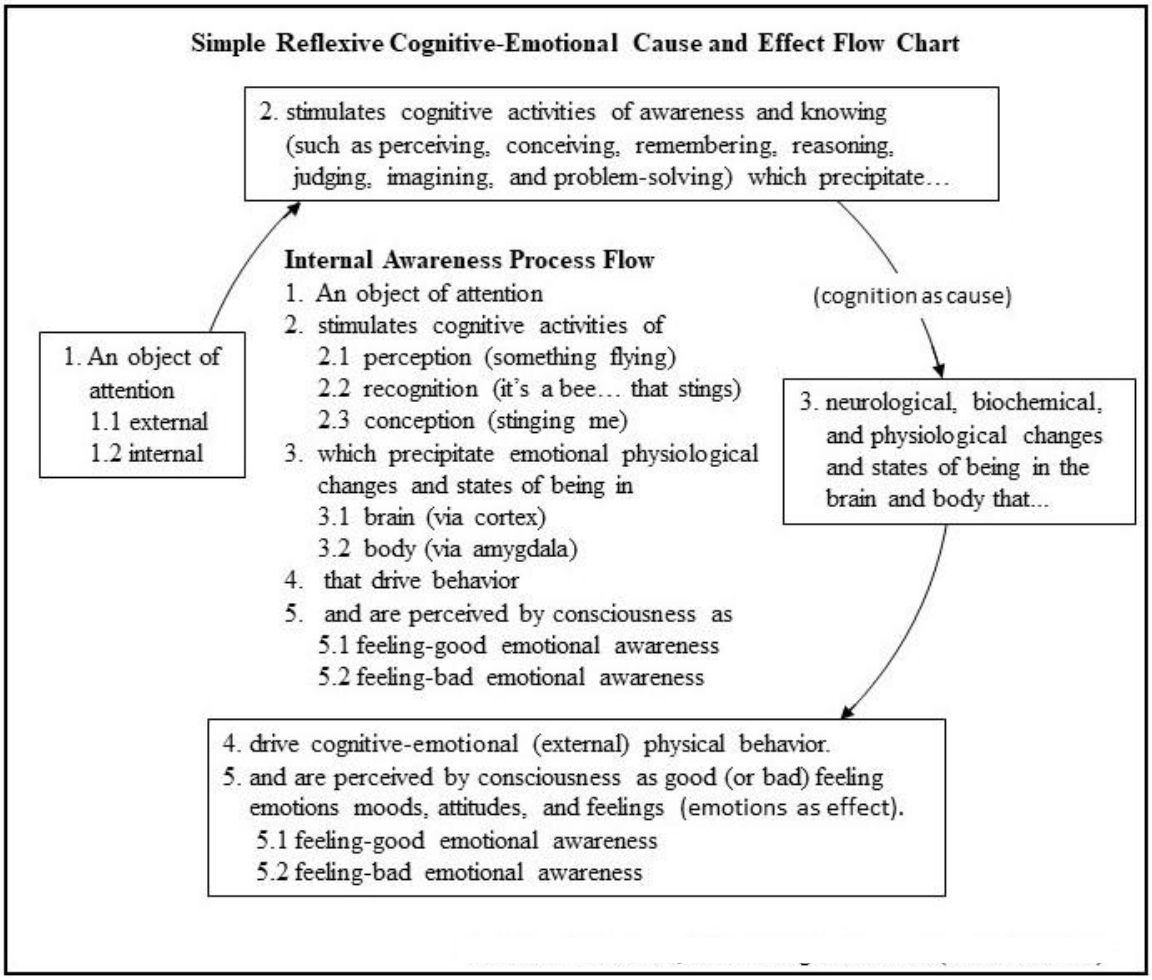


Figure 8: Simple Cognitive-Emotional Cause and Effect Flow Chart

body, and emotional relationship with consciousness. To say that a student is "emotionally out of control" or having a "fit of rage," or "acting out in anger," or committing a "crime of passion" is an incorrect characterization of emotions. The person is not "emotionally out of control" but instead, they are "cognitively out of control" because cognitive activities precipitate the neurological, biochemical, and physiological changes in the brain and body that consciousness perceives and calls emotions. Emotions cannot be aberrant and destructive because they are but the messenger. Cognition can be aberrant and destructive. Cognition is creating the neurological and biochemical physiology that is running afoul.

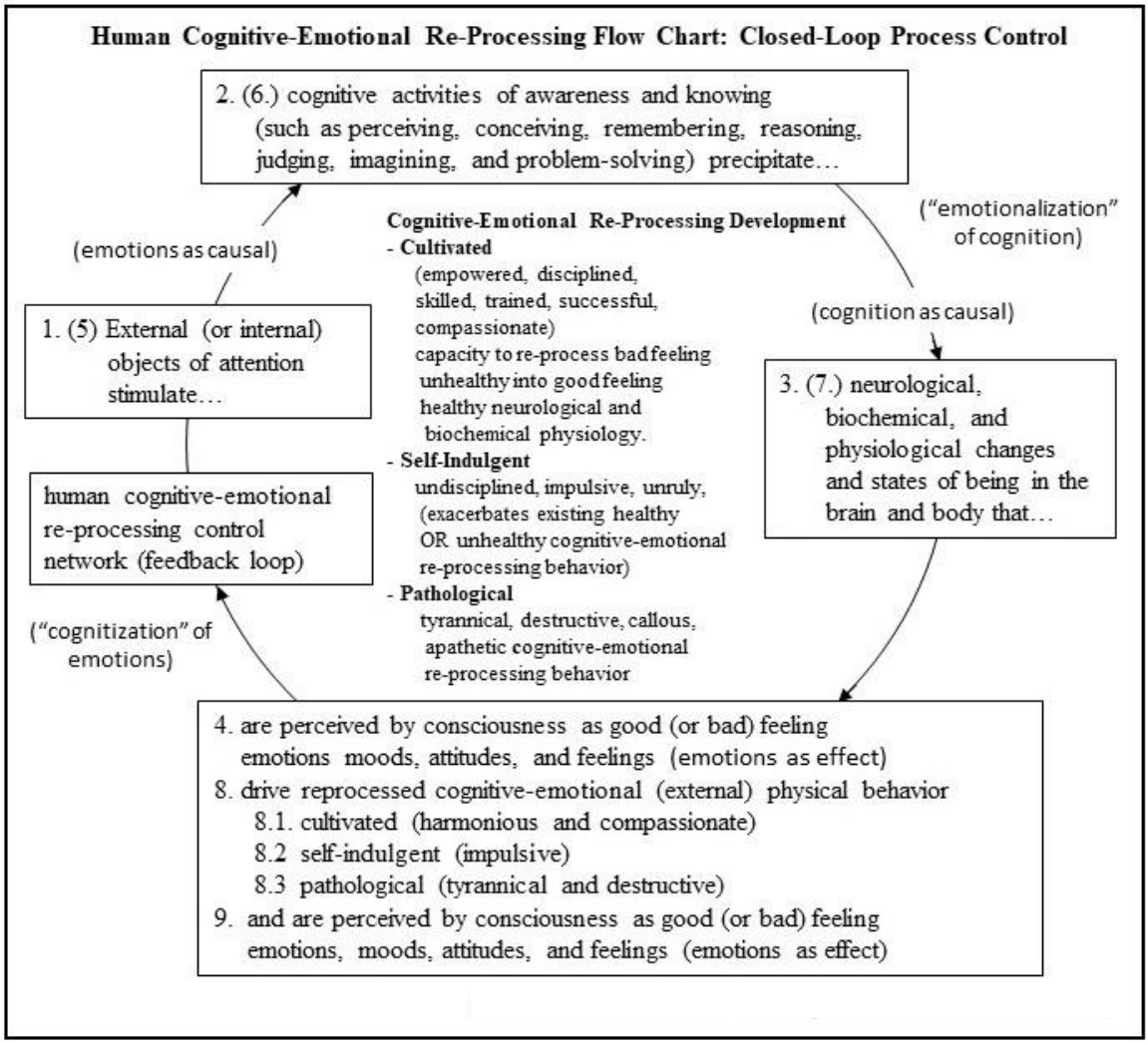


Figure 9: Human Cognitive-Emotional Re-Processing Flow Chart

The phrase "don't be so emotional" and the concept of "emotional disorder" do not treat emotions as a perception of mental activities via changes and states of neurological and biochemical physiology. This use of language obscures the notion that the display of a student being "emotional" directly results from their current cognitive activities; these cognitive activities need to be addressed and re-processed, re-constructed, and re-developed (**reference Figure 9**; Jackson, 2022a).

Cognitive-emotional wisdom is born when emotionally depressed persons begin to understand and accept the relationship between their depression and the nature of their thoughts. The fall into depression is not their fault but healing demands new responsibilities.

For depressed persons to continue dwelling upon the people and events responsible for their current condition creates barriers to understanding and accepting their new responsibilities for their own thoughts and actions. Cognitive-emotional wisdom means taking responsibility for one's own behavior and changing and developing new habits of thought and perspectives. A neuroplastic brain that has the capacity to rewire and reconfigure itself makes all this possible. (APA, neuroplasticity; Costandi, 2016, Doidge, 2015).

10.3 Defining Mental Health and Well-being

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

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

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

Once a student learns to maintain their own physical and mental well-being by acting from a positive emotional state, then a new learning process begins which delves into the ethics of these actions and thus develops a comprehension of right action. We live in an environment where sales and marketing have become very sophisticated and cunning in manufacturing feeling good states of being. In this environment of *caveat emptor* (let the buyer beware) and "free speech," not understanding the pitfalls of a feels-good-is-good evolved physiology can be very costly to the individual and in the long run to the health and well-being of the family, community, and society (Jackson, 2022b, Section 9.0 Cognitive-Emotional Bio-feed Back – The Dark Side).

Additionally, society needs to rethink the meaning of "criminal justice" and reform punishment for crime into a justice system that promotes healthy cognitive-emotional rehabilitation and neuroplastic development within the brain (see **Section 10.10 Criminal Justice Reform**). Well-being entails health, vigor, energy, and vitality with joyous anticipation for the future and all its uncertainty, along with the skills, abilities, and understandings to utilize these attributes.

10.4 Depression: Mental Illness or Mental Injury

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

From the perspective of cognitive-emotional dynamics, the neurological, biochemical, and physiological "abnormality" associated with emotional pain (such as depression) is analogous to the neurological, biochemical, and physiological "abnormality" associated with the hand's physical pain on a hot stove. The more the emotional pain is (1)

ignored, (2) suppressed or usurped, (3) biochemically blocked or sedated, (4) blocked by neurological damage, or (5) unacknowledged for any other reason such that the individual's thoughts and the activities of their mind remain on the 'hot stove,' the more the associated neurological, biochemical, and physiological signature and neurological processes will differ from that of a 'normal' healthy person (Raison, Jain & Maletic, 2011). The issue, i.e., cognitive dysregulation, is the lack of responsiveness to the emotional pain, which calls out to get the mind off potentially damaging mental streams of consciousness. But is this neurological, biochemical, and physiological abnormality an illness or an injury?

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

10.4.1 Cure an Illness, Rehabilitate an Injury

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

Where well-being and natural emotional responsiveness exist, no medical attention is needed. But if the mind 'burns' a little, maybe some simple medication accompanied by

supportive cognitive-emotional psychotherapy would promote healing and return to a naturally functioning neural networks of the healthy mind, body, and emotion correlative relationships.

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

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

10.4.2 Responding to Emotional Bio-feedback

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

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

proficiency to re-process, re-construct, and re-develop the cognitive activities that are wanted, desired, and intended which precipitate balanced and healthy neurological and biochemical physiology while activating the correlative, emotionally-positive neural networks.

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

10.4.3 Rehab

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

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

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

There is a need to develop an understanding of cognitive-emotional bio-feedback and cognitive regulation in psychological and pharmaceutical therapy. Emotional regulation is a misconception and a false construct of actual bio-physiological events (Jackson, 2022a). To pharmaceutically regulate emotions is to obscure the cognitive-emotional dynamic awarenesses consciousness needs to comprehend its own behavior. Emotions are a perception of neurological, biochemical, and physiological conditions within the body precipitated by cognitive behavior and it is cognitive behavior that the individual must emotionally access. A psychologist can aid this understanding and teach the individual how to use emotional control theory as used in an engineering process to regulate cognitive behavior (Jackson, 2022a). Any emotionally undesirable cognitive activities can be used as a launching pad to reach for less negative and eventually positive and productive cognitive activities that precipitate a healthy neurological and biochemical physiology and associated positive emotions, moods, attitudes, and feelings (**reference: Figure 10**).

Cognitive rehabilitation must help individuals use the brain's neuroplastic capacities to develop new and emotionally positive cognitive habits of thought, perception, and imagination. Such a discipline would help students develop internal powers of choice and creativity to move the mind towards activities that result in harmonious emotional responses.

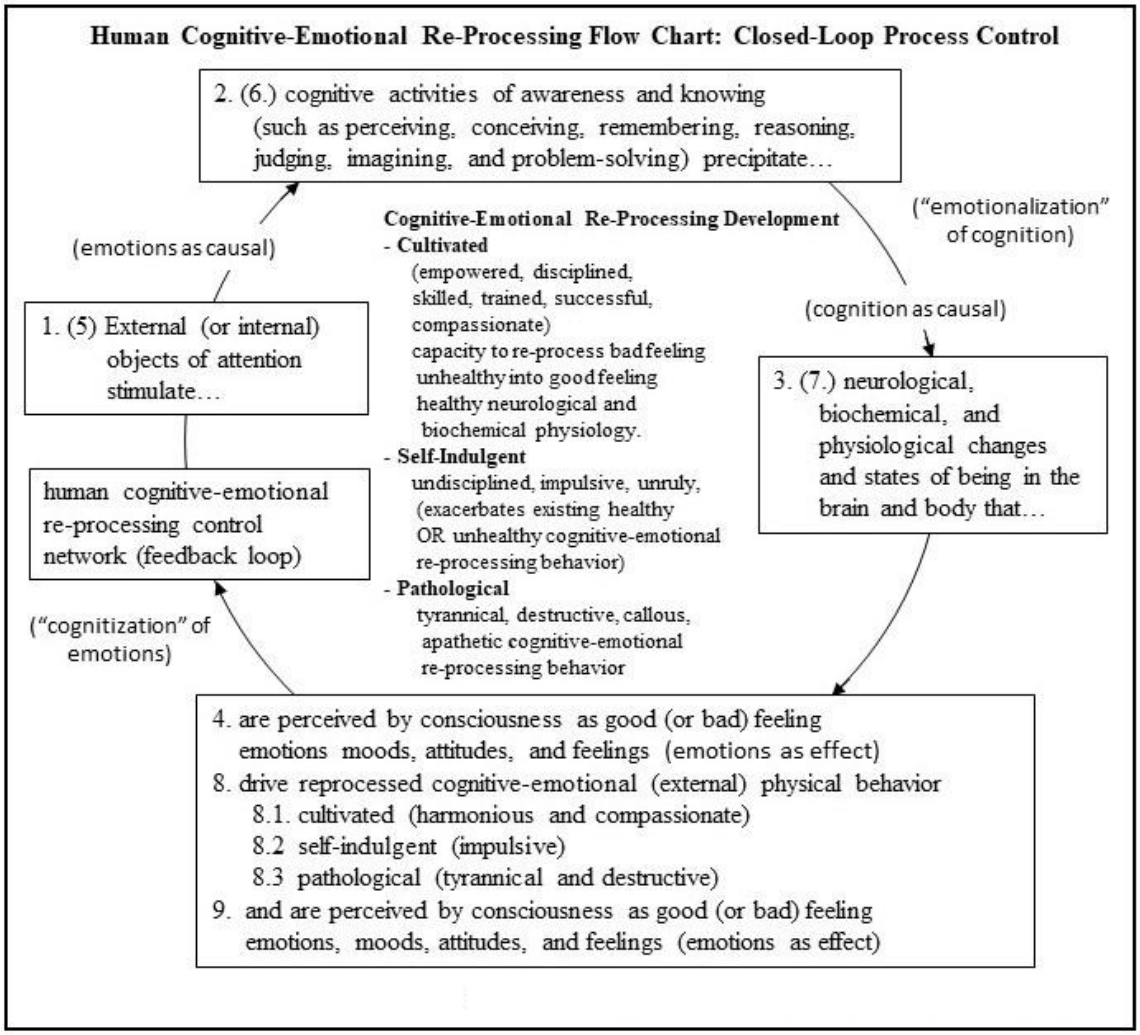


Figure 10: Human Cognitive-Emotional Re-Processing Flow Chart

Besides the cognitive activities of recognition, conception, reason, and imagination, there are the perceptual activities of the senses – touching, seeing, hearing, smelling, and tasting – as well as the physical activities a student may cognitively re-process, re-construct, and re-develop. All cognitive activities associated with these activities also give rise to associated emotional responses to be heralded and empowered into well-being. Rehabilitation activities by a psychologist must involve the teaching, education, and development of a patient's

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

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

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

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

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

10.6 Psychiatric Therapy: Pharmaceuticals for Healing

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

Suppose there is a need for psychiatric treatment. In that case, the use of drugs and medications should be such as to help and aid consciousness to regain its own power and responsiveness to its own cognitive-emotional bio-feedback mechanism (**reference: Figure 11, following page**). These medications should also help consciousness break away from a narrow and myopic world view which can spiral cognition out of control. There is a need for pharmaceuticals that can help create a neurological, biochemical, and physiological environment where the personal powers of a student's consciousness can start making

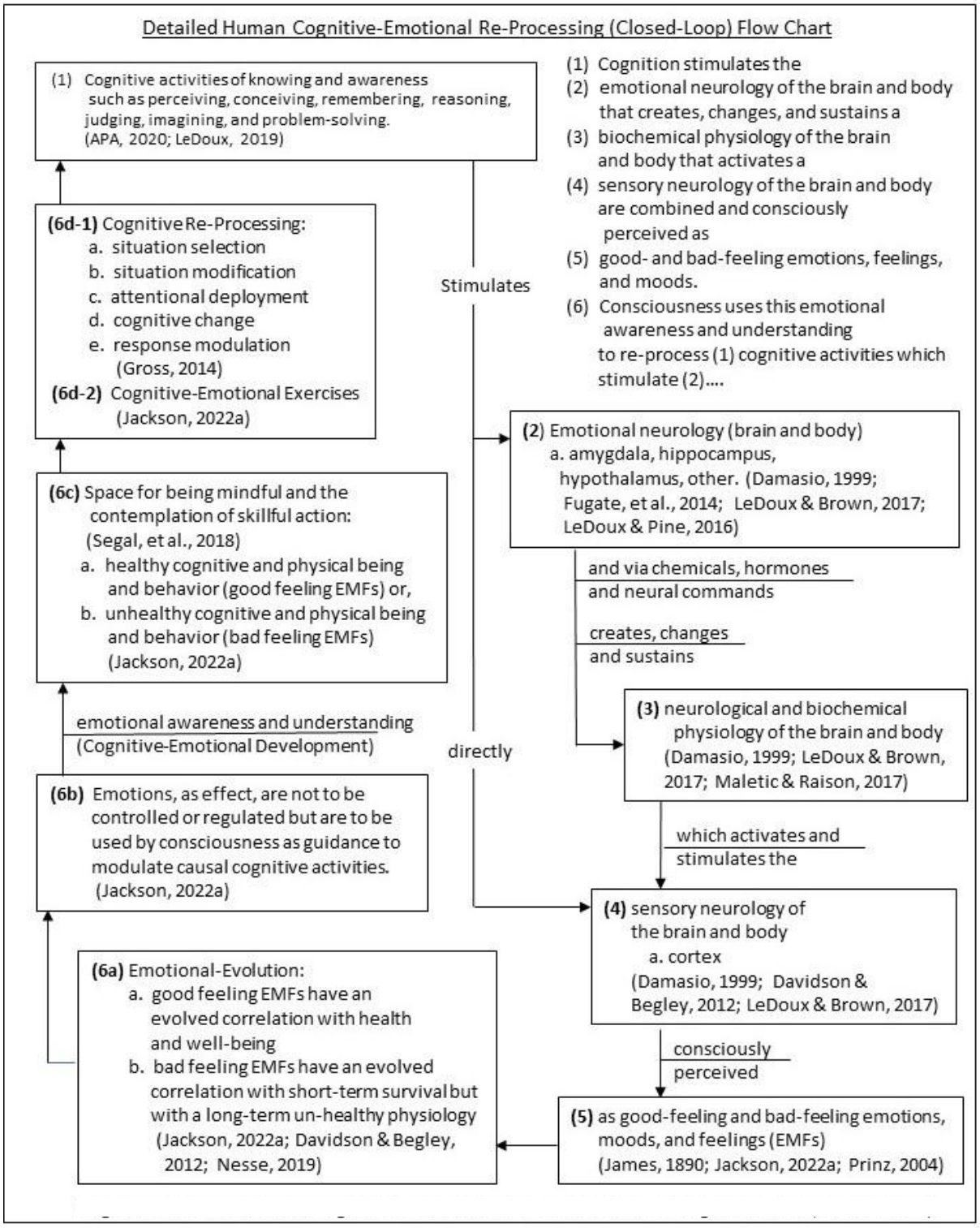


Figure 11: Detailed Human Cognitive-Emotional Re-Processing Flow Chart

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

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

There is a danger of medications masking destructive cognitive behaviors that normally are exposed through erratic, abnormal, and convoluted *emotional feedback*. If these emotional reflections of aberrant mental and physical behaviors are ignored or camouflaged with pharmaceuticals and if irregular and dangerous *cognitive behavior* is left unaddressed without proper psychological counseling and therapy, cognition may fester unabated and

create a myopic vortex of circular mental and physical behaviors. This psychosis can break out with disastrous consequences to the person and to others, who may become characters in a manically conceived tragedy played out in real life.

The approach proposed in this book does not negate the importance of pharmaceutical therapy. Instead, it redefines its purpose to acknowledge the brain's neuroplastic environment and help individuals redevelop a healthy cognitive activity in response to their emotional feedback perceptions about their neurological, biochemical, and physiological changes in the brain and body. As discussed earlier, a student has an evolved

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

10.7 Cognitive-Emotional Wisdom in Education

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

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

successful operation within today's technological world. This modern environment requires a new awakening and acceptance of students' abilities to emotionally guide their own lives.

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

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

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

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

Students must receive the cognitive-emotional dynamic training and skills necessary to climb up the emotional staircase from the lower emotions of rage and anger to the higher

emotional levels of frustration and irritation, and finally to the pleasurable feelings of positive emotions. The failure to develop this cognitive-emotional wisdom, where emotional evolution is ignored, where moving up the emotional staircase is never learned, developed, or practiced can be directly tied to our society's aberrant behavior. Successful students in school and successful people in life have somehow developed and integrated their cognitive-emotional dynamics into their lives and use their emotions to guide their cognitive activities towards achieving their goals and agendas. It is time for our educational institutions to actually teach and give instructions in cognitive-emotional health education.

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

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

10.8 Military Personnel Decommissioning

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

accounts for the neural network changes that allowed for success within a militarily structured environment designed for war.

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

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

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

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

Any traumatic event can surreptitiously affect decision-making and behavior. Behavior and decisions are not based within joyous freedom of being and desire but within

the confines and restraints of fearful avoidance. Traumatic events can covertly initiate behavior from unreasonable outbursts and aggression upon oneself and others to seemly reasonable and rational decision-making to paralytic depression. Traumatic events disrupt a natural harmony of being where a student dissociates from emotion's evolutionary function to promote health, success, and well-being.

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

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

Adaptive behavior modifications, street drugs, and even properly prescribed medications used to cope with trauma are addictive for two reasons. One is that they buffer consciousness from the pain of the traumatic event, and two, especially with drugs, withdrawal symptoms can be so painful and severe as to prevent any cessation of use. If adaptive behaviors to cope with trauma are innocuous, any traumatic injury may never be acknowledged, nor the need for any remedial action be recognized. The need for cognitive-

emotional rehabilitative therapy becomes a serious consideration only when adaptive behaviors become disruptive – or even destructive and criminal – to self or others.

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

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

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

10.10 Criminal Justice Reform:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10.11 Reframing Antisocial Personality Disorder: Two Species of Humanity

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

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

Therefore "antisocial personality disorder" would not be an actual disorder; rather, it would be a natural part of an individual's evolution. Any successful interaction with these individuals – whether individually or as a society – must recognize and respond to their lack of capacity for compassion, understanding, and kindness except when it pertains to their own well-being and self-interest of "me" (vs. a self-interest of "we"). These apathetic beings assist humanity in its evolutionary growth and existence by accentuating defective,

inadequate, and deficient standards of morality, justice, and codes of behavior and by testing individual truths, ideals, and resolve to be compassionate human beings who believe in life, liberty, justice, and the pursuit of happiness for the many or the select few.

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

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

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

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

This single thread of emotions driving behavior (Gross, 2014; Greenberger & Padesky, 2016) has become the science to understand, rationalize, and justify a student's emotional rollercoaster ride. This believed and trusted mythology compels the supremacist to dominate and control their surrounding events, places, and the lives of others because the supremacist, no matter what their race, religion, creed, or social economic background has an ingrained belief that how they feel is only dependent on their observation of surrounding events, places, and actions of others. Therefore, to feel good, a supremacist, this dinosaur of

evolution, must have the power to dominate and control its environment so that what it conforms to its cognitive reality and beliefs. The evolved function of humanity's cognitive-emotional dynamic re-processing mechanisms to mold one's own cognitive behavior, development, and decision-making for health, well-being and success has been short-circuited.

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

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

10.13 Emotions' Ties to Physical Health and Well-being

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

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

their weakness. Joy, happiness, and wonderment associated with neurological, biochemical, and physiological harmony of strength, confidence, skill, and agility, on the other hand, would enhance the survival of the species (Jackson, 2022a).

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

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

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

10.14 Conclusion

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

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

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

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

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Part 4: Appendix

Appendix A: Detailed Cognitive-Emotional Process Flow Chart (Jackson, 2022a) 207

Appendix B: Statement: Emotion-as-Effect Theory (Jackson, 2022a) 211

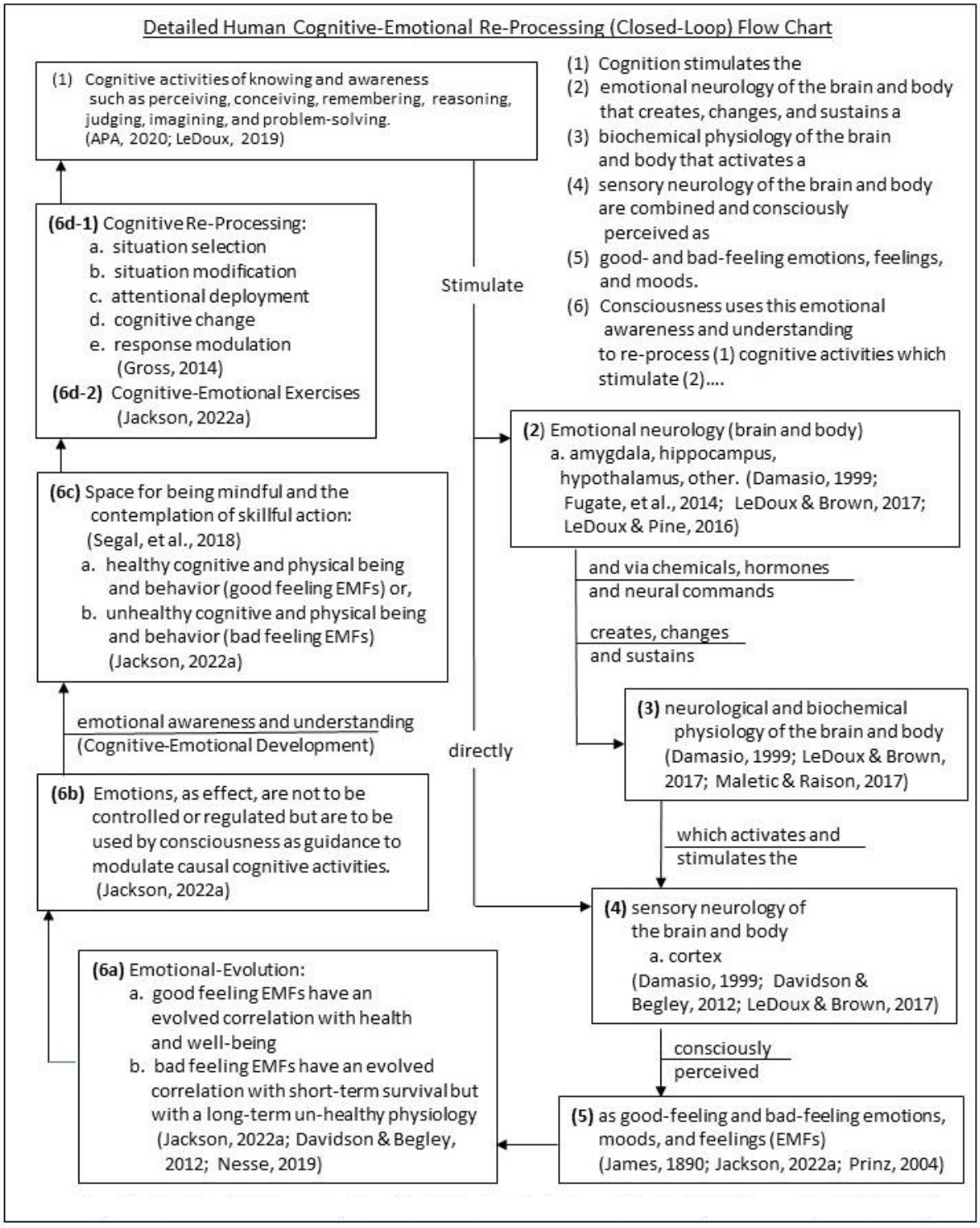
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Appendix A:

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



Cognitive-Emotional Re-Processing Flow

1. Cognition stimulates the
2. emotional neurology that creates, changes, and sustains the
3. neurological and biochemical physiology of the brain and body that activates a
4. sensory neurology of the brain and body that consciousness perceives as
5. good- and bad-feeling emotions, feelings, and moods.
    a. Reflexive behavior
    b. Re-Processed behavior
6. Consciousness uses this emotional awareness and understanding to modulate cognitive activities which stimulate….

An extensive discussion of emotions-as-effect theory is in *Human cognitive-emotional re-processing control, cultivation, and education*, (2022a). Symbiotic Psychology Press.

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Appendix B:
Emotions-as-Effect Theory

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

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

Correlations between cognition, healthy neurological and biochemical physiology, and good feeling emotions, moods, and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions, moods, and feelings and an unhealthy neurological and biochemical physiology. Now the question is, how are these correlations between cognition, physiology, EMFs, and consciousness understood, nurtured, and developed within a society for an individual's health, wealth, and general well-being through their own successful decision-making and creativity?

Reference:

Jackson, A.O. (2022a). *Cognitive-emotional re-processing control, cultivation, and education: The linguistic semantics of cognitive vs. emotional dysregulation.* Symbiotic Psychology Press.

Appendix C:
A Cognitive Reconstruction Between Emotions and Meditation

(2018-11-30)

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

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

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

If a meditative activity results in negative emotions are not emotions providing insights into the meditation's effectiveness? Are not the emotions of peace and joy the indications of a successful contemplation of knowledge? Do not emotions aid in understanding the effectiveness (or ineffectiveness) of a meditation and its contemplation? If

a meditator experiences negative and destructive emotions, do these emotions not indicate a failure in one's own cognitive-emotional dynamic processing? Emotions used in a manner that provides insights are constructive because emotions offer valuable information on the effectiveness of the meditation and contemplation practices.

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

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

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

Using emotions to evaluate cognitive processes is the bridge from ignorance to enlightenment for those who do not have the internal or external resources for thousands of

hours of meditative practices. Emotional bio-feedback can be used in the mundane activities of daily life by anyone who wishes to lead an intentional life.

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

Appendix D

Criminal Law and Justice: A Constitutional Challenge

Amendment I: Freedom from Cruel and Unusual Punishment

Amendment VIII: Prohibiting the Free Exercise of Religion

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

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

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

1. Current Justice, Punishment, and Recidivism

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

Current justice, punishment, and recidivism are based on a psychology of behavior where emotions drive changes and states of human physiology and subsequent behavior. This is a false premise (Jackson, 2026a). Emotions perceive neurological, biochemical, and physiological changes and states of being precipitated by cognitive activities. The foundation of human behavior is not emotional, but cognitive. The power of consciousness lies within its choice of cognitive activities (perceiving, conceiving, remembering, reasoning, judging,

imagining, and problem-solving (APA, cognition)). Should justice support or hinder or even negate the structure of an individual's power and capacity to wisely choose its cognitive activities from which outward acts of behavior germinate and sprout?

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

Current human behavior modification is based on the erroneous psychology of cognitive-emotional behavior. Also, punishment as "justice" for a crime denies the science of neuroplasticity. Neuroplasticity is a concept where the brain rewires itself reinforcing habitually used neural networks and weakening those less used (APA, neuroplasticity; Costandi, 2016, Doidge, 2015). This rewiring results in new interpretations of old awareness. Thus, a reality that once manifested criminal behavior may no longer exist it an individual is given the skills, abilities, and understandings to make it so. Where is justice within a design and intent that reinforces the psychology of the mind that encourages, and leads to continual

criminal behavior and diminishes acts within God's favor? Current justice in The United States is based on Judeo-Christianity. Is this reasonable when these religions have an illogical and false comprehension of human cognitive-emotional dynamics and the human cognitive-emotional re-processing control mechanics? Justice under God is one that creates the conditions that will honor the psychology of a neuroplastic mind where neural networks that supported a reality and the cause of violent behavior yesterday can change and no longer have the capacity to support that violent reality and behavior tomorrow.

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

The scalpel to dissect and to lay aside the flaws within contemporary justice lies within the scientific concept of neuroplasticity. Neuroplasticity is a scientifically proven concept which outlines how the brain can rewire itself and form new realities. Every "criminal" has the physical attribute of neuroplasticity and has the capacity to change and to be a different person than the being who committed a crime. A criminal justice system that

does not recognize this possibility but actually creates conditions to inhibit and retard any possibility of individual neuroplastic transformation is not justice. And can such justice not be defined as "cruel and unusual punishment" from which the Constitution protects us all?

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

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

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

Criminal law operates within an archaic knowledge and understanding of humanness. This knowledge must be updated in educational institutions of law and

incorporated into any proper and scholarly discussion of criminal sanctions. New advances in psychology provide new understandings of the actual harmful effects of incarceration presently deemed appropriate justice for a crime. Justice designed to reinforce, maintain, and structure a neuroplastic mind of violence and crime is not justice, but an abomination.

2.0 The Constitutional Challenge

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

3.0 ARGUMENT 1: Punishment and The Neuroplastic Brain

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

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

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

4.0 ARGUMENT 2: Emotions as Effect and Cognitive Control Theory

Symbiotic psychology (Jackson, 2026a) redefines an evolved emotional neural circuitry as a circuitry of perception of the body's neurological and biochemical physiology precipitated by the mind's cognitive activities. This means that the neural

circuitry of emotional behavior has an evolved function to guide cognitive behavior and physical activity towards the desirable aspects of life, such as health, well-being, and success. Emotions have naturally evolved to lead physical and cognitive behavior towards life, liberty, and the pursuit of happiness.

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

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

4.3 **Convoluting Intent, Reasoning, and Self-Control:** Laws of crime and punishment that deny an evolved cognitive-emotional reprocessing mechanism reinforces an emotional reality of criminal behavior and further convolutes an individual's intent, rational capacity, and self-control and

therefore is cruel. (Reference: Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

5.0 CONCLUSION:

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

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

6.0 References-Background Reading:

APA, neuroplasticity (2020). In Dictionary.apa.org. https://dictionary.apa.org/cognition.

Benko, J. (2015, March 26). *"The Radical Humaneness of Norway's Halden Prison".* The New York Times. Retrieved from https://www.nytimes.com/2015/03/29/magazine/the-radical-humaneness-of-norways-halden-prison.html?_r=2

Costandi, M. (2016) *Neuroplasticity.* The MIT Press

Doidge, N. (2015). *Brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. Viking.

Jackson, A. (2026a). *Cognitive-emotional re-processing control, cultivation, and education: The linguistic semantics of cognitive vs. emotional dysregulation.* Symbiotic Psychology Press. (PDFs are feely downloadable at https://symbioticpsychology.com/)

Jackson, A. (2024b). *Cognitive-Emotional health education: A primary and secondary school overview,* Symbiotic Psychology Press. (PDFs are feely downloadable at https://symbioticpsychology.com/)

Appendix E:
Revisions

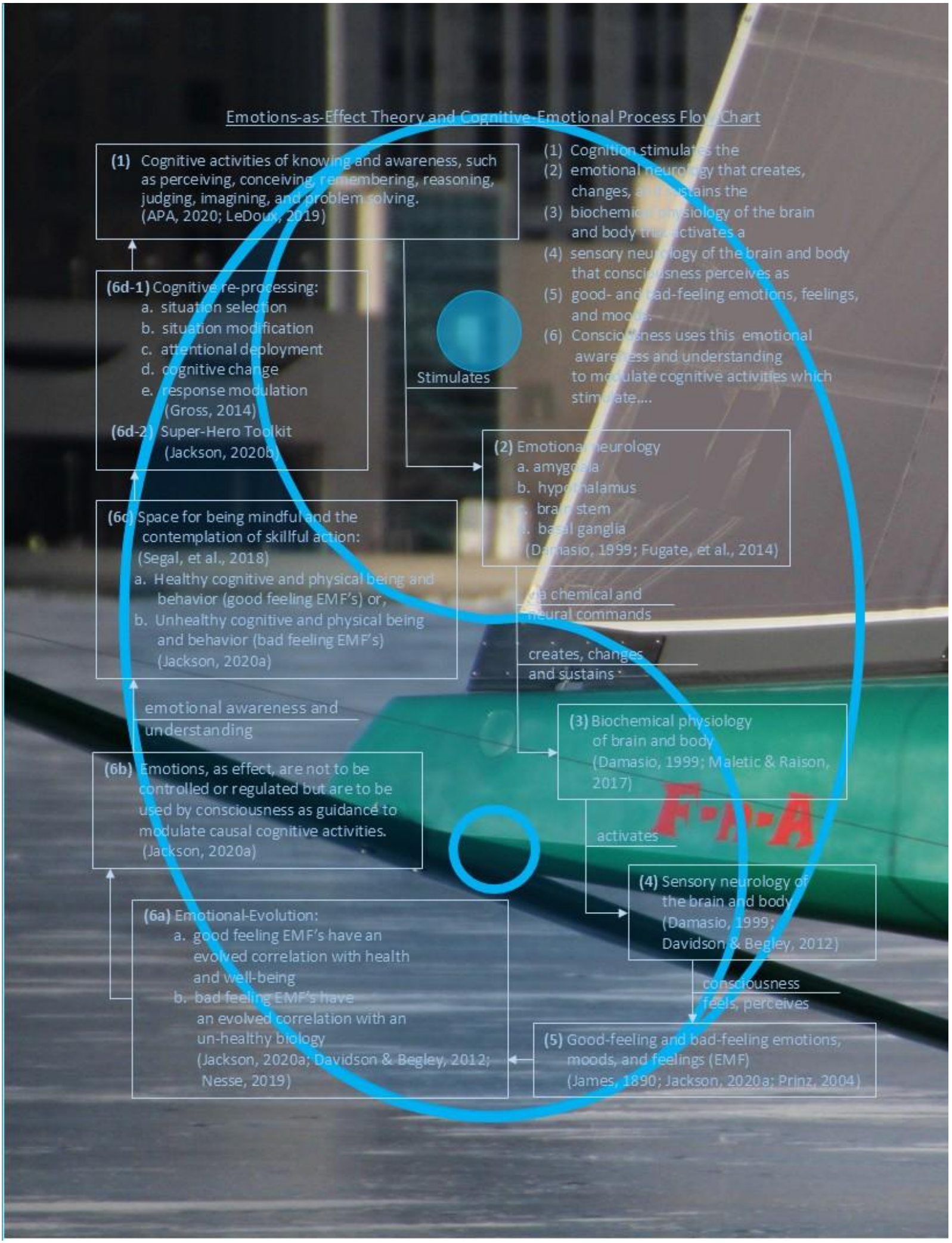
1. 2020-12-27a: Second draft
2. 2020-12-28a: Name change "*Personal Power of Qi"*.
3. 2021-01-03a: Rough draft printout
4. 2021-01-08a: Beta release
5. 2021-01-12a: Corrected formatting errors; changed intro letter to "Dear Coaches, Instructors, Athletes, and Sports Enthusiasts"
6. 2021-01-14a: Moved Appendix A, B into, and added to, Section 2. General editing
7. 2021-01-16a: Reorganized contents; general editing
8. 2021-01-18a, b, c: General editing
9. 2021-01-21a: Rearranged Section 7.3: Cognitive-Emotional Gymnasiums; rewrite of 7.3.4: "Meditation, Mindfulness, and Contemplation"; added "own competition" subject line to Section 1.0: Letter
10. 2021-01-21b: Added reference note prior to table of contents. Corrected formatting errors
11. 2021-01-21c: Changed some margins and Table of Contents page numbers; corrected reference appendix B; edited Section 1.0 Letter
12. 2021-01-21d: Updated reference (Jackson, 2020b) to (Jackson, 2021b).
13. 2021-02-02a: Edited 5.1 The Synergy Between…; added 7.3.1 Segment Intending and 7.3.2 Mindfulness as separate sub-section of 7.3 Cognitive-Emotional Gymnasium.
14. 2021-02-02b: Rearranged Appendix/added Appendix B: Statement: Emotions-as-Effect Theory
15. 2021-02-05a, b: General editing: replaced emotional bio-feedback with cognitive-emotional bio-feedback; rewrote 7.3.1 Segment Intending; edited "*guiding star and our emotions perceive"*
16. 2021-02-10a: Added cognitive-emotional being of motion, movement, and action to Section 5.0
17. 2021-02-10b: General editing; added cognitive-emotional being of motion to beginning quotes; cleaned up Section 8.0: Conclusion.

18. 2021-02-15a: General editing; added to "Authors Note"
19. 2021-02-16b: Corrected dominate and dominant
20. 2021-02-17c: Rewrote, edited "subjects" in letter to "Dear Coaches…."
21. 2021-02-20a: Edited in "Dear Coaches Letter", "cognitive-emotional state of being"
22. 2021-03-01a: Changed dissidence to dissonance
23. 2021-03-04a, b: Added Letter: *The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation*; added https://symbioticpsychology.com/; added "cognitive"-emotional being in several instances to emotional being
24. 2021-03-08a, b: Added letter: *A Performance Enhancing Behavior*; various editing
25. 2021-03-09a, b: Edited letter: *A Performance Enhancing Behavior* and lead in quotes
26. 2021-03-10a: Changed title of "Dear Coaches…" letter to *The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms*; edited content
27. 2021-03-10b: Added: *All of life is Qigong, the cultivation of energy.*
28. 2021-03-22a: Edited notation Jackson, A.O., (2021) for "*Personal Power of Qi"*
29. 2021-03-23a: Added to Letter: "*The Great Debate",* Warning 3
30. 2021-03-24a: Edited Warning 3
31. 2021-03-27a: Edited both "Dear Coaches…." Letters
32. 2021-03-30a: Added a couple of beginning quotes
33. 2021-05-28a: Divided book into parts; changed Section 9.0 into Part 3, Section 10; updated Cognitive-Emotional Process Flow Chart; general/typo editing
34. 2021-05-30a, b, c: Revised Section 6: The Perception of Qi: Emotions, Moods, and Feelings; added Warning 4 & 5, reordered
35. 2021-06-16 a, b, c: Added Warning 6 to letter "The Great Debate; Added "reflexive behavior" with "self-indulgent behavior" to Yinyang Cognitive-Emotional Process Flow Chart; added Section 4.7: Defining Emotion as an Effect (That Accentuates Behavior); added authors bibliography
36. 2021-07-05a: Added Figure 2: Simplified Yinyang, Cognitive-Emotional Re-Processing Flow Chart; corrected Table of Contents page numbering
37. 2021-07-06a: Changed from "modulate" to "re-process" cognitive activities; removed "Emotions-as-Effect Theory from title

38. 2021-07-29a: Changed title: *Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*.
39. 2021-12-0a, b, c: Edited document with Grammarly; Added Appendix D: Spock's Reason vs. Emotion essay; Edited Simplified Cognitive-Emotional Flow Process Charts
40. 2021-12-03a, b, c: changed title of applications text to*" Cognitive-Emotional Health Education…."*; edited 2.0: Letter: The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms
41. 2021-12-16a: General editing
42. 2022-01-14a: Grammarly editing and re-writing for clarity; reformatted headings to APA
43. 2022-02-18a, b: Standardized "cognitive activities" to APA (2020), perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving; added article and paper to publishing list; rephrased "biochemical…" to include "neurological"
44. 2022-03-18a: Updated diagrams
45. 2022-05-23a: Removed Appendix D: Spock; edited diagrams.
46. 2022-05-26a: Edited Figure 2: Simplified Yinyang, Cognitive-Emotional Re-Processing Flow Chart
47. 2022-06-27a: Edited Figure 2: Simplified Yinyang, Cognitive-Emotional Re-Processing Flow Chart
48. 2022-08-03a: Changed reference (Jackson, 2022a) to *Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation.* Symbiotic Psychology Press (15,500 words)
49. 2022-08-09a: Rewrote Section 7.0: The Cognitive-Emotional Gymnasium: Unleashing the Evolutionary-Self of Strength, Cunning, and Success; edited beginning "quotes to match the "*Yinyang of Cognitive-Emotional Dynamics*…"
50. 2022-11-09a: Edited Section 6.0 & 7.0; changed back Part 3, Section 10 to Cognitive-Emotional Wisdom; added acknowledgments and dedications; Edited Figure 5: Cognitive-Emotional Cause and Effect Flow Chart; Edited Figure: Cognitive-Emotional Cause and Effect Flow Chart
51. 2022-11-09b: Updated "Publications"

52. 2023-01-02a, b: Corrected grammar (its vs. their); rewrote sentence in “Warning 1”; put comma within quotation marks; edited and renamed drawings
53. 2023-01-06a: Edited Human Re-Processing drawing
54. 2023-01-21b: Added dialectical behavior therapy (DBT) to list of evidenced based therapies
55. 2023-01-21c: Changed cotton logo for cognition, body, emotion, and consciousness (yinyang)
56. 2024-04-14a: Changed “mind, body, emotions, consciousness” to “mind, body, emotions, awareness”
57. 2026-05-01: Edited “Constitutional Challenge”
58. 2026-10-26a: reclassified, “**This work is free of copyright restrictions.”**
59. 2026-11-01a: Added “Power” to title; added state ***“of being”*** to “***Success or failure in competition…”***

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.


Emotions-as-Effect Theory and Cognitive-Emotional Process Flow Chart
(1) Cognitive activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving. (APA, 2020; LeDoux, 2019)
(1) Cognition stimulates the
(2) emotional neurology that creates, changes, and sustains the
(3) biochemical physiology of the brain and body that activates a
(4) sensory neurology of the brain and body that consciousness perceives as
(5) good- and bad-feeling emotions, feelings, and moods.
(6) Consciousness uses this emotional awareness and understanding to modulate cognitive activities which stimulate....
(6d-1) Cognitive re-processing:
a. situation selection
b. situation modification
c. attentional deployment
d. cognitive change
e. response modulation (Gross, 2014)
(6d-2) Super-Hero Toolkit (Jackson, 2020b)
Stimulates
(2) Emotional neurology
a. amygdala
b. hypothalamus
c. brain stem
d. basal ganglia
(Damasio, 1999; Fugate, et al., 2014)
(6c) Space for being mindful and the contemplation of skillful action: (Segal, et al., 2018)
a. Healthy cognitive and physical being and behavior (good feeling EMF's) or,
b. Unhealthy cognitive and physical being and behavior (bad feeling EMF's) (Jackson, 2020a)
via chemical and neural commands
creates, changes and sustains
emotional awareness and understanding
(3) Biochemical physiology of brain and body (Damasio, 1999; Maletic & Raison, 2017)
F-A-A
(6b) Emotions, as effect, are not to be controlled or regulated but are to be used by consciousness as guidance to modulate causal cognitive activities. (Jackson, 2020a)
activates
(4) Sensory neurology of the brain and body (Damasio, 1999; Davidson & Begley, 2012)
consciousness feels, perceives
(6a) Emotional-Evolution:
a. good feeling EMF's have an evolved correlation with health and well-being
b. bad feeling EMF's have an evolved correlation with an un-healthy biology (Jackson, 2020a; Davidson & Begley, 2012; Nesse, 2019)
(5) Good-feeling and bad-feeling emotions, moods, and feelings (EMF) (James, 1890; Jackson, 2020a; Prinz, 2004)