An examination of inner experience: Anxiety

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AN EXAMINATION OF INNER EXPERIENCE:

ANXIETY

by

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ABSTRACT

An Examination of Inner Experience: Anxiety

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Descriptive Experience Sampling (DES) is used to examine the inner experience of seven individuals who have been diagnosed with at least one anxiety disorder and four control individuals. Idiographic results for each of the 11 participants are provided, including a description of frequent and rare/unique experiences of each participant. These results are followed by between participant nomothetic comparisons. Among the results, it was found that anxious participants experienced more indefinite figure-ground and concrete experiences when compared to controls. Anxious participants are also more likely than controls to engage in negative valence self-evaluations and rate moments as being anxious. There is also some evidence to support the notion that, overall, anxious and depressive symptoms decrease over the course of sampling regardless of group affiliation.

Following the results, implications of findings from this study and future recommendations are discussed.
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CHAPTER 1

INTRODUCTION

Subjective Experience in Anxiety

The term anxiety seems to be as common to the layperson as it is to the psychologist. There are many terms used by the layperson that are understood to denote anxiety, including tense, terrified, nervous, shaky, wound-up, on edge, scared, fearful, panicky, jittery, nervous, apprehensive, worried, and high-strung (Taylor & Arnow, 1988). These synonyms of anxiety indicate specific features that are possible when one is experiencing anxiety. Terrified, panicky, and worried, for example, signify possible cognitive experiences of anxiety. If anxiety cannot be reduced to a series of such synonyms, then what is it?

In general terms, anxiety is an affective state with both physiological and subjective symptoms. The physiological symptoms, caused primarily by sympathetic nervous system and endocrine system activation, typically involve one or more of the following: sweating, flushing of the skin, difficulty breathing, increase in heart rate, twitches, aches and/or pains, and tremor. The subjective symptoms include worry, apprehension, inability to concentrate, tension, restlessness, and a perception of fear, panic, or dread (Mennin, Heimberg, & Holt, 2000). Most of the symptoms cited by Mennin and his colleagues are considered private experiences that are not readily
accessible without some form of self report. The subjective nature of anxiety can be seen again in Callanan's definition (2000): “an unpleasant emotion such as fear or dread, in response to internal or external events, accompanied by feeling out of control, with the experience of uncomfortable physical symptoms, resulting in an effort to avoid the stimulus event” (p. 57). The Office of the Surgeon General (2007) defines anxiety with a subjective emphasis: “...a pathological counterpart to common fear that may manifest itself as a disturbance of normal mood as well as thought, behavior, and physiology.”

In a meta-analysis of 24 anxiety-related articles, Barrios and Hartmann (1997) cataloged the behavioral, physiological, and subjective responses that can be used to identify anxiety. Only the subjective responses are relevant to our discussion of the experience of anxiety. The subjective responses, all of which are cognitive in nature, are: “thoughts of being scared, thoughts of monsters, thoughts of being hurt, images of monsters, images of wild animals, thoughts of danger, self-deprecatory thoughts, self-critical thoughts, thoughts of inadequacy, thoughts of incompetence, thoughts of bodily injury, images of bodily injury, thoughts racing, thoughts of imminent death, thoughts of appearing foolish, blanking out, thoughts of going crazy, difficulty concentrating, forgetfulness, thoughts of contamination, images of harm to loved ones, and depersonalization” (p. 235).

Beck (1994) divided cognitive symptoms of anxiety into three categories: sensory-perceptual, thinking difficulties, and conceptual difficulties. The sensory-perceptual symptoms of anxiety are: hazy, cloudy, or foggy perception, a sense of being dazed, objects appearing blurred / distant, a sense of the environment being different / unreal, self-consciousness, and hyper vigilance. The symptoms of anxiety related to
thinking difficulties are: an inability to recall important things, confusion, an inability to control thinking, difficulty concentrating, distractibility, difficulty reasoning, and loss of objectivity/perspective. The conceptual symptoms of anxiety are: cognitive distortion (most commonly generalization and catastrophizing), fear of losing control, fear of not being able to cope, fear of physical injury/death, fear of going crazy/having a mental disorder, fear of negative evaluation, frightening visual images, repetitive fearful ideation, and obsessive thoughts. Thus it is widely recognized that subjective aspects are essential to the definition of anxiety.

The subjective experience of anxiety is also essential to the diagnosis and/or classification of anxiety disorders. The text revised fourth edition of the American Psychiatric Association’s Diagnostic and Statistical Manual (DSM-IV-TR) identifies seven general subtypes of anxiety: panic disorder (with or without agoraphobia), specific phobia, social phobia, obsessive-compulsive disorder, posttraumatic stress disorder, acute stress disorder, and generalized anxiety disorder (American Psychiatric Association, 2000). As with the definitions of anxiety discussed above, each distinct anxiety disorder in the DSM-IV-TR lists subjective symptoms in the diagnostic criteria. These subjective symptoms are “persistent concern...” and “worry...” in panic disorder (p. 440); “marked and persistent fear that is excessive or unreasonable...,” “the person recognizes that the fear is excessive or unreasonable,” and “...avoidance, anxious anticipation, or distress...” in specific phobia (p. 449); “a marked and persistent fear...[wherein] the individual fears that he or she will act in a way that will be humiliating or embarrassing...,” “the person recognizes that the fear is excessive or unreasonable,” and “...anxious anticipation...distress” in social phobia (p. 456);
“…persistent thoughts, impulses, or images that are experienced…as intrusive and
inappropriate and that cause marked anxiety or distress,” “the person attempts to ignore
or suppress such thoughts, impulses, or images, or to neutralize them with some other
thought or action,” “the person recognizes that the obsessional thoughts, impulses, or
images are a product of his or her own mind,” “…mental acts…that the person feels
driven to perform in response to an obsession…,” “…mental acts are aimed at
preventing or reducing distress or preventing some dreaded event or situation…” and
“…the person has recognized that the obsession or compulsions are excessive or
unreasonable” in obsessive-compulsive disorder (p. 462); “…intense fear, helplessness,
or horror,” “recurrent and intrusive distressing recollection of the event, including
images, thoughts, or perceptions,” “recurring distressing dreams…,” “…a sense of
reliving the experience, illusions, hallucinations, and dissociative flashback episodes…,”
“intense psychological distress…,” “efforts to avoid thoughts, feelings…,” “inability to
recall…,” “feeling of detachment or estrangement…,” “restricted range of affect,”
“sense of a foreshortened future…,” “irritability…,” “difficulty concentrating,” and
“hypervigilance” in posttraumatic stress disorder (p. 467 – 468); “…intense fear,
helplessness, or horror,” “a subjective sense of numbing, detachment, or absence of
emotional responsiveness,” “a reduction in awareness of his or her surroundings,”
derealization,” “depersonalization,” “dissociative amnesia,” “…recurrent images,
thoughts, dreams, illusions, flashback episodes, or a sense of reliving the experience; or
distress on exposure to reminders…,” and “…symptoms of anxiety or increased arousal”
(p. 471 – 472); and “excessive anxiety and worry…” “…difficult to control worry,”
"restlessness or feeling keyed up or on edge," "difficulty concentrating or mind going blank," "irritability," and "muscle tension" in generalized anxiety disorder (p.476).

Thus, the layperson, anxiety researchers, and clinical practitioners are in general agreement that ascertaining subjective experience is essential to the understanding, definition, and diagnosis of anxiety.

The Prevalence of Anxiety

According to the Anxiety Disorders Association of America (ADAA, 2007), the estimated point prevalence of anxiety disorders for Americans is 40 million, over twice their 2003 point estimate of 19 million (ADAA, 2003). This figure accounts for both those adults who are engaged in treatment and those who suffer from clinically diagnosable anxiety who are not in treatment, but does not include adolescents and children. In the report of the Surgeon General (2007), a one-year prevalence of all anxiety disorders among adults in the United States is over 16 percent (48 million). Though both of the prevalence rates listed above were for the United States, research in ten different geographic locations, including New Zealand and countries in Europe, Central America, Asia, and the Middle East, indicates that world-wide prevalence rates are similar for a variety of anxiety disorders (Weissman, Bland, Canino, Faravelli, Greenwald, Hwu, et al., 1997).

Prevalence rates can be somewhat skewed by difficulties in differential diagnosis (Ballinger et al., 2001) and issues of comorbidity (Greenberg, Sistisky, Kessler, Finkelstein, Berndt, Davidson, et al., 1999). According to Greenberg and his colleagues, 15.7 million Americans between the ages of 15 and 54 suffer from anxiety disorders
each year. Another 11.7 million suffer from both one or more anxiety disorders and at least one other psychiatric disorder (Greenberg et al., 1999).

Though anxiety disorders differ in their average age of onset and the degree to which they are accompanied by secondary medical conditions (i.e. irritable bowel syndrome and headaches), they can be a financial drain for families, insurance organizations, mental health agencies, and businesses (Ballenger et al., 2001). Estimates of these costs ranged from about 43 billion dollars a year (Greenberg et al., 1999) to 47 billion dollars a year (Mennin et al., 2000) for the 1990 calendar year. The ADAA (2003, 2007) estimates this cost to average approximately $42 billion dollars since the beginning of the 21st century. The distribution of costs caused by anxiety disorders (in 1990) was as follows: 54% direct non-psychiatric medical treatments, 31% direct psychiatric treatment, 10% workplace costs, 3% mortality costs, and 2% pharmaceutical costs (Greenberg et al., 1999). The ADAA (2003, 2007) has found that $22.84 billion a year are associated with repeated physician visits for anxiety symptoms that mimic physical illness.

Cognition and Anxiety

Anxiety is an important disorder whose definition and diagnosis depend on ascertaining the person's subjective experience. For a variety of reasons beyond the scope of this paper, psychology has not developed a science of the experience of anxiety. However, it has explored the role of cognition and anxiety.

Research in anxiety exploded in the 1980s, leading many to call that decade "the decade of anxiety" (Tuma & Maser, 1985). Cognitive research has examined
classifications of anxiety (Beck, Laude, & Bohnert, 1974; Szabo & Lovibond, 2002), but typically focuses on problem solving, personality factors relevant to anxiety, or information processing.

Anxiety as a maladaptive form of problem solving has been examined in the study of “worry” by Borkovec and colleagues (Borkovec, Alcaine, & Behar, 2004). They proposed the Avoidance Theory of Worry, which outlines worry as a problem-solving mechanism in the face of perceived threat. They posited that cognitive activity is the only available solution to solve problems of future danger when it is not possible to avoid or minimize a threat of potential danger. Problem solving is done by giving the anxious individual the perception of preparedness to avoid or to brace one’s self for said danger. To the extent that the individual believes that worry decreases the severity of the threat or prevents it outright, the behavior of worry is reinforced.

In an earlier study of 13 self-selecting anxious individuals and 13 volunteer demographically-matched controls, Borkovec and Inz (1990) found that anxious individuals were less likely than controls to experience imagery during non-anxiety-provoking tasks. When asked to worry for ten minutes, both anxious individuals’ and controls’ cognitions were dominated by emotional self-verbalizations, decreasing the amount of imagery in both groups as measured by self report at the end of the ten minute worry-session. Borkovec and colleagues (2004) concluded that the presence of negative-valence self-directed thought could be a defense against anxiety-provoking imagery, in a way serving as an opportunity for anxious individuals to mute internal fear cues (images) and avoid the somatic symptoms of danger.
The Avoidance Theory of Worry (Borkovec et al., 2004) proposes seven potential functions of worry: motivate, determine how to avoid or prevent negative events, prepare for negative outcomes, solve problems, lessen the likelihood of bad events (superstitiously), distract one’s self from thinking about more dangerous or threatening situations, and avoid thoughts about past trauma. The researchers do not argue that worry is a tool for successfully dealing with anxiety, but rather a cognitive problem-solving approach that can occur when decreasing danger and avoidance are not viable options. While Borkovec and associates (Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004) examined worry in the context of generalized anxiety disorder, the experience of anxiety (regardless of the specific disorder) frequently involves worry (MacLeod & Rutherford, 2004).

Personality factors relevant to anxiety include individual differences in attention, memory, anxiety traits, and emotion. MacLeod and Rutherford (2004) examined three cognitive biases that can occur in the face of situational anxiety. They proposed that anxious individuals selectively process, encode, interpret, and retrieve threatening information. Anxious individuals are more likely to interpret ambiguously threatening stimuli as more threatening than they are. They are also more likely to allocate attentional resources to stimuli in the environment. This attention bias leads to an increase in the amount of threatening information that is stored in memory and more instances of threat to be recalled from memory.

Spielberger (1996) and colleagues (Spielberger, Gorsuch, & Lushene, 1971) differentiated between transitory anxiety and anxiety as a personality trait (state and trait anxiety respectively). The state-trait anxiety model demonstrates the impact of high trait
anxiety in relation to some perceived stressor. After recognition of some threat, a
cognitive appraisal is made of the situation. This cognitive appraisal is influenced by
internal stimuli (i.e. thoughts, affect, and biological needs) and trait anxiety (enduring
anxiety proneness), resulting in the anxiety state and behavioral processes aimed at
reducing or avoiding anxiety. Successful anxiety reduction (or the lack thereof) alters
one’s thoughts, emotions, and biological needs, which in turn provide a new cognitive
appraisal of the situation.

Izard and Tomkins (1996) examined the relationship between anxiety and three
“motivational subsystems of personality,” homeostasis, drive, and emotion. The
researchers noted that organisms need to maintain the equilibrium of critical systems
(homeostasis) and meet the physiological needs of an organism (drive). Their focus,
however, was on the role of affect in the experience of anxiety. Izard and Tomkins
proposed that there are four emotions that interact with anxiety. The more anxiety
experienced by an individual, the more the emotions of “enjoyment-joy” and “interest-
excitement” are muted or inhibited (p. 114-115). Conversely, “distress-anguish” and
“shame-humiliation” are activated with increasing levels of anxiety (p. 116-117). These
emotions serve as part of a feedback loop that can further increase anxiety.

Schachter (1996) stated that physiological arousal is not sufficient in and of
itself to produce an anxiety state. He emphasized the role of emotional appraisal in
anxiety experience. The information processing of anxiety begins with cognitive
appraisal. Cognitive appraisal is composed of the expected likelihood of danger and the
anticipated severity of danger (Beck, 1974; Trower & Turland, 1984) and occurs
between some stimulus and the resulting anxiety (Delprato & McGlynn, 1984). For
example, you awaken to the sensation of something lightly touching a very small portion of your arm. Your cognitive appraisal results in an initial assessment of the situation yielding information on the likelihood of something malicious touching you, and how dangerous such a thing could be. If you do not live in an area frequented by spiders, you may not determine there to be any danger. However, if spiders are common you may initially appraise the situation as potentially dangerous, and if those spiders are known to be venomous, you may assess the situation as extremely dangerous. These differences in appraisal can lead you to brush your arm with a hand while your eyes are still closed, or lead to autonomic nervous system and endocrine system arousal and sudden flight. The appraisal of danger is not necessarily related to the actual danger. In the spider example you may not assess the situation as being dangerous and may just brush your arm with eyes closed, but it could really be a venomous spider.

The most comprehensive cognitive models of anxiety are information-processing models. These models consider aspects of problem solving and personality as well as how information is processed. The first information-processing model of anxiety is the Information-Processing Model of Anxiety (Beck, Emery, & Greenberg, 1985; Beck & Clark, 1997). Beck wrote that anxiety was the result of negative self-activated verbalizations or imagery that, while occasionally adaptive, could be viewed as maladaptive forms of extreme anticipation (1984). This idea was then used to extend the two-tiered Stress Appraisal Model proposed by Lazarus and Falkman (1984). The Stress Appraisal Model was refined by Beck and colleagues (Beck, Emery, & Greenberg, 1985; Beck & Clark, 1997) to include three levels of appraisal that could be adaptive or maladaptive depending on the individual’s cognitive set (the way one is predisposed to
think based on prior learning and personality) and the situation. The primary appraisal involves the thoughts an individual first has in response to some perceived threat. This appraisal may be instantaneously modified by one’s cognitive set. The secondary appraisal involves the individual’s initial assessment of the internal resources that can be used in response to the perceived threat. Both the primary and secondary appraisals are thought to be unconscious and instantaneous. The third appraisal, or re-appraisal, involves a conscious examination of the consequences of engaging or avoiding the threat stimuli by the individual. The result of this examination of consequences is determined by the discrepancy between the primary and secondary appraisals. For example, Scott has been doing poorly (even by his standards) in school. The fall semester has just begun and he earns an “F” on his first anthropology exam. Immediately upon seeing the score of “F,” he unconsciously processes the danger potential of this grade and his ability to deal with the situation. He then consciously considers two options: the first is to drop the course and the second is to do something else to cope with the grade (e.g. study more or talk to the professor). Scott’s choice is dependent upon the discrepancy between his primary appraisal and secondary appraisal as well as the perceived consequences of whatever action he should choose to do. If he assesses the threat as being immense (e.g. failing the course), and ability to cope with the situation as poor (e.g. believing that he is ill-equipped to pass the course), then his conscious appraisal may likely be to drop the course. If the threat were less significant (e.g. getting a low, but passing, grade) and his assessment of his ability to cope were somewhat better (e.g. knowing he can study an extra two hours a week), then the discrepancy between appraisals is decreased and he may opt to remain in the course.
The second information processing model of anxiety is the metacognitive model proposed by Wells (2004). In this model, some threatening trigger leads to an initial interpretation of the situation. For anxious individuals, the appraisal may be met with "fleeting images of catastrophe" (p. 168) or self-verbalizations. This initial interpretation leads to the generation of coping strategies that will continue until cognitive resources are needed for another task or until some individual-specific goal is met (such as feeling that all possible situations or solutions have been considered). The experience of prolonged unresolved anxiety causes activation of metacognitive systems leading to an increase in the negative interpretation of physiological states, thoughts, and emotions, leading to further anxious distress. Metacognitive beliefs that contribute to the anxiety state include thoughts about going crazy, being rejected due to over-anxiousness, and suffering harm from the anxiety itself.

Regardless of the cognitive theory or model of anxiety, theorists share two beliefs, first that some individuals are more likely to experience anxiety than others due to many factors (e.g. personality characteristics, memory, etc.); and second, that imagery plays some role in the experience of anxiety (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Izard & Tomkins, 1996; Borkovec, Alcain, & Behar, 2004; MacLeod & Rutherford, 2004; Wells, 2004). Some researchers have examined imagery in detail and concluded that negative thoughts increase and imagery decreases when an individual is experiencing anxious distress (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcain, & Behar, 2004; MacLeod & Rutherford, 2004).
Measuring the Subjective Experience of Anxiety

Subjective experience is central to the definition and diagnosis of anxiety. Psychology typically examines the subjective experience of anxiety using self-report interviews or inventories. Discussed here are four of the most frequently used methods: the Structured Clinical Interview for DSM (SCID), the State-Trait Anxiety Inventory Form Y (STAI-Y; self evaluation form), the Symptom Checklist 90 Revised (SCL–90–R), and the Beck Anxiety Inventory (BAI).

The Structured Clinical Interview for DSM (SCID) has six modules, one of which is devoted to anxiety disorders. The SCID is different from the other self-report tools that will be discussed in this section as it uses a decision tree with DSM symptoms at each branch of the tree. For example, one set of responses leads a clinician to a diagnosis of generalized anxiety. Those items / responses are: “Have you ever had a panic attack, when you suddenly felt frightened or anxious or suddenly developed a lot of physical symptoms?” (p. F1). If the response to this item is no, then the clinician skips the remaining items dealing with panic disorder and proceeds to the next disorder: “Were you ever afraid of going out of the house alone, being in a crowd, standing in a line, or traveling on buses or trains?” (p. F7). If the response is no, then the clinician skips the remaining items dealing with agoraphobia and proceeds to the next disorder, and so on until the first question of generalized anxiety. “In the last six months, have you been particularly nervous or anxious?” (p. F31). If the response yes, the clinician then asks “Do you also worry a lot about bad things that might happen?,” “What do you worry about?,” and “During the last six months, would you say that you have been worrying more days than not?” (p. F31). It is at this point that the clinicians must use
their clinical judgment in order to decide if the individual being assessed has, in fact, worried excessively more days than not for the past six months. The decision will be either "threshold or true," "sub threshold," or "absent or false." In the case of "absent or false," the clinician moves on to the next anxiety disorder. If clinicians decide that the individual is sub-threshold or does have this worry-a-lot symptom, they then move on to the next criterion. “When you are worrying this way, do you find that it’s hard to stop yourself?” (F. 31). Again, if clinicians decide that the individual being assessed does have this symptom or is at least is at threshold, then they proceed to the next item. This continues until all the criteria for generalized anxiety disorder have been met or the disorder has been ruled out as a potential diagnosis.

According to First and colleagues (1997), kappas have not been calculated for the most recent version of the SCID due to the fact that it is not a fully structured interview. Therefore, reliability is a function of the clinical judgment of the clinician using the instrument and the circumstances of the assessment for which it is being used. In terms of validity, First and colleagues state that there is no gold standard of diagnosis with which to compare diagnostic conclusions from the SCID. For this reason, there have not been validity indices since the SCID-II.

The Symptom Checklist–90–R is a 90-item self-report questionnaire that measures nine primary symptom dimensions as well as an over all symptom index for the seven days prior to assessment. Three dimensions measured that deal with anxiety are the obsessive – compulsive (O-C), Anxiety (ANX), and phobic anxiety (PHOB) subscales. Response choices on all SCL–90–R items range from 0 – Not at all distressed by... to 4 – Extremely distressed by... There are 10 items that make up each of the O-C
and ANX dimensions and seven items that make up the phobic anxiety dimension. These items include: “Repeated unpleasant thoughts that won’t leave your mind,” “Difficulty making decisions,” “Feeling fearful,” “Feeling afraid in open spaces or on the streets,” and “Feeling afraid you will faint in public.”

Derogatis (1994) calculated multipoint Kuder-Richardson formula 20 (K-R 20) internal consistency coefficients for the obsessive compulsive, anxiety, and phobic anxiety subscales finding .86, .85, and .82 respectively for volunteer participants and .87, .88, and .89 for outpatient participants. One week test-retest coefficients for obsessive compulsive, anxiety, and phobic anxiety subscales were .85, .80, and .90 respective and 10-week test-retest coefficients of .70, .80, and .77 respectively. Internal component analysis using procrustes and varimax loadings were calculated for each item of the SCL-90-R to demonstrate internal validity. Procrustes coefficients ranged from .44 to .72 for obsessive compulsive, .36 to .63 for anxiety, and .30 to .70 for phobic anxiety while varimax coefficients ranged from .43 to .72, .31 to .57, and .44 to .70 respectively. Further, Derogatis stated that the .44 to .57 correlations between the anxiety and phobic anxiety subscales to the anxiety dimension of the MMPI demonstrated some degree of convergent validity.

The State–Trait Anxiety Inventory–Form Y [STAI–Y (self-evaluation form)] is a 40-item self-report questionnaire that measures situational (state) anxiety and innate anxious personality characteristics (trait anxiety) as the individual views them at the moment s/he fills out the questionnaire. Response choices on the first 20 STAI–Y items measure the severity of symptoms and range from Not at all… to Very much so…. Items include “I feel calm,” “I feel comfortable,” and “I feel pleasant.” Response
choices on the last twenty STAI-Y items measure the frequency of symptoms and range from *Almost never...* to *Almost always...* Items include “I feel pleasant,” “I am happy,” and “I get in a state of tension or turmoil as I think over my recent concerns and interests.”

According to Spielberger and colleagues (1971) test-retest reliability coefficients were .73 after 20 days for trait anxiety, .86 after 104 days for trait anxiety, .54 after 20 days for state anxiety, and .27 after 104 days for state anxiety. One hour test-retest reliability coefficients were .76 for the anxiety trait and .16 for trait anxiety. The K-R 20 measure of internal consistency resulted in a .86 consistency coefficient for trait anxiety and a .83 consistency coefficient for state anxiety. The STAI-Y was found to have .75 and greater concurrent validity coefficients with the MAS and IPAT, both of which were identified to be frequently used trait anxiety measures of the time. Further, since state anxiety items were differentially responded to depending on assorted experimental states, the authors of the STAI believe construct validity was adequately demonstrated.

The Beck Anxiety Inventory (BAI) is a 21-item self-report questionnaire that measures symptoms of anxiety that have been bothering the individual over the course of seven days [including the day s(he) fills out the questionnaire]. Response choices on all BAI items range from *Not at all...* to *Severely, I could barely stand it...* Items include “Fear of the worst happening,” “Nervous,” “Difficulty breathing,” “Face flushed,” and “Sweating (not due to heat).”

Beck and Steer (1990) stated that Cronbach coefficient alphas had been calculated between .92 and .94, demonstrating high internal consistency, and one week test-retest coefficients at .75. The BAI correlates with the Hamilton Anxiety Rating
Scale – Revised and the Cognition Check List with coefficients of .51 and with a coefficient of .58 when compared to the STAI trait scale. They felt these correlations demonstrated both concurrent and construct validity proposing that the comparisons were made to known stable measures of anxiety.

The SCID, SCL–90–R, STAI–Y, and BAI all have items that deal with the subjective experience of anxiety. Table 1.1 lists all of the generalized anxiety disorder questions from the SCID as well as all of the items from the anxiety subscales of the SCL–90–R, all items from the STAI–Y, and all items from the BAI so that they can be compared directly. These items have been divided into seven categories in order to facilitate this comparison: “Subjective Items – Negative Thoughts and Images,” “Subjective Items – Cognitive Functioning,” “Subjective Items – The Experience of Fear/Worry,” “Subjective Items – Bodily Sensations,” “Cognitive Items – Self-Perception,” “Behavioral Items,” and “Physiological Items.” Certainly there are many other ways that these items could have been divided; the aim was not to provide the best or only categorization, but only to provide a means for comparison.
### Table 1.1

SCID, SCL-90-R, STAI-Y, and BAI Subjective, Cognitive, Behavioral, and Physiological Items

<table>
<thead>
<tr>
<th>SCID</th>
<th>SCL-90-R</th>
<th>STAI-Y</th>
<th>BAI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjective Items</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative Thoughts and Images</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you worry a lot about bad things that might happen?</td>
<td>Repeated unpleasant thoughts that won’t leave your mind</td>
<td>I feel secure</td>
<td>---</td>
</tr>
<tr>
<td>What do you worry about? (How much do you worry about events or activities)</td>
<td>Worried about sloppiness or carelessness</td>
<td>I am presently worrying over possible misfortunes</td>
<td>---</td>
</tr>
<tr>
<td>During the last six months, would you say that you have been worrying more days than not?</td>
<td>Feeling blocked in getting things done</td>
<td>I feel satisfied</td>
<td>---</td>
</tr>
<tr>
<td>When you’re worrying this way, do you find that it’s hard to stop yourself?</td>
<td>The feeling that something bad is going to happen to you</td>
<td>I feel content</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>Thoughts and images of a frightening nature</td>
<td>I feel that difficulties are piling up so that I cannot overcome them</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I worry too much over something that really doesn’t matter</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I am happy</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I have disturbing thoughts</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>Some unimportant thought runs through my mind and bothers me</td>
<td>---</td>
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<tr>
<td>---</td>
<td>---</td>
<td>I take disappointments so keenly that I can’t put them out of my mind</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I get in a state of tension or turmoil as I think over my recent concerns and interests</td>
<td>---</td>
</tr>
</tbody>
</table>
### Subjective Items
#### Cognitive Functioning

<table>
<thead>
<tr>
<th>Question</th>
<th>Symptom</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have trouble concentrating or does your mind go blank?</td>
<td>Trouble remembering</td>
<td>I feel strained(^d)</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>things(^a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Difficulty making</td>
<td>I feel indecisive(^d)</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>decisions(^a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your mind going blank(^a)</td>
<td>I feel confused(^d)</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Trouble concentrating(^a)</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

#### The Experience of Fear / Worry

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suddenly scared for no reason(^b)</td>
<td>I feel upset(^d)</td>
<td>Fear of the worst happening</td>
</tr>
<tr>
<td>Feeling fearful(^b)</td>
<td>I feel frightened(^d)</td>
<td>Terrified</td>
</tr>
<tr>
<td>Spells of terror or panic(^b)</td>
<td>I feel nervous(^d)</td>
<td>Nervous</td>
</tr>
<tr>
<td>Feeling afraid in open spaces or on the streets(^c)</td>
<td>I am worried(^d)</td>
<td>Fear of losing control</td>
</tr>
<tr>
<td>Feeling afraid to go out of your house alone(^c)</td>
<td>I feel nervous and restless(^c)</td>
<td>Fear of dying</td>
</tr>
<tr>
<td>Feeling afraid to travel on buses, subways, or trains(^a)</td>
<td>---</td>
<td>Scared</td>
</tr>
<tr>
<td>Having to avoid certain things, places, or activities because they frighten you(^c)</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Feeling afraid you will faint in public(^c)</td>
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</tr>
</tbody>
</table>

#### Bodily Sensations

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did this anxiety start?</td>
<td>Nervousness or shakiness inside(^b)</td>
<td>I feel calm(^d)</td>
</tr>
<tr>
<td>...Do you often feel keyed up or on edge</td>
<td>Heart pounding or racing(^b)</td>
<td>I feel at ease(^d)</td>
</tr>
<tr>
<td>...Do you often tire easily?</td>
<td>Feeling tense or keyed up(^b)</td>
<td>I feel comfortable(^d)</td>
</tr>
<tr>
<td>...Are your muscles often tense?</td>
<td>Feeling so restless you couldn’t sit still(^b)</td>
<td>I am relaxed(^d)</td>
</tr>
<tr>
<td>Feeling uneasy in crowds, such as shopping or at a movie(^c)</td>
<td>I feel steady(^d)</td>
<td>Dizzy or lightheaded</td>
</tr>
<tr>
<td>Feeling nervous when you are left alone(^c)</td>
<td>I feel pleasant(^d)</td>
<td>Heart pounding or racing</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I feel rested(^d)</td>
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</tr>
<tr>
<td>Cognitive Items</td>
<td>Behavioral Items</td>
<td>Physiological Items</td>
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<td>-----------------</td>
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<td>---------------------</td>
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<tr>
<td>Self-Perception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...Are you often irritable?</td>
<td>---</td>
<td>I am tense&lt;sup&gt;d&lt;/sup&gt;</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I feel self-confident&lt;sup&gt;ef&lt;/sup&gt;</td>
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<tr>
<td>---</td>
<td>---</td>
<td>I feel satisfied with myself&lt;sup&gt;ef&lt;/sup&gt;</td>
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<tr>
<td>---</td>
<td>---</td>
<td>I wish I could be as happy as others seem to be&lt;sup&gt;e&lt;/sup&gt;</td>
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<td>---</td>
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<td>I feel like a failure&lt;sup&gt;e&lt;/sup&gt;</td>
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<tr>
<td>---</td>
<td>---</td>
<td>I am &quot;calm, cool, and collected&quot;&lt;sup&gt;ef&lt;/sup&gt;</td>
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<tr>
<td>---</td>
<td>---</td>
<td>I lack self-confidence&lt;sup&gt;e&lt;/sup&gt;</td>
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<tr>
<td>---</td>
<td>---</td>
<td>I make decisions easily&lt;sup&gt;ef&lt;/sup&gt;</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I feel inadequate&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I am content&lt;sup&gt;ef&lt;/sup&gt;</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>I am a steady person&lt;sup&gt;ef&lt;/sup&gt;</td>
</tr>
<tr>
<td>...Do you often feel physically restless—can’t sit still?</td>
<td>Having to do things very slowly to insure correctness&lt;sup&gt;a&lt;/sup&gt;</td>
<td>I am jittery&lt;sup&gt;d&lt;/sup&gt;</td>
</tr>
<tr>
<td>---</td>
<td>Having to check and double-check what you do&lt;sup&gt;a&lt;/sup&gt;</td>
<td>---</td>
</tr>
<tr>
<td>What effect has the anxiety, worry, or (physical symptoms) had on your life? (Has it made it hard for you to do your work or be with your friends?)</td>
<td>Having to repeat the same actions such as touching, counting, or washing&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>---</td>
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<tr>
<td>---</td>
<td>---</td>
<td>Trembling&lt;sup&gt;b&lt;/sup&gt;</td>
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</tbody>
</table>

Items from the SCL–90–R (Derogatis, 1994), STAI–Y (Spielberger, 1983), and BAI (Beck, 1990).<sup>a</sup> – SCL–90–R obsessive-compulsive subscale item. <sup>b</sup> – SCL–90–R anxiety subscale item. <sup>c</sup> – SCL–90–R phobic anxiety subscale item. <sup>d</sup> – STAI–Y Symptom severity item. <sup>e</sup> – STAI–Y Symptom frequency item. <sup>f</sup> – Reverse-scored item. <sup>g</sup> – Item that appear twice on the STAI–Y, once for presence of the symptom and once for frequency of the symptom.

An informal analysis of Table 1.1 yields four observations. First, most of the items on each of the measures examine subjective experience: 10 (71%) items from the generalized anxiety disorder section of the SCID, 23 (85%) from the SCL–90–R anxiety...
subscales, 26 (68%) from the STAI-Y, and 16 (76%) from the BAI. Second, three of
the four scales (SCID, SCL-90-R, and STAI-Y) have items measuring the subjective
erieption of negative thoughts or images, or the subjective experience of cognitive
functioning. However, the BAI does not. Third, the STAI-Y contains many cognitive –
self perception items, whereas the other scales do not: 11 (28%) on the STAI-Y are
cognitive – self perception items compared to one (7%) such item in the generalized
anxiety portion of the SCID, zero (0%) items in the anxiety subscales of the SCL-90-R,
and zero (0%) items on the BAI. This is not surprising due to the nature of the STAI-Y,
which measures both state anxiety and personality characteristics that are indicative of
trait anxiety. Fourth, the SCL-90-R phobic anxiety subscale addresses specific
situations that create fear and / or worry, whereas the other measures examine fear and
worry in the context of general mood states (see the “Subjective Items – The Experience
of Fear / Worry” section of Table 1.1). Were the SCID presented in its entirety on Table
1.1, it would also examine fear / worry in subscales devoted to agoraphobia without
history of panic disorder (p. F7 – F10), social phobia (p. F11 – F14), and specific phobia
(p. F16 – F19).

There are methodological issues that should be considered when examining
subjective experience. Consider the Beck Anxiety Inventory (BAI; Beck, 1990).
Individuals are asked to report their symptoms over the past week; which is days, weeks,
or months less than the Scheduled Clinical Interview for DSM (SCID; Gibbon, Spitzer,
& Williams, 1996), six days longer than the State-Trait Anxiety Inventory (STAI-Y;
(Spielberger, 1983), and the same time frame used in the Symptoms Checklist – 90 –
Revised (SCL – 90 – R; Derogatis, 1994). Robinson (1976) found that memory
accessibility is altered by life events, indicating that experience should be recorded as soon as possible. Klinger (1978) also emphasized the immediacy of observation, stating that thought was most reliable when recorded within a few seconds of its occurrence. Hurlburt and Melancon (1987) also stated that observations of experience should be immediate, and added that they should be specific to one single point in time and specific to one event (as opposed to utilizing generalizations). What does it mean if an individual reports that s/he experiences symptoms of anxiety most of the time? While it is possible that symptoms of anxiety are present 70-ish percent of the time, it is also possible that the individual experiences anxiety with sufficient intensity that it seems more frequent than it actually is. This salience of the anxiety experience when coupled with state anxiety may lead an individual to over-estimate the frequency by having clearer access to memories of previous anxiety experience.

The SCID relies heavily on clinical judgment and ambiguous terminology. Consider the question: “In the last six months, have you been particularly nervous or anxious?” (p. F31). The first five pages of this dissertation are devoted to definitions and symptoms of being “anxious.” The terms “nervous” and “anxious” used in the question are ambiguous. Furthermore, generalization and the retrospective nature of the question can easily dilute the accuracy of any response given. For example, two individuals may report feeling nervous or anxious more days than not over the course of six months when around other people. For the first person, “anxious” could mean that s/he experiences specific images at least once every other day of people evaluating his/her appearance. For the second person, “anxious” could mean that s/he experiences a
plethora of behavioral, physiological, and cognitive symptoms in nearly every situation, almost all day, every day.

The three self-report anxiety questionnaires examined (the SCL – 90 – R, the STAI–Y, and the BAI) may provide a researcher or clinician with valuable information about symptoms experienced by an individual, but there are at least two major shortcomings aside from retrospective inaccuracies and generalization errors. The first major shortcoming is the amount of detail provided about an individual. The richness of detail about an individual’s symptoms of anxiety that is present in a case study is absent in self-report measures. The second major shortcoming is related to the ambiguity of terminology used in both the questions/items and the response choices. As was stated earlier, the first five pages of this work deal with the definition and symptoms of anxiety. Further, some of the items/questions on all of the self-report measures ask about the presence of experiences that are commonly used as synonyms for anxiety (e.g. nervous and worried). The response anchors used on the questionnaires are also ambiguous and may be interpreted differently depending on who is filling out the questionnaire. It is important to note that self-report and case study data can begin to examine the subjective experience of anxiety. Unfortunately, methodological flaws decrease the accuracy and utility of the information gathered.

Desirable Features of Sampling Procedures

Nisbett and Wilson (1977) critically addressed the modern introspection literature. Though they strongly argued against the use of introspection, their criticisms of introspective methodology can be examined in terms of methodological modifications.
that should be made when conducting examinations into subjective experience. First, they held that it is not likely that individuals are able accurately to answer questions about the causes of or reasons for their behavior. Second, they held that even though the literature has demonstrated difficulties in self-awareness of perceptual and memory processes, it does not mean that "higher order processes" are always inaccessible to conscious awareness. Third, they held that reports of higher mental processes, including causation, may sometimes inadvertently be correct. Nisbett and Wilson argued that when an individual is correct about higher mental process, it may be due to \textit{a priori} theories of experience (e.g. when I behave in this manner, it is because of that) rather than accurate observation.

Nisbett and Wilson (1977) allowed that there might be "ecologically meaningless but theoretically interesting procedures" (p. 246) in which people could in fact provide accurate descriptions of their own inner experiences. These procedures involve interrupting an internal process while it is occurring, letting participants know that they should try to "pay attention" to their cognitive processes, teaching participants the method being used, and insuring that the time that passes between the experience and discussion of the experience is minimized.

Delespaul (1992) discussed the kind of device that should be used in sampling to interrupt experience and how best to select an experience sampling method. The three issues Delespaul believed were important in selecting a device were non-reactivity, flexibility, and verifiability. A sampling device that does not reactively influence participants or the environment should be small, inexpensive, unpredictable (emitting tones at random intervals), and have volume control for different environments. A
A sampling device that can be programmed was recommended so its use can be flexible enough to permit a variety of differing studies. Finally, the time that a tone was emitted and the time when the participant’s experience was recorded should be readily accessible information to the researcher (implying the sampling device should have a chronometer).

Nelson, Lipinski, and Boykin (1978) examined the issues of training self-reporters as well as reactivity in self-monitoring tasks. Though the ten participants were involved in monitoring their own external behavior and not internal processes, having a readily accessible recording device was found to increase the accuracy of self-recording. Furthermore, they found that unobtrusive devices used in the study did not seem to produce reactivity. It must be pointed out that the sample size used in this study was quite small, but when the results are coupled with findings from studies of subjective experience they seem to add credence to the methods of immediate recording and unobtrusive sampling devices.

Hurlburt and Heavey (2004) suggested ways a beeper can aid in sampling inner experience as well as desirable characteristics of the beeper tone. A beeper can: provide time samples, be used in the participant’s natural environment, pinpoint a moment in time to be examined, emit a tone at a random moment, aid in avoiding meta-cognitive processes that may interfere with subjective experience, produce findings that are not presupposed, be used to sample many moments in time to decrease the reliance on any single moment, allow time to examine or describe a moment before another is sampled, be used to examine subjective experience inductively rather than through generalization. Hurlburt and Heavey also described the desirable characteristics of the beeper tone as:
unambiguous, easily detectable, precise, private, portable, and requiring a response (i.e. stopping the beep that is being emitted).

Hurlburt, Heavey, and Seibert (2006) proposed 15 guidelines for examining inner experience. Three of these guidelines were discussed above: the time between an experience and report of same (amount of retrospection) should be minimized, specific instances of experience should be examined (as opposed to generalities), and special care to avoid ambiguity in language, especially that specific to inner experience due to its prone-ness to being ambiguous. Of the remaining 12 guidelines, six directly relate to issues of reliability and validity. Those guidelines are: the amount of information to be reported on should be kept as small as possible, potentially spanning one second of experience, the method of measurement should minimize disturbance on the experience itself, the method should be used in one’s natural environment, the demand characteristics imposed by the researcher(s) should be minimized and eliminated if possible, and observations should be examined in conjunction with other research results.

A number of researchers have contributed to methods that improve the examination of subjective experience. Grover (1982) concluded that verbal reports can often provide significant information about emotion and subjective experience. Gibbons (1983) stated that the internal focus of self-attention is the best way to assure accurate self-assessment. He went on to state that self-focus can be used to assess attitudes, cognitions, somatic states, and affect.

Most methods used to examine subjective experience (e.g. self-report questionnaires and the Experience Sampling Method (ESM), which will be discussed in
the “Sampling Methods” section below, focus on the content of experience, paying little attention to how this content is experienced. Hurlburt and Heavey (2000) compiled a list of over ten forms that subjective experience can take. It contains both commonly examined aspects of inner experience as well as many that most researchers would probably agree exist but have never studied. Hurlburt and Heavey’s list of potential experiences was compiled after sampling the inner experience of various individuals using the Descriptive Experience Sampling method. The sixteen forms of inner experience are: inner speech, partially worded speech, unworded speech, worded thinking, image, imageless seeing, unsymbolized thinking, inner hearing, feeling, sensory awareness, just doing, just talking, just listening, just reading, just watching TV, and multiple awareness. These forms of inner experience were not meant to encompass all potential inner experiences, but were found to be common among participants. These categories represent the rich variety of the types of human inner experience.

Hurlburt and Heavey’s (2000) list of experiences stands in contrast to the subjective experience of anxiety as set forth by the other researchers previously discussed. The primary difference is that this classification scheme deals with the form and frequency of experience and not specific content. An example may serve to elucidate the differences between the two approaches: when asked why Mary avoids social situation she may report that she is afraid she will be perceived as foolish. If one trusts that Mary’s reports of her inner experience are true, then something is known about her. This report is still somewhat vague, however. How does this fear manifest itself for Mary? Does she see colorful full-motion internal images of herself in a social situation being laughed at? Does she hear herself speaking in her mind, “I’m such a
dork?” Maybe that speech is being spoken internally and not heard. These are just three of a great number of possible ways in which Mary may experience her fear; more such ways will be discussed near the end of this chapter.

In summary, there are a number of issues that need to be considered when attempting to explore the subjective experience of individuals. Participants should be trained in the procedure that is used to gain access to subjective experience. Though a device is not necessary, it can be helpful in the process. There should be little delay between the time of the experience to be examined and its examination. Whichever method is used to examine an experience should interrupt the process of the experience so that it is as clear as possible. Furthermore, there may be valuable information to be gained from examining type, frequency, and content of experience; not just content.

Sampling Methods

There are five modern sampling methods that have been used to examine subjective experience: thought sampling, cognition (later thought and thought and mood sampling), ecological momentary assessment, the experience sampling method, and descriptive experience sampling. Each of the methods examines one or more aspects of subjective experience.

The earliest modern sampling methodology used to understand subjective experience appeared in an article by Locke and Jensen in 1974. The researchers referred to the procedure as “Thought Sampling”; appropriately enough the goal of this method was to elucidate the cognitions of individuals who were being sampled. Similar (though more sophisticated) research was later referred to as “cognition sampling” (Hurlburt &
Sipprelle, 1978), “thought sampling” (Hurlburt, 1980), and eventually “thought and mood sampling” (Hurlburt, Lech, & Saltman, 1984). In Locke and Jensen’s (1974) thought sampling study, 82 participants in four gym classes were exposed to a Freon-activated horn on random days, at pre-determined times, over a 15 week period. When the horn sounded, participants were to move quickly to clipboards that had pencils and response forms to fill out the thoughts that were present just before the horn was activated. Participants also recorded the level of concentration on the task they were performing prior to the horn. The data were then examined to determine how attentive the participants were to instruction in a variety of athletic activities such as tumbling and badminton. The only significant finding reported in this study was that males were more attentive to the teacher’s instructions than were females.

Hurlburt and Sipprelle (1978) used a method known as “cognition sampling,” which had the goal of obtaining samples of thought content, with an anxious patient. Hurlburt and Sipprelle used this method to obtain estimates of the frequencies of thought contents to understand the reasons for the patient’s anxiety attacks. The participant was given a portable signal generator small enough to fit in a shirt-pocket. A tone emitted by the signal generator through an earphone, at random intervals averaging 45 minutes, interrupted the participant’s behavior to notify him to write down the thought(s) he was having just prior to the onset of the tone. Analysis of the thoughts showed that many expressed irritation or anger toward his children. This characterization allowed the participant insight into a potential contributing causal influence on his behavior of panic attacks, and his anxiety diminished dramatically.
In 1979 Hurlburt published an article about the potential uses of cognition sampling in behavior analysis. Five male and five female participants carried the same shirt-pocket sized device as in his 1978 work and a 3" X 5" spiral notebook for recording their cognitions when a tone was randomly emitted at the average interval of 30 minutes. Participants were asked to carry the signal generator from waking to bedtime on three consecutive days, taking note of and writing down aspects of their cognitions, what they were doing, and the time of day for each tone. The final data included 778 reported thoughts that were then rated by the researcher on six rating scales. Among other observations, Hurlburt showed that there was one male participant who reported having as many as five thoughts at a given moment. These thoughts, though all present simultaneously, were not necessarily related to each other. Hurlburt also observed that individuals who participated in the study were not good estimators of the relative frequency of different types of thoughts, even if they themselves defined the types of thoughts to be considered.

Klinger (1984) also used cognition sampling to examine the relationship between test anxiety and the sampled experience of 82 students. Each of the students was given a "Pocket Programmer" device to use during a psychology classroom examination. The device emitted a tone randomly with the average time between tones set at approximately 20 minutes. When the device sounded, students were asked to stop working on the exam and write the last thought(s) that occurred prior to the sound of the tone, without altering or expanding upon the thought. After the samples were collected for each participant, the kinds of thoughts that participants experienced were compared to measures previously taken for state anxiety to determine if specific thought content
was related to anxiety. Klinger found that thoughts related to answering specific questions were negatively correlated with level of anxiety.

In 1980, Hurlburt compared his “thought sampling” technique to retrospective self-report methods being used by other researchers to explore “mental life.” The tone emitted from the same random-interval generator he used previously sounded on average every 25 minutes. When sampling-based thought-content categories were correlated to apparently similar items from Singer and Antrobus’s Imaginal Processes Inventory (IPI), it was demonstrated that the sampling category frequencies correlated between -.41 and +.40 with items on the retrospective measure (IPI). Retrospective reports had significant positive correlations when dealing with sexual and future-oriented thoughts, non-significant correlations when dealing with aggressive, past-oriented, and other-oriented thoughts, and significant negative correlations when dealing with thoughts correlated with interpersonal and impersonal curiosity scales. These inconsistent findings indicated that retrospective reports are not necessarily accurate descriptions of actual experience.

Hurlburt, Lech, and Saltman (1984) used the same random-interval generating beeper in two studies that sampled thought and mood of participants. This method can be differentiated from thought / cognition sampling in that affect also became a target of study. In the first study, participants were asked to rate their immediate experience on 42 scales when the sampling device sounded. The data from this study was then factor analyzed, identifying six factors. In the second study, participants were asked to rate their experience on the 42 scales to beeps that occurred while watching the movie “Annie Hall.” Participants rated their experiences either immediately after the beep (while the movie paused) or at the conclusion of the movie some minutes later, thus
producing a lag between the time of an experience and the reporting of that experience. The data from this study was also factor analyzed and compared to the factor structures found in the initial study. The results from these studies indicate that ratings of experience may change significantly over a relatively short period of time. More specifically, individuals exaggerated their negative moods and clarity of thoughts when rating after a delay. One must then wonder what happens to the accuracy of ratings that occur over days, weeks, or even months. The work of Hurlburt and his colleagues, sets forth a methodology that meets the suggestion for sampling subjective experience as described in the section “Desirable Features of Sampling Procedures” (above).

There are three methods (modern method three, four, and five) that have been gaining momentum over the past 25 years and are now at the forefront of sampling subjective experience in the psychological literature. The methods are Ecological Momentary Assessment (EMA), the Experience Sampling Method (ESM), and Descriptive Experience Sampling (DES).

The third modern method for sampling subjective experience was described by Shiffman and colleagues (Shiffman and Stone, 1998; Stone, Shiffman, & DeVries, 1999). This method is referred to as Ecological Momentary Assessment (EMA), and is used primarily to collect information about inner experience and details about the environment in which sampling is taking place through the use of hand-held computer or pencil and paper questionnaires.

Due to the broad scope of EMA studies (i.e. collecting information about experience and the environment and circumstances of sampling itself) and the nature of personal experience and questionnaire data, it is advised that statistics are carefully
chosen and pitfalls in analysis and interpretation are fully understood before conducting this type of research (Schwartz, J.E. and Stone, A.A.)

The fourth modern methodology for sampling subjective experience was described by Csikzentmihalyi and his colleagues (Prescott and Csikzentmihalyi, 1981). The methodology the researchers used was originally referred to as “The Experiential Time Sampling Approach,” and later became the Experience Sampling Method (ESM). The Experiential Time Sampling Approach was created to examine personality in ecologically valid settings while advancing personality research through new methodology. Twenty academic hospital employee participants (in 1975 and 1976) were given a “pager” device that would “randomly intervene” (sound at quasi-random intervals) over the course of a week. Participants received an average of 42 beeps between the hours of 8 a.m. and 11 p.m., and were asked to record their locations and activities as thoroughly and specifically as possible. Participants were then asked to answer seven Likert-type questions created to examine mood, activity level, motivation, and control. These responses were examined to compare location (i.e. home vs. work) and activity (i.e. work vs. leisure). From these data the researchers wrote a “profile” of the experience of professionals. Approximately two years after this research was published, one of the authors (Csikszentmihalyi) began publishing research using a similar method referred to as the Experience Sampling Method (ESM), which will be discussed below.

The Experience Sampling Method (ESM) has a scope much wider than the examination of personality characteristics, which was the focus of the Experiential Time Sampling Approach. The goal of ESM, as set forth by its early pioneers, was to obtain
both behavioral and "intrapsychic" information about the daily activity and subjective experience of individuals while minimizing the effects of reliance on memory. They suggested sampling as many individuals as possible in order to get an idea of what experience is like for different groups of individuals; examining how time is spent, with whom it is spent, and what one’s experience is like in these different situations. The original research (Larson & Csikszentmihalyi, 1983), done on bulimics and individuals who spend time alone, used pagers that alerted participants to fill out self-report questionnaires on their immediate experience. The pager would sound once for every two-hour block of time at random points in that block. The questionnaires sought such information as location, activity, other individuals present, thought content, cognitive state, emotional state, motivational state, and the perception of their social situation. Each of the items on the self-report form required Likert-like responses. An ESM sample requires that participants fill out a form specific to ESM that asks questions about where one was, what they were doing, who they were with, what their emotional state was in general and about the activity that s/he was engaged in, as well as a handful of meta-cognitive questions.

ESM has been used with a variety of populations and in a variety of settings. Some of the uses have been to compare the subjective experience of individuals who are watching television, working, and taking part in leisure activities (Csikszentmihalyi & Kubey, 1981), to examine how self-awareness affects subjective experience (Csikszentmihalyi & Figurski, 1982; Franzoi & Brewer, 1984), to sample the daily lives of elderly persons (Hnatiuk, 1991), to determine how ESM can be used in organizational settings (Kubey, Larson, & Csikszentmihalyi, 1996), to examine subjective experience
and aggression (Hillbrand, Waite, Miller, Spitz, & Lingswiler, 2000), and to examine the subjective experience of anxiety (Dijkman & Devries, 1987, 1991, 1992; Fave & Massimini, 1992). ESM research conducted with anxious participants will be discussed in the following section.

In 1986, Hormuth discussed methodological issues related to ESM while reviewing variations in the way the method had been used and what other sampling researchers had done. He pointed out the importance of the ecological validity claimed by ESM researchers and discussed areas in which ESM research could best be used; among them were personality research, naturalistically extending laboratory findings, studying constant behavior, and studying naturally occurring events. He recommended two considerations when the ESM method is being used. The first was to use a known “call schedule” of the beeper in order to compare the latency between the beep and filling out the self-report data. The second was either to use a smaller sample size (smaller than the standard 5,000 to 15,000 samples) or continuing to use questionnaire data to avoid difficulty in data organization and analysis.

The validity and reliability of ESM have been examined over a handful of studies and meta-analyses, and the methodology has been reviewed numerous times as well (Csikszentmihalyi & Larson, 1987; 1992). The researchers determined the method to be reliable as participants in ESM studies have had consistent affect, motivation, and cognitions over time, from one sampling period to another, with consistent changes in any of these factors across situations being easily explainable and/or understandable (face validity). The researchers also evaluated the validity of the method by comparing physiological data (i.e. measures of heart rate), and measures of mood, pleasure, and
personality to the self report data. The method has also been used to compare different
groups (bulimics, schizophrenics, individuals with mood disorders, etc.) for results that
appear to have validity.

Reviews of ESM (Csikszentmihalyi & Larson, 1987; 1992) indicate that there are
minor differences in the way the data have been sampled. The differences include the
type of sampling device, which ranges from the original pager used in these studies to
programmable pocket calculators and “wrist watch terminals”; and the type of self-report
data used. The researchers suggested a variant of their “Experience-Sampling Form” or
ESF, which takes approximately two minutes to complete and has a number of open-
ended questions (about the immediate situation) as well as the same Likert-like scales
that are typically used in ESM studies. Open ended questions can be coded in any way
the researchers see fit for analysis. Coding has divided open ended questions into such
categories as: type of activity (e.g. work, transportation, leisure) and thoughts (e.g. about
work, family, or self) (Csikszentmihalyi & Larson, 1987).

Other researchers have discussed the issues of adapting the ESM methodology to
the research question being examined (Stone, Kessler, & Haythornthwaite, 1991). These
researchers suggested developing checklists specific to the research question, sampling
specific types of events only, summarizing the data in an appropriate way, and the
handling of attrition, missing items, and other issues. While Van Meter and colleagues
(Van Meter, DeVries, Kaplan, & Dijkman-Caes, 1992) suggested statistical strategies for
examining the data, they also suggested that data should initially be summarized through
descriptive statistics and then analyzed with many different methods in order to look for
a convergence in the results. The suggestion for using multiple methods was supported by stating that the statistical procedures used are a means and not an end.

The fifth sampling method for examining subjective experience is the Descriptive Experience Sampling (DES) method. DES has its origins in the Thought / Cognition and Thought and Mood sampling methods (Hurlburt, 1979, 1980; Hurlburt, Lech, & Saltman, 1984; Hurlburt & Sipprelle, 1978) that were discussed earlier in this section. However, the DES method and its focus are quite different from the thought and cognition sampling methods in that the earlier methods were used primarily to identify cognition content and were focused on nomothetic, rating-scale, across-participant issues. DES has a much wider focus, examining all aspects of an individual's inner experience, not being limited to some discrete set of rating scales chosen prior to the beginning of the study. The DES method is primarily idiographic, not nomothetic, and therefore has at its core a focus on the idiosyncratic nature of the participants. The DES method tries to answer the question “What is your inner experience like?”

In answering this question, participants are given and trained to use a random interval generator (“beeper”) similar to those used in cognition sampling (Hurlburt & Sipprelle, 1978) and Thought Sampling (Hurlburt, 1980). Participants then schedule a sampling meeting with the researcher(s) and collect samples within 24 hours of the sampling meeting. Participants are told to use the beeper in a variety of their own natural settings and are asked to take note of their experience for each of six sampled moments (approximately three hours worth of using the beeper). Within the next 24 hours, participants meet with the researcher for an expositional interview aimed at discovering the characteristics of the inner experience that was occurring just prior to the
moment of each beep. Over the course of four to ten sampling meetings the participant becomes better able to describe the inner experience(s) sampled, and researchers are able to see patterns of experience that are characteristic of the participant.

Among other populations, the DES method has been used to examine the inner experience of individuals with schizophrenia (Hurlburt, 1990), learning disabilities (Schamanek, 1991), bulimia (Doucette, 1992), disturbed affect (Hurlburt, 1993), Asperger’s syndrome (Hurlburt, Happe, & Frith, 1994), as well as anxiety (Hebert, 1991; Hugelshofer, 1997; Hutchins, 2003).

When sampling individuals with schizophrenia, Hurlburt (1990) found that the schizophrenics’ internal emotional experience was often extremely clear, even hyper-clear. Blunted affect is often said to be a characteristic of schizophrenia, but Hurlburt found the experience of affect was very clear; only its display or externalization was blunted. Blunted affect has been identified as one potential criterion for the diagnosis of schizophrenia (American Psychiatric Association, 2000), but an observer of emotional behavior would not have access to the rich inner emotional world that can be found using DES. Some of the other preliminary findings from this study include the clarity of images, the acute attention to color in images, and aspects of mental imagery that were identified as not being true to life by participants.

When sampling individuals with bulimia, Doucette (1992) encountered a number of aspects of inner experience that would be difficult, if not impossible, to examine through traditional psychological methods. Bulimic participants were more likely than controls to have multiple simultaneous experiences in their awareness. For example, bulimics often reported multiple simultaneous thoughts containing seemingly
unconnected content. Multiple awareness could be any two or more types of experience that seem to be unrelated in one’s experience. The diagnostic criteria for bulimia do not mention anything about multiple experiences, or, for that matter, anything at all about inner experience in bulimia (American Psychiatric Association, 2000).

When sampling individuals with Asperger’s syndrome (Hurlburt, Happe’, & Frith, 1994), the researchers found that the primary, and essentially the only, salient characteristic found in the experience of individuals with Asperger’s syndrome was images. Though this study did not report control data, other DES studies have demonstrated that individuals who do not meet the criteria for any psychological disorder experience many different phenomena (Doucette, 1992; Hebert, 1991; Hugelshofer, 1997; Hurlburt 1990, 1991, 1993). The diagnostic criteria (American Psychiatric Association, 2000) for Asperger’s syndrome include difficulties in social interactions as well as restricted and repetitive behavior. There is no mention of internal experience, let alone a rich visual inner life.

Thus, DES may examine aspects of inner experience that psychology often overlooks, but how sound is the method? To date there has been only one study examining the psychometric properties of DES. An examination of the DES inter-rater reliability determined that the five most frequently occurring characteristics of experience (images, inner speech, unsymbolized thinking, feelings, and sensory awareness) have individual sample kappa values ranging from .52 to .92. (The other eleven “types” of inner experience were observed with such a low frequency in participants that reliability statistics of these categories would have been unstable.) Spearman-Brown adjustments were computed demonstrating inter-rater reliabilities
ranging from .92 to .98 for 19-sample averages more typical of DES sampling (Hurlburt & Heavey, 2002). Despite the fact that there is little literature examining the psychometric properties of the DES method, the reported kappa values appear to be quite promising, and the face-validity of the method should be apparent.

A potentially complementary method, Computerized Sampling, as proposed by Barrett and Barrett (2001), may be compatible with one or more of the four methods used to sample the subjective experience of individuals (depending on hardware and software). Computerized Sampling is a set of technological tools (software and personal data assistants) that can be used in sampling research to precisely control timing, track compliance, track response time, and reduce human error in data entry. These tools could prove to be useful in social, behavioral, and clinical research, though there is a paucity of literature currently available on the efficacy of computerized sampling.

Sampling and Anxiety

Two of these sampling methods (two of the most recent), ESM and DES, have been used to examine the experience of individuals with symptoms of anxiety. A web-based literature search for EMA and anxiety revealed a number of behavioral medicine studies using EMA where anxiety was a keyword on the same page (though independent of the article in question), as well as a number of studies that are mis-labeled as EMA studies on the web, but that are correctly sited elsewhere in this dissertation.

ESM has been used in three studies examining anxiety include examining how often an anxious individual is alone and under what circumstances (Dijkman & DeVries, 1987; 1991) and the relationship between an anxious individual’s symptoms and her
environment (Fave & Massimini, 1992). These studies are ecologically valid, examining many domains of an individual’s experience (work, recreation, home life, etc.) depending on the research question being asked.

Dijkman and DeVries (1987) used the ESM method with a 38-year-old woman who complained of infrequent panic attacks. A “wrist terminal watch” set to a random schedule would alert the participant to fill out an “individualized fear questionnaire,” a rating of avoidance, and a rating of mood 10 times a day between the hours of 7:30 a.m. and 11:00 p.m. When the researchers examined the relationship of anxiety and setting, they found that their participant was often alone at home and engaged in little social interaction when ratings of anxiety were high. They devised a behavioral treatment wherein the participant would increase her social interactions with neighbors.

Dijkman and DeVries (1991) used the ESM method to examine when participants diagnosed with panic disorder are most likely to experience anxiety. Nineteen participants who scored highly on the agoraphobia scale of a fear questionnaire, 23 participants who scored low to medium on the same scale, and 20 control participants were sampled with the ESM method 10 times a day between 7:30 a.m. and 10:30 p.m. for six days. At each sampled moment they were to fill out an ESM self-report questionnaire. The researchers found that highly agoraphobic participants were more likely to experience anxiety while around family and friends when compared to those with no to moderate agoraphobia. Those participants with mild to moderate agoraphobia experienced anxiety more frequently when alone when compared to those with high agoraphobia and controls.
Fave and Massimini (1992) examined a 25-year-old single woman who expressed symptoms of agoraphobia. The participant was signaled to complete a 44-item ESM self-report form, a questionnaire about optimal experience, a questionnaire about the subjective experience of cognitive flow, and a questionnaire designed to measure positive and negative past events as well as current challenges and future goals five to seven times a day within a 4- to 14-hour time span. Questionnaire data were used to create a treatment plan for the participant, which in this case involved the participant in more activities. The ESM method was used subsequently with this participant to monitor her activity and affective state which continued to improve over the course of her therapy.

These studies demonstrate a relationship between experience and environment; however, the ESM method does not contribute much to our knowledge about the subjective nature of anxiety or how anxiety is experienced.

Three studies using DES have examined symptoms of anxiety (Hebert, 1991; Hugelshofer, 1997; Hutchins, 2003). Though DES participants do not necessarily have samples of experience taken from every domain of their lives, views of the experience of anxiety can be gained by using this method.

Hebert (1991) used DES to examine the inner experience of five anxious individuals and three control participants. The anxious individuals reported a variety of anxiety symptoms, including test anxiety, post-traumatic stress, panic attacks, and agoraphobia. Hebert found that, compared to the control individuals, the anxious individuals had fewer samples containing feelings, and those sampled moments that did
have feelings were most commonly negative in valence and difficult for the participants to describe during the sampling meetings.

The anxious participants in Hebert’s study experienced “indeterminate” images at a higher frequency than did controls. Indeterminate images are those internal visualizations that lack clarity, color, or definition. Hebert wrote that all of the anxious individuals believed, prior to sampling, that images were a common part of their inner experience, and seemed to be frustrated when it became apparent that images were neither common nor clear, in color, or well defined.

Hebert (1991) described two aspects of the inner experience of anxious individuals as the “doing of hearing” and the “happening of speaking,” both of which were more common, though were experienced more or less frequently, in anxious participants. The doing of hearing was described by Hebert as a process of being an active participant in the process of hearing. Anxious participants perceived it as necessary to take an active part in the listening process, to reach out and try to grasp every word, as if meaning wouldn’t “stick” without a word-by-word effort. By contrast, control participants were able to listen successfully to speech with little perceived effort in doing so; the understanding of meaning happened automatically. The happening of speaking, on the other hand, was a process wherein the anxious individuals experienced their own speech as automatically occurring, “pouring out” as if outside their own control. The meaning that this speech conveyed was apparently understood by the speaker only after the speaking was completed. By contrast, the process of speaking in non-anxious participants seemed under their own control.
Hebert also found that anxious individuals experienced inner speech, unsymbolized thinking, rumination, and criticalness of self and others at higher frequencies than did controls. Anxious individuals were also more likely to experience aspects of their awareness as being located in specific locations inside their heads.

Whereas inner speech, unsymbolized thinking, and criticalness of self and others are self-explanatory in the context of this work, rumination may require more detail. Hebert found that some of her anxious participants experienced a process of rapid repetition of the same thought in awareness at the moment of the beep. These thoughts were rapidly repeating, seemingly outside of the control of the participants.

Hugelshofer (1997) examined the inner experience of three individuals with symptoms of obsessive-compulsive disorder and one control individual with an apparent lack of anxiety symptomatology. Participants with obsessive-compulsive symptoms experienced unsymbolized thought and feelings more frequently than did the control participant. Feelings were experienced as being located in the body or both in the body and in the head roughly two-thirds of the time.

Feelings were not the only aspects of experience that were identified as being located inside the head. In fact, Hugelshofer found that 29% of the obsessive-compulsive participants' samples involved the experience of awareness as being located somewhere inside the head. This awareness is not limited to thought, but could be any of the types of experiences outlined by Hurlburt and Heavey (2000).

Hugelshofer found that two of her three participants suffering from obsessive-compulsive symptoms had clear and colorful inner imagery, some of which were
experienced as having full motion and sound. However, the other obsessive-compulsive participant did not experience images in any of her sampled moments.

Hutchins (2003) used DES to examine the inner experience of five anxious individuals and three control participants. Anxious individuals were more likely than controls to experience sensory awareness in any given sample. Three of the five anxious individuals experienced sensory awareness as the dominant type of experience, with relatively few samples containing experiences of different forms. Furthermore, anxious individuals experienced “pure sensory awareness” (p. 113), or sensory awareness in the absence of other types of experience, between 2 and 12 samples each. This was in contrast to control participants who experienced no pure sensory awareness samples.

Aside from the phenomenon of sensory awareness, Hutchins found that anxious individuals experienced less inner speech, imagery, and feelings than did control participants. There were two anxious participants who were exceptions to this pattern of experience. One participant experienced imagery in a majority of her samples, while another individual experienced feelings in a majority of her samples. Due to the small sample size used in this study it is difficult to determine why this was the case.

Hutchins found that 9 of the 189 samples collected from the anxious individuals contained anxious moments. These samples were identified based on statements by participants of “worry, nervousness, future-oriented insecurity, or anxiety” (p. 119). While the number of samples identified as “anxious” moments does appear infrequent, Hutchins pointed to the methodological flaw of not specifically asking participants to identify anxious moments.
Hutchins also found an overall decrease in anxiety and depression symptom scores from before sampling was initiated to completion of sampling, suggesting that the process of participating in DES may be therapeutic.

One weakness of Hutchins (2003) study is that participants were not asked to rate their perception of whether anxiety was present for any of their sampled moments. There are samples in his work, however, that some may consider to appear anxious at the very least. Examples of potentially anxious moments provide a view of what sampled moments can look like as well as what the experience of anxiety might be; two examples follow.

“April was standing outside listening to her General Manager speak to her. The General Manager was criticizing her, and had just finished asking, “What am I doing to be negative around you?” At the moment of the beep April was looking at and attending to her manager’s irritated face, more for its visual characteristics than for its implied criticism. She was also aware of the wind blowing around her, the sensation caused by her arms being folded across her chest, and the noisy cars driving by. Her manager’s face, the wind, her folded arms, and the noise of the passing automobiles were all aspects of sensory awarenesses that were occurring simultaneously at the moment of the beep. In fact, her focus on these sensations was so intense that she was paying little attention to what her supervisor was saying.” (p. 60). Over the course of April’s sampling it became apparent that she would focus on seemingly irrelevant sensory aspects of her environment at the expense of aspects that required her attention when distressed, as was the case in this example.
“Stacy was lying down staring at her teddy bear and thinking about her father’s ‘condition’. At the moment of the beep she could see an image of her father’s shoulders and head; in this image he was smiling at her. She was missing him in her heart, which was an intense, focused, and sharp feeling in her chest. In the same moment she was worried for her father, which was both a thought and a feeling simultaneously. This worry was experienced by Stacy as some kind of a knowing hope; it was not experienced as a separate knowing about his condition and feeling hope, but rather as one single aspect of her awareness” (p. 49). It should be noted that “worry,” as it is experienced by Stacy, has specific characteristics that may define, in part, what worry is like for her. These characteristics are that she experienced an intense bodily sensation in the area of her heart that was accompanied by an experience of worry that was perceived as being both a thought and a feeling. Worry is likely to be experienced in a different way for other individuals, which demonstrates the lack of ambiguity present in the DES method that is shared by other methods used in examining subjective experience.

A comparison of Hebert (1991), Hugelshofer (1997), and Hutchins (2003) reveals some consistencies and some inconsistencies. Two clearly consistent findings can be seen across the three DES anxiety studies. The first consistent finding is that anxious individuals experienced more unsymbolized thinking than controls. The other consistent finding is that anxious individuals were more likely than controls to experience awareness as being located in the head and in specific locations in the body. All researchers found this was true of experience in general, but Hugelshofer found that the location of experience was even more common when participants were experiencing feeling.
Hebert and Hutchins found that anxious individuals experienced feelings at a lower frequency than did controls, but Hugelshofer found that anxious individuals experience more feelings than did controls. It should be noted that this, and subsequent, differences may be due to the population sampled (Hugelshofer sampled with obsessive compulsive individuals while Hebert and Hutchins examined anxiety in general, and may or may not have sampled individuals with obsessive compulsive tendencies).

Hebert and Hutchins found that anxious individuals experienced less clear visual imagery than did control subjects. Hebert’s subjects reported images, but they were not clearly differentiated; Hutchins found that four of his five participants experienced less imagery than controls, while one anxious participant experienced imagery at a relatively high frequency. By contrast, Hugelshofer found that two of her three obsessive-compulsive participants had numerous vivid and colorful images.

These discrepancies in findings across studies have a possible explanation. None of these studies asked participants to indicate the presence or absence of anxiety for each sample. It is possible that some types of experience are more common than others in different states; for example, when Eve, Alex, and Nicholas are nervous, they experience clear colorful images, and when they are not anxious, they do not. Sampling with Eve, Alex, and Nicholas may only produce imagery in Eve and Alex’s samples. If samples were identified by participants as “anxious” moments or “non-anxious” moments during the expositional interviews, a relationship between images and nervousness may be elucidated. In this example there is a suggested link between “nervousness” and imagery, and simply because there was no Imagery in Nicholas’s samples, that does not mean that the relationship between the two is questionable.
Research (Beck, Emery, & Greenberg, 1985; Borkovec, Alcain, & Behar, 2004; Borkovec & Inz, 1990; MacLeod & Rutherford, 2004) indicates that anxiety can lead to more self-verbalizations as a way to avoid imagery, for example. Being able to identify the presence or absence of anxiety for each sample, and as a characteristic of each individual, may explain the presence or absence of a particular type of experience across participants.

Current Aims

Anxiety is an important disorder whose definition and diagnosis depends on subjective experience. There have been serious inadequacies in the exploration of that subjective experience, for the most part because accounts of that experience have been retrospective or constrained by a priori but differing views on which aspects are important. Thought-and-mood sampling and ESM have attempted to ameliorate the retrospective nature of studies of inner experience by sampling discrete moments in time, but that both those methods are still constrained by the use of a priori rating scales. DES avoids the retrospective issue by sampling discrete moments much like thought-and-mood sampling and ESM, but also avoids the constraint issue performing an idiographic analysis of each subject. However, the number of subjects employed heretofore is quite small and therefore perhaps not representative of the range of experiences of anxious individuals. This study seeks to contribute to the DES anxiety literature by doubling the number of anxious individuals investigated using DES and then reinterpreting the whole set, as well as identifying anxious samples to determine what types of experience are related to the experience of anxiety.
There are five predictions about the experience of anxiety that can be made and examined based on the cognitive literature. First, samples rated by participants as anxious should have less imagery when compared to samples rated as non-anxious (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004; MacLeod & Rutherford, 2004). Second, anxious participants should have less imagery than controls (Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004). Third, samples rated by participants as anxious should have more negative valence self-evaluations when compared to samples rated as non-anxious (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004; MacLeod & Rutherford, 2004; Wells, 2004). Fourth, anxious individuals should have more negative valence self-evaluations when compared to controls (Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004). Fifth, anxious individuals should rate more moments as anxious on a visual analog scale than controls (Beck, Emery, & Greenberg, 1985; Beck & Clark, 1997; MacLeod & Rutherford, 2004; Wells, 2004).

A final, and somewhat more global, aim of this study is to further examine the similarities and differences between the three previous DES and anxiety study findings. Each of these studies has had particularly small sample sizes emphasizing individual differences and preventing a more global understanding of the experience of anxiety.
CHAPTER 2

METHOD

This study had three phases, which will be called qualification phase, the sampling phase, and the analysis phase. Each will be described separately.

Qualification Phase

Participants

Fifty-one psychology students from introductory psychology courses and abnormal psychology courses at the University of Nevada, Las Vegas and clinical referrals from Washington State University volunteered to participate in the qualification phase after reading a description of the study or after it was described to them by their mental health counselor. Each UNLV participant was given .5 hours of psychology-course research credit for participation. Participants from WSU were not compensated for participation in the qualification phase.

Measures

Symptoms Checklist 90 – Revised (SCL–90–R; Derogatis, 1975): The SCL–90–R is a 90-item self-report questionnaire that asks respondents to indicate how characteristic certain behaviors are for them on a five-point scale. Response choices range from 0 – Not at all distressed by… to 4 – Extremely distressed by… All items
begin with the stem “How much were you distressed by...” Examples include “Crying easily,” “Nausea or upset stomach,” “Overeating,” and “The feeling that something bad is going to happen to you.” Significant distress is indicated when a sub-scale T-score is greater than 70.

The four scales of the SCL-90-R used in this study are anxiety, obsessive-compulsive, phobic anxiety, and depression. The anxiety scale is composed of ten items that deal with general signs of anxiety, panic attacks, and somatic correlates of anxiety. The obsessive-compulsive scale is composed of ten items focused on thoughts, impulses, and actions that are unwanted. The phobic anxiety scale is composed of seven items primarily involving fear and avoidance of social situations. Finally, the depression scale is composed of 13 items that reflect a range of symptoms common in clinical depression.

Beck Depression Inventory – II (BDI-II; Beck, 1996): The BDI-II is a 21-item self-report questionnaire asking individuals to rate the presence of a characteristic or symptom of depression during the two weeks prior to its completion. Responses to each item are given on four-point scales ranging from a response of “0” indicating a lack of a characteristic or symptom to “3”, which indicates strong endorsement of an item. An example is “Crying,” with responses ranging from 0 – I don’t cry anymore than I used to, to 3 – I feel like crying, but I can’t.

Beck Anxiety Inventory (BAI; Beck, 1990): The BAI is a 21-item self-report questionnaire used to assess the presence of anxiety symptoms during the two weeks prior to its completion. Each symptom, such as “Nervousness,” can be responded to with: Not at all; Mildly: it did not bother me much; Moderately: it was very unpleasant, but I could stand it; or Severely: I could barely stand it.
The anxiety module of the SCID is a 14-page structured interview diagnostic tree. Clinicians are able to diagnose severity, disposition, chronology, history, and presence of symptoms that would lead to diagnoses of: panic disorder, panic disorder with agoraphobia, agoraphobia without history of panic, social phobia, specific phobia, obsessive compulsive disorder, posttraumatic stress disorder, acute stress disorder, generalized anxiety disorder, anxiety disorder due to a general medical condition, substance-induced anxiety disorder, and anxiety disorder not otherwise specified (NOS).

Procedure

Participants who were referred for being anxious, but not depressed were contacted via telephone and given the opportunity to participate in the qualification phase. Upon arrival at the qualification site, they were told that the SCL–90–R, BAI, and BDI-II are commonly used screening devices, that their responses were confidential, and that if they were chosen to participate in the next phase of the study based on their responses they could decline to continue. Participants then signed an informed consent form and completed the SCL–90–R, the BAI, and the BDI-II.

Individuals who had high scores (T-score > 70) on one or more of the SCL–90–R scales obsessive-compulsive, anxiety, or phobia, high scores on the BAI, and low scores on the BDI-II were advanced to a participant pool for the sampling phase as anxiety participants. A similar pool of participants with T-scores below 65 on the obsessive-compulsive, anxiety, phobia, and depression scales were advanced to the sampling phase as potential controls.
Sampling Phase

Participants

Eleven of the participants (7 anxious and 4 controls) selected in the Screening Phase served as participants, while three individuals who qualified for participation declined the opportunity to participate further in this study. Anxious participants had been selected to participate in this phase if they had high anxiety scores and low or average depression scores on the instruments used in the Qualification Phase. Control participants had been selected to participate in this phase if they had low or average scores on both anxiety and depression instruments. Anxious individuals had obsessive-compulsive T-scores ranging from 61 to 72, anxiety T-scores ranging from 67 to 81, and phobia T-scores ranging from 44 to 72. All seven of the anxious participants had SCL-90-R depression T-scores less than 70. The control participants all had T-scores for the obsessive-compulsive, anxiety, phobia, and depression subscales ranging from 37 to 64.

Participants from UNLV received one hour of credit for the introductory meeting and one hour of credit and $10 for each sampling session, with a bonus of $10 for completion. Students from WSU received $10 for each sampling session, with a bonus of $10 for completion. The number of sampling sessions per participant ranged from four to six.

Measures

The Beck Depression Inventory – II (BDI-II; Beck, 1996) and the Beck Anxiety Inventory (BAI; Beck, 1990) were administered at the end of the phase. Also used was the 11-point visual analog scale: At this moment, I am this anxious: with anchors Not on the left end of the scale and Very on the right end.
Procedure

Participants in the sampling phase engaged in the standard DES procedure (Hurlburt & Heavey, 2006; Hurlburt & Akhter, 2006) with interviews conducted jointly by the author and his advisor or by the author himself. Participants were given a portable "beeper" approximately 4 ½ inches high by 2 ½ inches wide by ¾ inches deep. At random intervals ranging from one minute to one hour the beeper emitted a 700 Hz beep through a radio-type earphone. Participants were to observe what was in their experience at the instant the beep begins. Each participant was provided with a notebook to write down notes about their ongoing experience to facilitate discussion during the upcoming expositional interview. Participants could use other note-taking devices, such as a mini-cassette recorder, if they desired. Participants were asked to collect six such samples of their experience and to rate their level of anxiety at the sampled moment (on an 11 point scale) in preparation for the expositional interview with the researchers. Within 24 hours of collecting these six samples, participants participated in an intensive expositional interview (Hurlburt & Heavey, 2006) aimed at eliciting the details of the ongoing experience at the sampled moments. These interviews were videotaped. This sample / interview procedure was then repeated over a number of days (typically four) until enough samples had been examined so that salient characteristics seemed to emerge. Participants were then re-administered the BAI and the BDI-II; concluding the sampling phase.
Analysis Phase

Participants

The same participants who completed the sampling phase served as participants in the analysis phase.

Procedure

For each participant, the researchers wrote a description of each inner experience sample. Descriptions included a detailed account of all discernable aspects of inner experience that occurred during that sampled moment. The researchers then discussed all samples for that participant, reviewing every sample description, referring back to the videotape of the expositional interviews if necessary. From this set of experience samples the researchers extracted the salient characteristics (Hurlburt & Heavey, 2006), features of inner experience that were frequently occurring, that seemed central to their inner experience, or that otherwise emerged from the participant’s set of experiences. Once the researchers agreed on the salient characteristics for a participant, an idographic description of those characteristics was written; those descriptions form the idiographic result chapters of this dissertation. The participant reviewed this description to resolve any discrepancies that may have existed between the researchers’ interpretations of the participants’ experiences.

Once those idiographic descriptions had been written for each participant, salient characteristics were extracted from the across the entire set of idiographic descriptions, thus producing a nomothetic or across-participant description of features of the experience in anxious individuals. That description forms the nomothetic results chapter of this dissertation.
CHAPTER 3

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: ABIGAIL

This chapter presents an idiographic description of the inner experience of Abigail (not her real name), an anxiety-group participant. The next six chapters will present idiographic descriptions of each of the six remaining anxious participants. Those chapters will be followed by four chapters that contain the idiographic accounts of the control participants (Chapter 10 through Chapter 13). Chapter 14 will contain the nomothetic group comparisons, while Chapter 15 will contain a Discussion of results.

Abigail was an 18-year-old undergraduate. She was selected to participate in the sampling phase after scoring highly on the anxiety sub-scale of the SCL-90-R (T-Score of 71) and by responding to SCID items in a manner that indicated significant social anxiety symptoms were present. Her baseline BAI and BDI-II scores were 20 (moderate symptoms) and 11 (minimal symptoms), respectively.

Abigail completed five sampling sessions over an 18 day period. These sessions yielded 27 usable samples. From these samples, five salient characteristics of Abigail’s inner experience seemed to emerge. Twelve (44%) of her samples contained sensory awareness. Six of those sensory awareness experiences involved a focused attention on color or color contrast. Five of these occurred in reaction to real-world stimuli while
one occurred in conjunction with an internal image. Inner speech occurred in 10 (37%) samples; perceptual awareness occurred in 9 (33%) samples; unsymbolized thinking occurred in 7 (26%) samples; and feeling occurred in 7 (26%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Sensory Awareness

Abigail experienced sensory awareness in 12 (44%) samples. Six of these samples involved the experience of focused attention on color or the degree of color contrast between objects. These samples will be discussed in the section entitled Color and / or Contrast Focus. The remaining four sensory awareness samples deal with a focus on physical and visual sensations.

Sample 1.2 was an example of physical sensory awareness. At the moment of the beep she was experiencing relief over being done with one more task that she needed to accomplish. This relief was at the center of her awareness and was experienced as the sensation of physical relaxation and calm in her torso. She was also simultaneously, but minimally, aware of some tension in her body related to preparing to do the next task on her to-do list.

Prior to the beep of Sample 1.4, Abigail was watching her boyfriend fold clothes. At the moment of the beep she was experiencing a relaxed sensation in the upper half of her body. The relaxation was a decrease of physical tension and also a decrease in mental fuzziness that she had been experiencing prior to the moment of the beep.
Sample 4.5 is an example of a visual sensory awareness experienced by Abigail. Prior to the moment of the beep Abigail had been working on Algebra. At the moment of the beep she was looking at and visually examining the curves and lines that made up the number 4 as she had written it on her paper—that is, she was visually interested in the shape of the number 4. Abigail was also asking herself in inner speech, “Wouldn’t \( x = 4 \)?” This speech was the same as if she would have asked the question aloud, and the “4” was somewhat more drawn out than the other words in the phrase. At the same moment Abigail was also experiencing a lost mentally floaty feeling in her head.

**Color and/or Contrast Focus**

Abigail experienced focused awareness when looking at color or color contrast in 6 of her 10 sensory awareness samples. The focus was directed toward external visual stimuli in five of the samples and internal imagery in one of the samples.

In Sample 3.4 Abigail was approaching the University library elevator as a man was walking out. At the moment of the beep she was focused on the redness of his coffee cup and how it was contrasted against the darker color of his shirt. Abigail was also experiencing an unsymbolized knowing that the man looked familiar, while feeling tension that manifested itself as a perception of having slightly faster mental activity.

In Sample 4.1 Abigail was on the phone with a male friend while playing Yahoo pool with him via the internet. She had just finished saying, “You didn’t even hit it in” aloud when the beep sounded. She was visually focusing past the pool table that was on her computer monitor. Abigail was looking past the screen, thus perceiving the pool table and other elements presented on the screen as being fuzzy. She was particularly
focused on the green-ness of the pool table and was preparing, or was in the process of, shifting her visual attention to something else.

In Sample 5.5 Abigail was in the process of reading a book. At the moment of the beep she was reading the word “especially.” She had a clear colorful internal image representing events in what she was reading. The image was comprised of a boat, water, mountains, fog, and people. At the moment of the beep she was focused primarily on the saturated blue-ness of the water. She was also able to see the imaged mountains at the moment of the beep, though the fog had made them somewhat hazy.

Inner Speech

Abigail experienced inner speech in 10 (37%) samples. In all of these samples Abigail was speaking in her inner voice maintaining the speech characteristics she would have used were she speaking aloud. In Sample 3.2 Abigail was walking to her Psychology course and saw a woman opening up a “Café a la Carte” store. At the moment of the beep Abigail was saying to herself in her inner voice, “No doubt Flo [the manager at Abigail’s place of employment] has a lot to do in the morning to open.” In the same instant, Abigail was experiencing a “sympathy” feeling in her head related to passively watching the woman opening the store. Abigail was also internally hearing the muffled melody from an 80s song she had heard on the radio earlier in the day (an example of inner hearing). This hearing was experienced as having motion radiating from between her ears out.

In Sample 5.1 Abigail was engaged in a telephone conversation, finishing a yawn, and unraveling a phone cord. In her experience at the moment of the beep she
was rehearsing a phrase to see if it fit with her ongoing telephone conversation. This rehearsal took the form of saying, "I don’t think I feel anything like that" in her own inner voice as if it were being spoken aloud. Abigail was aware of the words in this statement, but believed that some of them were not as concrete as others so that the phrase could be changed to fit the conversation if needed. In that same moment she was watching her hands unravel the phone cord, though her vision was obstructed by the squinting of her eyes caused by her yawn. Her hands seemed to be automatically engaging in this task and she was simply observing the process.

In Sample 5.3 Abigail was chatting with a friend online and was in the process of typing a question. At the moment of the beep she was in the process of saying “answer” internally as if spoken aloud. This inner speech occurred in conjunction with typing the word “answer.” At the same moment she was looking at a window on the screen while noticing its brightness as it was contrasted to other colored windows on the screen (an example of sensory awareness). Abigail was also aware of the clicking sound of her typing.

Perceptual Awareness

Abigail experienced perceptual awareness in 9 (33%) samples. In Sample 1.5 Abigail had been laughing at her boyfriend for having put a red 70s-style headband on from his laundry. At the moment of the beep she was centrally aware of seeing her boyfriend in the headband. She was also aware of saying “He looks silly” in her own inner voice as if spoken aloud and laughing, though she was uncertain if this laughter was internal or external.
In Sample 3.5 Abigail was sitting in a Psychology course looking at the girls who were sitting in front of her. At the moment of the beep she was aware of seeing the torsos of the girls and innerly saying, “It’s just the same as in High School” with sarcasm as if she were saying it aloud. The beep came right during the word “High.” She also felt a laughing feeling in her head that was a sarcasm – cynicism feeling about the girls. Simultaneously, but minimally in her awareness, she was monitoring the professor out of the corner of her eye until such time as she needed to pay attention, which would somehow be signaled by visual information.

In Sample 4.2 Abigail was playing yahoo pool and was moving the pool cue around. At the moment of the beep, most of her awareness was focused visually examining yellow lines that represented where pool balls would go and the brown-ness of the pool cue out of the corner of her eye while moving the mouse to adjust the pool cue.

Unsymbolized Thinking

Abigail experienced unsymbolized thinking in 7 (26%) samples. At the moment of the beep for Sample 3.3 Abigail was lying on the floor of the University library looking at the spine of a Kafka book with a German title. The title itself was the focus of her visual examination. She was wondering what the title of the book meant. This wondering was simply a knowing that she wondered what the title was with no words, imagery, or other symbolic representation.
In Sample 3.6 Abigail was in class circling an answer on a test that was being reviewed by the instructor. At the moment of the beep she was aware of circling an answer and was wondering what nationality the man next to her was. This wondering was not accompanied by symbolic representation.

In Sample 5.2 Abigail was studying for a psychology test by examining her psychology text. At the moment of the beep she had a mental representation of the word “panic” without symbols. This portion of her experience was part of a search process for the word “panic” in her text. The remainder of the search process at the moment of the beep involved her saying the word “panic” internally as if it were spoken aloud. While she had been looking at her text, she was not aware of it at the moment of the beep.

Feeling

Abigail experienced feeling in 7 (26%) samples. In all seven of the samples, the feelings were experienced as being located in her head. In Sample 2.3 Abigail was communicating over the internet with her tutor. He had asked her how to spell her name so he could write it in Japanese. At the moment of the beep she was laughing and was aware of doing so. This awareness of laughing was a “content” or “happy” feeling located in her head. Abigail was also aware of engaging in a thought process about how silly it was to attempt her last name in Japanese. This thought process was not represented symbolically.

In Sample 5.4 Abigail was in the process of stretching with her arms above her head while leaning back. At the moment of the beep a majority of her awareness was focused on experiencing a calm mental feeling in her head related to the sound “Ahhh”
that she was making accompanying the stretch. She was also somewhat less aware of the physical sensation created by stretching in her body.

Another example of Abigail’s feeling can be seen in Sample 3.5 from the section “Perceptual Awareness” above. In this sample Abigail was experiencing a laughing sarcasm – cynicism feeling in her head related to girls sitting in front of her in her psychology course.

Nomothetic Results Summary

Chapter Sample Coding

Table 3.1 is a complete coding account of each of the samples resulting from the expositional interviews with Abigail. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 3.1 also lists the visual analog scale (VAS) ratings made by Abigail, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range
Table 3.1
Coding Account for Chapter 3 Samples

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from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As seen in Table 3.1, 2 (7%) of Abigail’s samples involved negative evaluation, neither of which were self-directed.
CHAPTER 4

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: BEVERLY

Beverly (not her real name) was a 19-year-old undergraduate. She was selected to participate in the sampling phase after scoring highly on the obsessive compulsive and anxiety sub-scales of the SCL-90-R (T-Scores of 71 and 72 respectively) and by responding to SCID items in a manner that indicated significant post traumatic stress symptoms were present. Her baseline BAI and BDI-II scores were 22 (moderate anxiety symptoms) and 19 (mild depression symptoms), respectively.

Beverly completed six sampling sessions over a 33 day period. These sessions yielded 36 usable samples. From these samples, two salient characteristics of Beverly’s inner experience seemed to emerge. Thirty (83%) of her samples contained images, of which 13 involved seeing a visual scene from a first person perspective and 7 involved seeing a word or words. Feeling occurred in 13 (36%) samples. Both of these salient characteristics will be described and exemplified in the following sections beginning with the more frequently occurring.
Images

Beverly experienced images in 30 (83%) samples. Thirteen of these samples involved seeing an internal visual image from the first person perspective. These samples will be discussed in the section entitled First Person Images. Seven of Beverly’s images involved seeing an internal visual image of a word, phrase, or sentence spelled out. These samples will be discussed in the section entitled Imaged Words. The remaining 10 images varied in clarity, color, motion, complexity, and accuracy.

In Sample 2.1 Beverly was feeling overwhelmed. This overwhelmed feeling took the form of rapidly moving blurry black and white images passing from left to right across her visual field. The images were of a page from an upcoming math test, the top sheet of an upcoming literature mid-term, and typed pages from an upcoming course project. These images were moving so quickly that they were perceived as existing almost simultaneously in time. She was also aware of the sensation of physical fatigue in the upper half of her body.

In Sample 4.5 Beverly was reading a story for her World Literature course about a couple falling in love. At the moment of the beep she saw the color image of a man and a woman facing each other (with the woman to Beverly’s left) approximately a foot apart. They had wide-eyed, dumb-struck, “googly” expressions on their faces. The woman was wearing a sarong though other clothes in the image were unnoticed. In the background were small green-leaved bushes with some brown limbs exposed and willow trees with the limbs drooping down and touching the ground.

In Sample 5.5 Beverly was experiencing an image while she internally heard her own voice from outside of her left ear say, “I need new shoes.” The image was of a gold
wrap-around sandal (the left one) with the toes pointed toward and to the left. There was a small jeweled butterfly on the front of the shoe. Beverly said that while she had never seen such a shoe before, she would certainly buy it if she ever did.

First Person Images

Beverly experienced images from a first person perspective in 13 of her 30 image samples. In Sample 3.4 Beverly was walking between classes while thinking about Spring break. This thinking took the form of a clear color image of a sandy ocean shore that had calm blue water behind it. The beach and the water were lined with people dressed in swimming suits engaged in various activities from sun bathing to swimming. Beverly saw this image as if she were standing on the beach viewing the beach, the ocean, and beach-goers through her own eyes.

In Sample 4.3 Beverly was driving home from school while thinking about doing her homework. At the moment of the beep she saw a clear focused color internal image of her right hand writing on a piece of spiral-bound paper. Her hand, the pencil she was writing with, and the paper she was writing on were experienced as being in focus, and were more clear than the peripheral elements of her image, including the bed underneath her, her closet, dresser, and TV, which were visually fuzzy. Beverly was visually experiencing doing her homework and seeing her room as if she were actually there, despite the fact that she was driving home.

In Sample 6.6 Beverly was sitting at a red light waiting for the light to change so she could continue driving. Just prior to the moment of the beep a black cat had run across the road in front of her car. At the moment of the beep she was re-experiencing a time several months before when she rear-ended a car that pulled out in front of her
moments after a cat ran in front of her car. Beverly had experienced this color motion memory to the point in which the cat had ran across the front of her car when the beep sounded. Were it not for the beep, the experience would likely have continued to where the car had pulled out in front of her and the subsequent accident. It was as if Beverly had been transported back to the previously occurring time; she experienced the driving and the scene just as it had occurred several months before.

Imaged Words

Beverly experienced images of words, phrases, and sentences in 7 of her 30 image samples. In Sample 4.2 Beverly saw an image of the word “Wendy’s” directly above the word “McDonald’s.” The letters of both words were type-written in Times New Roman font in white letters on a black background. The words were part of the same image and were seen as being approximately six inches away from her eyes and large enough to fill a majority of her visual field. She also felt a growling sensation in the center of her stomach (an example of perceptual awareness).

In Sample 5.4 Beverly saw the words “Go to the movies to see Beauty Shop” in her head. The words “Go to the movies to see” were printed in block letters and the words “Beauty Shop” were written in cursive and appeared to be slightly larger than the other words. The text was white on a black background and appeared to be just large enough to read at arm’s length.

In Sample 6.3 Beverly was folding clothes. At the moment of the beep she saw two lines of white printed text on a black background. On the first line were the words “I HATE” printed in all capital block letters. On the second line were the words
“folding clothes,” printed in lower case letters. Beverly experienced the words as being approximately arms length in front of her eyes.

Feeling

Beverly experienced feeling in 13 (36%) samples. Beverly’s experience of feeling consisted of the negative emotions worry, confusion, or anger in 12 of her 13 feeling samples. Sample 2.4 is an example of a confusion sample. At the moment of the beep Beverly was eating an ice-cream drumstick while wondering if such eating was adversely impacting her weight. At the moment of the beep she was feeling confused about the relationship between ice cream and her weight. This confusion was experienced as hearing “Am I fat if I eat drumsticks all the time?” This inner hearing was experienced as being her own whispered voice coming from just outside of her left ear.

Sample 2.6 is an example of a worry sample. Minutes prior to the moment of the beep Beverly had found out that her boyfriend had been in an automobile accident of unknown severity. At the moment of the beep she was worrying about her boyfriend, which manifested itself as a sensation of heat from her waist to the tops of her shoulders. This sensation was described by Beverly as being akin to the sensation one has when standing in direct sunlight on a hot summer day.

Sample 2.3 was Beverly’s only positive feeling. At the moment of the beep she was thinking about a pair of white shoes that she had wanted to purchase. This thinking about the shoes was experienced as a clear, colorful, and visually accurate image, a recreation of the right shoe as seen from the left side. In the same moment, Beverly was
experiencing excitement related to the thought of the shoes. This excitement feeling was experienced as an internal “flip flop feeling” in the middle of her stomach.

Nomothetic Results Summary

Chapter Sample Coding

Table 4.1 is a complete coding account of each of the samples resulting from the expositional interviews with Beverly. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 4.1 also lists the visual analog scale (VAS) ratings made by Beverly, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As seen in Table 4.1, 7 (19%) of Beverly’s samples involved negative evaluative moments.
Table 4.1
Coding Account for Chapter 4 Samples

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and 3 (8%) of her samples were negative evaluative moments that were self-directed. These negative self-evaluative moments were: hearing herself question whether or not she was over-weight as if spoken in her own voice from directly outside of her left ear, seeing imaged words questioning her life’s outcome if she were unable to complete college, and attempting to prepare to present to an auditorium of classmates by seeing an image of herself shaking and stumbling over her words in front of a bored auditorium of her peers.
CHAPTER 5

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: CYNTHIA

Cynthia (not her real name) was a 19-year-old undergraduate. She was selected to participate in the sampling phase after scoring highly on the obsessive compulsive, anxiety, and phobic anxiety sub-scales of the SCL-90-R (T-Scores of 72, 72, and 72) and by responding to SCID items in a manner that indicated significant panic and specific phobia symptoms were present. Her baseline BAI and BDI-II scores were 16 (moderate symptoms) and 4 (minimal symptoms), respectively.

Cynthia completed five sampling sessions over a 16 day period. These sessions yielded 24 usable samples. From these samples, four salient characteristics of Cynthia’s inner experience seemed to emerge. Thirteen (54%) of her samples contained feeling; perceptual awareness occurred in 11 (46%) samples; unsymbolized thinking occurred in 6 (25%) samples; and the experience of actually being in a different location occurred in 4 (17%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Feeling

Cynthia experienced Feeling in 13 (54%) samples. Prior to the moment of the beep in Sample 3.4 Cynthia had been writing in her journal about, and was
contemplating, leaving her sorority the following semester. She had been feeling some anxiety that she interpreted as "not wanting to fail." At the moment of the beep this anxiety was experienced as a consistent stabbing pain just below her skin and above her bosom and from shoulder to shoulder (both on the front and top of her torso). She also described feeling sadness in her face that was experienced as heaviness from her eyes to her cheeks and jaw that was related to not wanting to let anyone down. This sad feeling was experienced as being what a wax face would do if it were slowly melting and were currently about half melted. Simultaneously Cynthia was innerly saying, "I don’t want to fail. I don’t want to give up" in her own voice as if she were speaking aloud. She was also aware of hearing the chorus from James Blunt’s “Goodbye My Lover,” experiencing a pressure sensation of her pen in her hand, and seeing her journal in front of the pen. Due to the distinctly different aspects of Cynthia’s awareness at the moment of the beep, this sample is also an example of multiple awareness.

In Sample 5.1 Cynthia was looking at a male friend’s “My Space” profile and she had noticed that one of her own ex-boyfriend’s ex-girlfriends had posted a comment. At the moment of the beep she was aware of hatred toward the girl who had posted; this hatred took the form of a guttural utterance of “urrgh” and a tense feeling over her whole body. The tension in her body felt as if she were underwater and unable to take a breath, almost as if suffocating. As part of the hatred, Cynthia also was experiencing an inward pressure from outside of her torso inward to her core. She said that at the moment of the beep a fraction of her awareness was directed toward visually attending to the online posting.
In Sample 5.6 Cynthia was talking on the phone with a good friend in Oregon about the friend's roommate. Cynthia was feeling angry and anxious as one composite feeling about how mean her friend's roommate had been to her friend. This feeling manifest itself as a "pillow sized" sinking in her entire torso as if someone were applying mild inward pressure. At the same time, and part of the same angry and anxious feeling, she had a mild pressure sensation from the inside out, experienced separately from the outward in aspect of her awareness. Cynthia was also attending to what her friend was saying on the other end of the phone line at the moment of the beep.

Perceptual Awareness

Cynthia experienced perceptual awareness in 11 (46%) samples. In Sample 3.2 Cynthia was chatting with a friend online about going home and watching an episode of Friends on her laptop. At the moment of the beep Cynthia was aware of seeing her ipod speakers. At the same time, Cynthia was automatically reciting lines from the episode of Friends aloud, but this speaking was taking place outside of her awareness (an example of the happening of speaking).

In Sample 5.2 Cynthia was looking at Zumi.com and listening to Aerosmith's "Don't want to miss a thing." She had scrolled down the web-page looking at "tops" categories preparing to select one, and had seen the caption "casual tops." At the moment of the beep she was visually attending to her laptop screen and the caption "casual tops." She was also innerly saying, "What other tops do they have? Do they have dressy tops?" as if she were speaking aloud (i.e. the same vocal characteristics) while humming along with the Aerosmith song.
In Sample 5.3 Cynthia had been watching the television drama “Laguna Beach” while spinning her ring on a nearby tabletop. At the moment of the beep she was attending to both a conversation between Stephen and Kristen on the TV and her spinning ring. Cynthia said that she was aware of the specific words being spoken on the television program at the moment of the beep, but that by the time she wrote the sample down she could not be specific about the speaker or the statement.

Unsymbolized Thinking

Cynthia experienced unsymbolized thinking in 6 (25%) samples. In Sample 1.2 before the beep Cynthia’s friend had been talking to her about driving across the state to go home. At the moment of the beep she was simultaneously experiencing a cluster of thoughts that were literally floating in the middle of her head that loosely deal with the fact that Cynthia had not been home in a long time, that her friend was going home, that Cynthia wanted to go home, and that she was under the weather and wanted to see her mother. These thoughts, though located in the center of her head, were not experienced as having symbolic representation. In that same moment, Cynthia was experiencing a “pit of the stomach” feeling that she indicated was anxious due to missing her family and wanting to go home. This anxiety was experienced as a grapefruit sized void below her breast at the top of her digestive tract.

In Sample 3.5 Cynthia was chatting online with one of her male friends who had just finished typing her the message that he had not been eating well. At the moment of the beep Cynthia was experiencing multiple thoughts that she was aware of simultaneously. She described these thoughts as just known (i.e. not having form or
symbolic representation) involving her friend, food, her own eating habits, and concern for him. These thoughts were accompanied by a weightless out of control anxious feeling in her stomach.

In Sample 4.5 Cynthia was chatting online with one of her male friends who had asked her if they could spend time together the following weekend. She knew she wouldn’t be able to, despite her desire to spend time with him, due to other obligations. Her female roommate had just finished saying that when Lauren Hill sings her voice is higher pitched than when she is speaking. At the moment of the beep Cynthia was preparing to say, “Yeah it’s true,” which was experienced as simply knowing what she was going to say without words or other symbolic representation. She was also aware of the sensation of the open-ness of her mouth and a separate anxiety as tension at the base of her neck in response to her male friend’s request to spend time together.

Being There

Cynthia experienced strong visual and/or sensory memories that she expressed as being a re-living of past experiences in specific locations. These temporospatial re-experiencings occurred in 4 (17%) samples.

In Sample 2.1 Cynthia had been talking to a male friend she had a crush on while looking at a web site on her laptop. At the moment of the beep she was re-seeing things she had seen while she was DJing the prior weekend. This visualizing was experienced as being in her head as a series of rapidly occurring static color images very closely related in time (i.e. fractions of a second each) seen from her own eyes. The “snapshot” image present at the moment of the beep was from her perspective from behind the bar
at a computer DJing station. She was unable to see anyone down below where she was sitting, but she was aware of seeing energy drinks lining the tables. Cynthia emphasized that this imagery was exactly as if she were seeing it again. In that same moment she was also aware of seeing her laptop on her lap and feeling nervous about her male friend. The “nervous” feeling was experienced as a golf ball sized lump in her throat.

In Sample 3.1 Cynthia was watching the television program “The Bachelor” with her roommates. At the moment of the beep the bachelor and his date were on a gondola and Cynthia was experiencing and seeing a time when she herself had been to the Venetian Hotel in Las Vegas. This experience was a euphoric excited bodily wonder and contentment feeling about actually being in Las Vegas at the Venetian, which was the original, and now relived, experience. The visual aspect of her memory, which was not a re-living like the euphoric feeling, was focused on the painted sky in the casino and experienced as being located in the back of her head. This image had been prompted by looking at the painted ceiling of the Venetian on television which was in her awareness at the moment of the beep.

In Sample 4.6 Cynthia was listening to Ziggy Marley’s rendition of “Redemption Song.” At the moment of the beep she was re-experiencing the last time she had been to Bumbershoot (an annual music festival held in Seattle). This experience was seen as if in a mental slide show of moments from her personal experience: a clear color image of when Cynthia was standing in the arena seeing the people in front of her and the stage at night, a clear color image of when she was standing in the entrance to the arena from the top seeing the crowd and the stage in daylight, and finally a color full motion image of walking through the crowd and seeing old hippies dancing and people smoking
marijuana. These re-experiences occurred so quickly that they seemed to occur in sequence, but in the same moment. As part of the final reliving image, Cynthia was aware of the music that was playing. This was not a hearing, but as a knowing without an auditory component. She also may have been aware of actively listening to redemption song at the moment of the beep, though she was uncertain at the time of the expositional interview.

Nomothetic Results Summary

Chapter Sample Coding

Table 5.1 is a complete coding account of each of the samples resulting from the expositional interviews with Cynthia. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 5.1 also lists the visual analog scale (VAS) ratings made by Cynthia, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and/or feeling where one is negatively considering self or other as judged by the researcher. This can range
Table 5.1

Coding Account for Chapter 5 Samples

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<th>F</th>
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from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As seen in Table 5.1, 4 (17%) of Cynthia’s samples involved negative evaluative moments and 2 (8%) of her samples were negative evaluative moments that were self-directed. These negative self-evaluative moments were: feeling anxiety over her potential failure
as a stabbing pain just below her skin from shoulder to shoulder above her bosom and feeling inadequate about not knowing what she was going to say.
CHAPTER 6

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: DEBORAH

Deborah (not her real name) was a 23-year-old undergraduate. She was selected to participate in the sampling phase after scoring highly on the anxiety sub-scale of the SCL-90-R (T-Score of 81) and by responding to SCID items in a manner that indicated significant panic disorder symptoms were present. Her baseline BAI and BDI-II scores were 31 (severe symptoms) and 23 (moderate symptoms), respectively.

Deborah completed four sampling sessions over an 11 day period. These sessions yielded 24 usable samples. From these samples, five salient characteristics of Deborah’s inner experience seemed to emerge. Eleven (46%) of her samples contained images; sensory awareness occurred in 11 (46%) samples; feeling occurred in 7 (29%) samples; and inner speech occurred in 6 (25%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Images

Deborah experienced images in 11 (46%) samples. She experienced images as occurring just above her eyes to the top of her head and either from the midline of her face to one side of her head or from one side of her head to the other.
In Sample 1.5 Deborah was rifling through her book bag looking for and thinking about small black lentil beans she needed to put out for birds to eat for one of her courses. While she was aware of seeing the lentils at the moment of the beep, a majority of her attention was directed toward seeing a full length color image of herself bending down to place a black lentil bean in a small tin birdfeeder cup with her right hand. Her imaged self was wearing a green sweatshirt, jeans, and tennis shoes and by her size, appeared to be approximately 10 feet away. The image was experienced as being on the left half of her forehead.

In Sample 2.5 Deborah was reading a Sociology textbook in the library. At the moment of the beep she was reading the word “symbol” and was experiencing a visual image of the fuchsia-purple word “symbol” written in her own handwriting across the foreground of her forehead. In the background of this same image was a color collage made up of culturally diverse Caucasian people from the United States. Standing directly behind the “s” was a man with dark hair and a blue shirt. He was the only individual in the image who was noticed at the moment of the beep.

In sample 3.4 Deborah was talking with one of her good female friends on the telephone. Deborah was in the process of saying, "Drive safe" at the moment of the beep. She was aware that the long "i" sound in drive was physically coming out of her own mouth. In the same moment she could also see a clear color motionless image of her friend driving in a car towards Seattle through the town of George. Deborah was seeing the image as if she were sitting in the middle of the back seat looking at her friend in the driver’s seat. Deborah was aware that the interior of the car was brown (though it is not brown in real-life), and she was particularly focused on the white of her friend's
white sweatshirt as a contrast to her friend’s dark hair. Deborah was also focused on the brightness of the sun at sunset in the gorge at George. The image was experienced as being directly in front of her entire forehead.

Sensory Awareness

Deborah experienced sensory awareness in 11 (46%) samples. In Sample 2.2 Deborah was walking to class and was getting ready to make sure her CD player and the beeper were securely zipped up in her fleece jacket. At the moment of the beep she was looking at the field of blackness that was her fleece. She was so intently focused on the black that it prevented visual attending to other aspects of her surrounding. In that same moment Deborah was innerly hearing the Dispatch song “Here we go,” and was hearing the word “go” as well as the drums and guitar from the song. She said that this inner hearing was an accurate re-creation of the song and that she was hearing the song exactly as if it were playing aloud. She was also internally singing along with the song in her own voice, though Deborah believed her inner voice pitch and tone were more accurate than her real voice would be if she would have been singing aloud.

At the moment of the beep of Sample 3.5 Deborah was writing and was visually focused on the pink-cream fleshy color of the backs of her hands under her writing lamp. This was experienced as a visual marvel regarding the color tone and the interplay of light and flesh. She was also aware of the sensation in her writing hand caused by pressing her pen to paper.

In Sample 4.3 Deborah was in her Ecology course experiencing pain in the joint of her right ankle. At the moment of the beep she was focused almost entirely on the
prickly needling pain in her ankle that was radiating out toward the top of her foot and up through her inner ankle as if it were a band of pain from the inside of her foot across the top of her foot. She was also visually aware that the seat in front of her that was made of wood.

Feeling

Deborah experienced feeling in 7 (29%) samples. In Sample 2.1 Deborah was getting ready for school and had been practicing experiencing the somatic accompaniments of her panic attacks as instructed by her psychotherapist. This exercise was described as experiencing the sensation of an other-worldly extra strong heated gravity pressure pushing in on the upper half of her torso, which is what her anxiety would feel like if it were in the process of growing into panic. At the moment of the beep she was experiencing the sensation of relief and release from this pre-panic anxiety pressure and its accompanying heat as a slow outward dissipation from the inside of her chest outward.

In Sample 2.4 Deborah was in her ecology course drawing stars on a sheet of paper. At the moment of the beep she was drawing a line up and to the right (as part of drawing toward the corner of a star) and was feeling peace from her anxiety as a warm comforting and calming relaxing sensation from the top of her hand to mid-way up her forearm toward her elbow. She was also simultaneously beginning to fully experience a tensing anxiety in her torso in anticipation of drawing the next line of the star. This feeling was experiencing a decrease in the warmth and calm generated in her torso milliseconds earlier when starting a new line in the star. Deborah described corners in
general, and of stars specifically, as anxiety reducing when physically touched or experienced (as in drawing the star).

In Sample 2.6 Deborah was eating a sandwich in the library. At the moment of the beep she was feeling disgust about eating. This food-related disgust manifested itself as flushing in her face, an increase in her heart rate and respiration, and a fat, intestines pushing on the skin covering her stomach, sensation. In the same moment, Deborah was feeling self-loathing as a prickly sensation from the base of her neck to her waist in the back and from her throat to just below her breast in the front, a warm mild numbness in her legs, and warmth through most of her body from her face to her lower legs (in the vicinity of her calves).

Inner Speech

Deborah experienced inner speech in 6 (25%) samples. Prior to the moment of the beep for Sample 1.2 Deborah was thinking about and experiencing pain in her lower back. At the moment of the beep she was attempting to determine the epicenter of the pain by asking herself, “back, pain, location?” in her inner voice as if she were quickly asking the question aloud. She was also experiencing strong discomfort in her lower back as a pulsating radiating pain from the base of her spine outward. This pain was approximately a quarter of an inch below the surface of her skin and was radiating out about six inches from the center.

In Sample 3.1 Deborah was thinking about what she was going to tell people about not being accepted into graduate school. At the moment of the beep she was in the process of saying, "I don't know" in her inner voice. The beep came between “don't”
and "know." This experience of inner speech was as if spoken aloud with her same vocal characteristics. She was also seeing a color collage image of her right-facing head, a male friend's left-facing torso with a small front-facing cutout of a female friend between them as if she were standing behind them. The background of the collage was a warm mocha brown color, though it was not a specific point of focus at the moment of the beep. Subsequently, both friends had been accepted into Eastern.

In Sample 3.3 Deborah was in the process of chewing food and making a smacking sound that had annoyed her. At the moment of the beep she was rapidly saying, "stupid guy" in her inner voice about a man on "American Inventor" who had invented a dog feces collection device. She was also aware of the sensation of the openness of her mouth as a remnant of her chewing focused attention from moments before.

Nomothetic Results Summary

Chapter Sample Coding

Table 6.1 is a complete coding account of each of the samples resulting from the expositional interviews with Deborah. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 6.1 also lists the visual analog scale (VAS) ratings made by Deborah, with anxious moments listed in bold text. Anxious moments are defined as those moments
Table 6.1

Coding Account for Chapter 6 Samples

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rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

*Negative Evaluation*

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those
cognitions and / or feelings involving negative self evaluation are being examined. As seen in Table 6.1, 2 (8%) of Deborah’s samples involved negative evaluation, 1 (4%) sample involved feelings of self-loathing and disgust over eating. This feeling was manifest as a prickly feeling on her skin from her waist up to the base of her neck on the back-side of her torso, as a prickly sensation from her throat to the top of her breast on the front of her torso, and a warm mild numbness from her face through most of her body down to her legs to the area of her calves.
CHAPTER 7

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: ELIZABETH

Elizabeth (not her real name) was a 39-year-old graduate student. She was selected to participate in the sampling phase after scoring highly on the anxiety sub-scale of the SCL-90-R (T-Score of 71) and by responding to SCID items in a manner that indicated significant generalized anxiety symptoms were present. Her baseline BAI and BDI-II scores were 23 (moderate symptoms) and 14 (mild symptoms), respectively.

Elizabeth completed four sampling sessions over a seven day period. These sessions yielded 24 usable samples. From these samples, three salient characteristics of Elizabeth’s inner experience seemed to emerge. Thirteen (54%) of her samples contained feeling; sensory awareness occurred in 9 (38%) samples; and inner speech occurred in 6 (25%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Feeling

Elizabeth experienced feeling in 13 (54%) samples. Eight of these feeling samples were described by Elizabeth as being “irritation” or “frustration” samples and were experienced as having sensations of pain and / or tension from the base of her skull to her lower back. In two of these samples (including the exemplary sample that
follows), Elizabeth was also experiencing headache as a manifestation of this irritation
frustration.

At the moment of the beep for Sample 4.3, Elizabeth was feeling powerful
irritation and frustration in her body and head. This irritation and frustration were felt as
tension stretching from the base of her neck to the top of her forehead and from the base
of her neck to her waist, and as a strong throbbing pain within the entirety of her skull.
Also at the moment of the beep, and related to her irritation and frustration was a
knowing that this irritation was directed toward her husband for not taking their son
driving. This knowing was not represented symbolically.

Elizabeth’s other feeling samples varied in their presentation and interpretation
by Elizabeth. Prior to the moment of the beep for Sample 2.4, Elizabeth was watching
her husband kneel down beside her son (who was sitting at the kitchen table) to help him
with his homework. At the moment of the beep Elizabeth felt contentment and love in
her torso that she described, metaphorically, as a gentle orange smooth fiery glowing
sensation.

At the moment of the beep of Sample 3.6 Elizabeth was feeling a hopeless
feeling related to some legal issues impacting her family. This feeling was experienced
as an exaggerated gravity sensation that was literally weighing her body down; most
notably her head and shoulders, though this pressure was internal as well as external.

Sensory Awareness

Elizabeth experienced sensory awareness in 9 (38%) samples. At the moment of
the beep for Sample 1.4, Elizabeth was aware of seeing the chaotic movement and
golden fur made by her 60 pound dog as it ran in a circle. She was simultaneously seeing a flash of colored light from the television and hearing the rustling sounds made by her dogs moving about. While the flash from the television and the rustling sounds were less prominent in her awareness, she was aware of each visual and auditory sensation at the moment of the beep.

At the moment of the beep for Sample 2.3, Elizabeth was automatically seeking out something sweet to snack on (i.e. she was walking around and looking in cupboards, but was not aware of the task, just doing it). She was, however, aware of the pressure created by the presence of mini vanilla wafers inside of her left hand as well as the wet and furry sensation of one of her dog’s noses on the knuckles of that same hand.

Sample 3.1 came at the end of a long day for Elizabeth, consisting of both academic and practical responsibilities. At the moment of the beep Elizabeth could feel an increasingly tightening tension from just below her jaw-line to the bottom of her neck on the inside of her throat as if she were going to cry.

Inner Speech

Elizabeth experienced inner speech in 6 (25%) samples. In the tens of minutes after arriving home from work, and before the moment of the beep for Sample 2.1, Elizabeth listened to her husband talk about why he hadn’t got any remodeling of the home done and her son make excuses for why he hadn’t done his homework. At the moment of the beep she was in the process of saying “I’m tired of listening to excuses about why things aren’t done” in her inner irritated and angry voice as if spoken aloud to
her husband and son. She was also aware of feeling a physical grouchy tension in her torso and a cognitive dulling in the speed and clarity of her thoughts.

At the moment of the beep for Sample 3.3 Elizabeth was saying, “the music is too loud on the T.V.” in her inner voice as if spoken loudly aloud. She was also aware of the sound of the loud noisy music from a television commercial bombarding her ears.

At the moment of the beep for Sample 4.1, Elizabeth was in the process of saying, “I’m feeling really sick again” in her inner voice as if spoken aloud. The beep came in the middle of the statement, approximately during the word “really.” Elizabeth was also aware of the sensation of mild nausea in her lower stomach, an acid burning sensation in the back of her throat, and fatigue throughout her entire body.

Nomothetic Results Summary

Chapter Sample Coding

Table 7.1 is a complete coding account of each of the samples resulting from the expositional interviews with Elizabeth. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 7.1 also lists the visual analog scale (VAS) ratings made by Elizabeth, with anxious moments listed in bold text. Anxious moments are defined as those moments
Table 7.1

Coding Account for Chapter 7 Samples

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rated at a six or higher on an 11-point visual analog scale of: *At this moment, I am this anxious:* with anchors Not on the left-most line and Very on the right-most line.

**Negative Evaluation**

Negative evaluation, in this dissertation, is any cognition and/or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those
cognitions and/or feelings involving negative self evaluation are being examined. As seen in Table 7.1, 4 (17%) of Elizabeth’s samples involved negative evaluative moments, none of these samples were self-directed.
CHAPTER 8

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: FRANCESCA

Francesca (not her real name) was a 50-year-old faculty member. She was selected to participate in the sampling phase after scoring highly on the obsessive compulsive sub-scale of the SCL-90-R (T-Scores of 71) and by responding to SCID items in a manner that indicated significant generalized anxiety and obsessive compulsive symptoms were present. Her baseline BAI and BDI-II scores were 21 (moderate anxiety symptoms) and 22 (moderate depression symptoms), respectively.

Francesca completed five sampling sessions over a 16 day period. These sessions yielded 26 usable samples. From these samples, three salient characteristics of Francesca’s inner experience seemed to emerge. Ten (38%) of her samples contained inner speech, half (5) of which involved negative self-evaluative verbalizations. Perceptual awareness occurred in 9 (35%) samples. Feeling occurred in 8 (31%) samples, of which 4 were bodily, 3 mental, and 1 a combination of physical and mental. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.
Inner Speech

Francesca experienced inner speech in 10 (38%) samples. Half (5) of these samples involved negative inner speech directed toward herself. These samples will be discussed in the section entitled Negative Self-Evaluative Verbalizations. The other five of Francesca’s inner speech experiences varied in experience and content.

Leading up to Sample 2.5, Francesca was on the telephone with her mother, who had just told Francesca that she would be flying in to visit the next day. At the moment of the beep Francesca was aware of saying, “it’s kind of late” in her inner voice as if spoken aloud. She was simultaneously looking at an itinerary in an attempt to determine the airline, flight number, date, and time of the flight. Her attempt to decipher the information was experienced as seeing specific dates and times on the itinerary.

At the moment of the beep for Sample 3.2, Francesca was planning how she was going to get ready for work. She was engaged in a series of spoken thoughts about the order in which she would complete things she needed to do in order to be ready to leave on time. Each of these thoughts was spoken internally to herself in her inner voice as if spoken aloud. While Francesca was not certain which statement was present just prior to the moment of the beep, she knows that one of the preceding inner verbalizations was her saying, “How am I going to do this today?”

At the moment of the beep of Sample 4.1, Francesca was in the process of internally saying, “Should I?” This inner speech was an attempt to determine if the dog had evacuated its bladder and bowels when outside or if it was too cold to perform and should be taken out again. Francesca was also aware of putting on her boots as she was hopping around on her right foot while trying to pull her left boot on with both hands.
Negative Self-Evaluation

Francesca experienced negative self-directed inner speech in 5 of her 10 inner speech samples. Prior to Sample 1.1, Francesca was walking up the street she lived on and had waved at a pickup she thought was driven by her neighbors. At the moment of the beep she was internally saying to herself, “Oh, I don’t think that was them.” While this speech was not a chastisement per se, the focus of the speech was herself and it was meant to emphasize the fact that she had embarrassed herself by ignorantly waving at strangers. She was also looking at, and specifically attending to, the golden yellow color of the street lamp.

At the moment of the beep of Sample 4.5, Francesca was walking down her steps toward her kitchen. She was aware of internally saying, “I’m outta here. I gotta go!” This inner speech was as if barked aloud, though was more of a reprimanding directive to hurry due to her slowness more than a statement of fact.

At the moment of the beep of Sample 5.1, Francesca was looking at herself (primarily her torso) in the mirror. She was aware of saying, “I look like a fricking tank” in her slightly agitated inner voice as if spoken aloud.

Perceptual Awareness

Francesca experienced perceptual awareness in 9 (35%) samples. At the moment of the beep of Sample 1.5, Francesca was looking at, and visually aware of, the dishwasher door. Furthermore, she was thinking that she wanted to take the recycle out, make something to eat, and unload the dishwasher. Francesca stated that this thinking
took the form of inner speech, though she did not record the specific words after the beep, and she could not remember them at the time of the expositional interview.

At the moment of the beep of Sample 4.4, Francesca was standing at her front-room window watching her neighbor use his snow-blower on the driveway. She was aware of watching the neighbor and she was also somehow minimally aware of her to-do list. So minimally, in fact, that she was unaware of the form the experience took.

At the moment of the beep of Sample 5.4, Francesca was interpreting the pattern of points on a graph. This interpreting was, in itself, seeing the specific pattern made by points on the graph. There was nothing else in her awareness at that moment.

Feeling

Francesca experienced feeling in 8 (31%) samples. Four of her feeling samples were experienced as sensations in her body, three were experienced in her mind, and one was experienced both in her body and her mind. One example of a physical feeling occurred in Sample 2.2. Before the beep, Francesca had yelled, “Brazen Hussy” at her dog aloud. At the moment of the beep she was aware of feeling annoyed and angry at her dog. This feeling manifest itself as tension extending form her solar plexus down to the bottom of her stomach and up, from her solar plexus, to her throat. She was uncertain at the time of the expositional interview if these sensations were two separate localized bands of anger or one unified experience.

Another physical feeling occurred in Sample 5.3. At the moment of the beep, Francesca was listening to someone talk in detail about a rape. She was aware of a queasy disgusted feeling in her torso that could not be described further other than
saying it was a dirty, unclean, need to be scoured-type, literally "yuck" feeling. Nearly all of her awareness in this moment was inwardly focused on the horror and repulsion caused by what she was hearing.

One example of a mental feeling occurred in Sample 2.6. Before the beep, Francesca was buying books for her ipod online while listening to the NPR program "Hearts of Space." At the moment of the beep she was aware of experiencing a heavy, dark, oppressing feeling related to the content of the radio program. This was a dark, gloomy, heavy, and cold mental feeling that was literally slowing, thus somewhat impeding, her thoughts at the moment of the beep.

Another mental feeling occurred in Sample 3.1. Before the beep Francesca was paying bills before she needed to get ready for work. At the moment of the beep she was feeling frantic about the time due to the tasks left undone. This frenetic feeling was experienced as a flurry of thoughts about paying bills, needing to get ready for work, and what needed to be done later in the day. These thoughts were without symbolic representation, but occurred ever more quickly as a function of her level of distress.

In Sample 2.4 Francesca experienced feeling with both mental and physical aspects. At the moment of the beep, Francesca was feeling disconcerted about not knowing what had been in her awareness at the moment of the previous beep (at the time of the expositional interview it seemed as if there was nothing in her awareness at the moment of Sample 2.3). She described this feeling as both a physical and a mental "flailing." Physically, Francesca felt an internal wrenching sensation that stretched from the pit of her stomach to the core of her throat. The cognitive component of this feeling
was experienced as negative and irritated inner speech directed at herself saying, "Why can’t I come up with anything? Back up! Why am I getting so uptight about this?"

Nomothetic Results Summary

Chapter Sample Coding

Table 8.1 is a complete coding account of each of the samples resulting from the expositional interviews with Francesca. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 8.1 also lists the visual analog scale (VAS) ratings made by Francesca, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As
Table 8.1

Coding Account for Chapter 8 Samples

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Table 8.1 Continued

seen in Table 8.1, 5 (19%) of Francesca’s samples involved negative evaluative moments, all of which were self-directed. These negative evaluative moments were: experiencing pseudo-chastising inner speech about behaving ignorantly, internally questioning why she had so little resolve, internally questioning, in an irritated voice, not being able to identify the contents of her awareness, internally verbally reprimanding
herself for being slow, and internally telling herself that she looked “like a friggin’ 
tank.”
CHAPTER 9

ANXIETY PARTICIPANT IDIOGRAPHIC RESULTS: GWENDOLYN

Gwendolyn (not her real name) was a 28-year-old undergraduate. She was selected to participate in the sampling phase after scoring highly on the anxiety sub-scale of the SCL-90-R (T-Score of 72) and by responding to SCID items in a manner that indicated significant obsessive compulsive and generalized anxiety symptoms were present. Her baseline BAI and BDI-II scores were 19 (moderate anxiety symptoms) and 22 (moderate depression symptoms), respectively.

Gwendolyn completed four sampling sessions over a 10 day period. These sessions yielded 24 usable samples. From these samples, four salient characteristics of Gwendolyn’s inner experience seemed to emerge. Twelve (50%) of her samples contained feeling; ruminative inner speech occurred in 8 (33%) samples; sensory awareness occurred in 7 (29%) samples; and a lack of awareness occurred in 5 (21%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Feeling

Gwendolyn experienced feeling in 12 (50%) samples. Before the beep for Sample 1.2, Gwendolyn was attempting to study for a research methods class. At the
moment of the beep she was experiencing frustration over not being able to focus on her studies and retain information she needed to learn. This frustration was experienced in her cognitive processes themselves as a slowing and somehow mixing and confusing her thoughts and the materials that she needed to learn. Separate from the frustration, but also present at the moment of the beep, Gwendolyn was in the process of internally reciting a number of items on an academic to-do list. She was not aware of specific content at the moment of the beep, though she was certain it was being spoken internally as if spoken aloud.

At the moment of the beep for Sample 2.2, Gwendolyn could feel an upset agitation as tension in her entire body, though most notably in her chest. The chest portion of this upset feeling was experienced as an inward pressure across her breastbone that was pushing the breath out of her and hampering her breathing. Gwendolyn was aware that her fingers and toes were tingling, and she was in the process of internally saying, “What should I do, I don’t know what to do” in a panicked inner voice as if she were expressing herself aloud.

Prior to the moment of the beep for Sample 4.1, Gwendolyn was watching an episode of the television program “Identity.” At the moment of the beep she was aware of laughing at the television as a 60-year-old playboy playmate was identified by the size of her breasts. The only thing in her awareness in that moment was the humor of the show and resultant humor to the show.
Ruminative Inner Speech

Gwendolyn experienced ruminative inner speech in 8 (33%) samples (of 11 (46%) inner speech samples). These samples were ruminative in nature and either continued a running theme of inner speech or were in the process of being repeated multiple times.

There was a string four samples on sampling day three, spanning approximately three and a half hours, revolving around whether or not Gwendolyn would receive a computer hard drive replacement she had ordered from Dell after hers had stopped functioning. A discussion with Gwendolyn following our final expositional interview revealed that Gwendolyn was focused nearly completely on her replacement hard drive to the point of not being, or even attempting to be, functional in other responsibilities. She considered herself to be “obsessed” and certainly seemed to be fixated on whether or not the drive would arrive.

At the moment of the beep for Sample 3.1, Gwendolyn was feeling distressed wondering if her new hard drive would be delivered. This distress was entirely expressed by her inner speech as she tenuously stated, “DHL does run late…”

At the moment of the beep for Sample 3.2, Gwendolyn’s eyes were directed toward the television, which incidentally was displaying the news. Despite the fact that she was looking at the television, the only thing in her awareness was saying, “It could still come. Will it come? Will it come?” in her inner voice as if spoken aloud.

At the moment of the beep of Sample 3.5, Gwendolyn was still looking at the television. A different television program was on, though she was not aware of it any more than she was aware of the news earlier in the day. Instead, her attention was
focused on saying, “I just wish my hard drive was here” in a discouraged, defeated, and almost pouting inner voice.

At the moment of the beep for Sample 3.6, Gwendolyn was in the process of angrily saying, “If they don’t leave it, I won’t be able to get it either” in her inner voice as if spoken aloud. She was beginning to feel angry again over not having her hard drive, which, aside from the inner speech, was experienced as pain across the outside back of her head. She was also separately and simultaneously experiencing butterflies in her stomach and a sinking tired sensation in her torso as part of an anxious depressed feeling.

A representative sample of Gwendolyn’s repeated inner speech, a period of time where she repeated a phrase at least a half a dozen times prior to the moment of the beep, occurred in Sample 1.3. At the moment of the beep, Gwendolyn was sitting in her living room with her eyes directed in the general direction of a football game on her television, which she was not aware of. Her awareness was focused, nearly entirely, on repeatedly saying to herself, “I need to be studying. I need to be studying. I need to be studying. I need to be studying. I need to be studying. I need to be studying.” in her inner voice. Gwendolyn was also aware of feeling mentally frustrated at the moment of the beep, though we were unable to further articulate this feeling at the time of the expositional interview.

Sensory Awareness

Gwendolyn experienced sensory awareness in 7 (29%) samples. Before Sample 2.1, Gwendolyn had been attempting to determine if she should call her friend about
going to the bar or just meet her there. At the moment of the beep she was experiencing tension across the tops of her shoulders stretching up the back of her neck to the back of her head. She was also aware of tension across her forehead and a point in the front center of her forehead where she was experiencing a sharp pain inside of her skull.

Gwendolyn had been talking on the telephone leading up to Sample 2.3. At the moment of the beep she was experiencing a throbbing pounding pain from behind the middle of her forehead radiating out to the sides and back of the inside of her head. She was also aware of stiffness and pain in her lower back in-between her hips that may eventually, if not addressed (i.e. relaxed) prevent her from being able to stand. At the moment of the beep, Gwendolyn was also aware of feeling alone, which manifested itself as a churning nausea in her stomach.

At the moment of the beep for Sample 2.4, Gwendolyn was aware of the sensation of an aching pain separately experienced in the middle of her stomach and across the inside of her chest. In that same moment she was also saying, “I’m really pathetic, I’m bored” in her inner voice as if spoken aloud.

Lack of Awareness

Five (21%) of Gwendolyn’s samples were characterized by a lack of awareness. In four of these samples Gwendolyn was just existing without anything in her awareness, examples of “nothing” samples. In one of the samples (Sample 4.4) Gwendolyn was highlighting a line of text in an article. She was simply highlighting without further awareness at the moment of the beep, which is an example of just doing.
Nomothetic Results Summary

Chapter Sample Coding

Table 9.1 is a complete coding account of each of the samples resulting from the expositional interviews with Gwendolyn. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 9.1 also lists the visual analog scale (VAS) ratings made by Gwendolyn, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As seen in Table 9.1, 2 (8%) of Gwendolyn’s samples involved negative evaluative moments and 1 (4%) of these was self-directed. This negative evaluative moment was: internally saying “I’m pathetic, I’m bored” as if spoken aloud.
Table 9.1

Coding Account for Chapter 9 Samples

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CHAPTER 10

CONTROL PARTICIPANT IDIOGRAPHIC RESULTS: MELODY

Chapters 3 through 9 presented idiographic results for the seven anxious individuals in this study. Here in Chapter 10 and also in Chapters 11, 12, and 13, idiographic accounts will be given of each of the four control participants. Chapter 14 will contain the nomothetic group comparisons, while Chapter 15 will contain a Discussion of results.

Melody (not her real name) was an 18-year-old undergraduate. She was selected to participate in the sampling phase after scoring less than T-Scores of 70 on the obsessive compulsive, anxiety, phobic anxiety, and depression subscales of the SCL-90-R (T-Scores of 57, 59, 54, and 58 respectively). Her baseline BAI and BDI-II scores were 10 (mild symptoms) and 16 (mild symptoms), respectively.

Melody completed five sampling sessions over a 22 day period. These sessions yielded 28 usable samples. From these samples, three salient characteristics of Melody’s inner experience seemed to emerge. Eleven (39%) of her samples contained unsymbolized thinking, of which five involved a cognitive knowing that occurred in conjunction with, and seemed dependent upon, visual perceptual awareness. Sensory awareness occurred in 8 (29%) samples. Each of these salient characteristics will be
described and exemplified in the following sections beginning with the most frequently occurring.

Unsymbolized Thinking

Melody experienced unsymbolized thinking in 11 (39%) samples. Five of these samples involved unsymbolized thinking that was experienced with and as perceptual awareness. These samples will be discussed in the section entitled Knowing in Seeing.

In Sample 1.3 Melody's recent ex-boyfriend was calling her on her cellular telephone. At the moment of the beep she was looking at the cell phone display that listed his name indicating that he was the caller. Melody was engaging in a cognitive decision making process about whether or not she would answer the telephone. This process did not involve words, images, or any other form of symbolic representation. The unsymbolized deciding to answer the telephone or not was accompanied by a sense of dread that was felt as a tight knot in the center of her chest. It is important to note that Melody's awareness of seeing her ex-boyfriend's name on the cell phone display, while occurring in the same moment as the decision making process, was a distinct experience.

Before Sample 2.4 Melody was thinking about what her brother Jamie had done for his birthday the day before. At the moment of the beep she was aware of thinking that it was Jamie's birthday. This thought was not present in any symbolic form.

In Sample 2.6 Melody was thinking about a conversation she had had the night before with her father about some of the recent stressors she had been coping with. According to Melody, her father had cautiously asked her if she had considered taking anti-depressant medication to deal with her distress. At the moment of the beep she was
thinking about the content of the previous night's discussion as well as wondering if she was depressed as defined by her father. These thoughts occurred simultaneously and were experienced without words, images, or any other symbolic representation. In that same moment Melody was also minimally experiencing a depressed feeling in her body and head.

Knowing in Seeing

Melody experienced unsymbolized thinking and perceptual awareness as one combined experience in 5 of her 11 unsymbolized thinking samples. In Sample 2.2 Melody was driving. At the moment of the beep she was visually attending to a sign that said "$2.49" (referring to the price of regular unleaded gasoline) while thinking that the price of gasoline was too high. This thinking was not represented symbolically, but was just a cognitive knowing that gas prices were high. Both the seeing of the sign and the knowing the price was too high were aspects of the same experience, and not two distinct experiences occurring in the same moment.

In Sample 3.5 Melody was driving home from class. At the moment of the beep she was looking straight ahead at the street and cars in front of her, but she was visually focused on, and attending to, the water-spots covering her windshield. She was also thinking without words, images, or other symbolic representation that she needed to wash her car.

In Sample 4.3 Melody was looking at the whiteboard in her History class. She was looking at the cursive word "relations" as it was written on the board. The word was in the context of the cold war and was preceded by the word "massive" as it was written. At the moment of the beep she was aware that the word "relations" should be
“retaliation” based on the context of the rest of the notes. This awareness took the form of a cognitive process that involved simply knowing that the word was incorrect without symbolic representation as part of the visual awareness of the word relations.

Sensory Awareness

Melody experienced sensory awareness in 8 (29%) samples. Prior to Sample 1.4 Melody was brushing her teeth and had become aware of a pain in the back bottom left of her mouth. At the moment of the beep she was looking in the mirror attempting to determine the contour of a dark spot on her tooth by visually attending to the contrast of the discolored dark borders on the normal color of her tooth enamel. She was also aware of saying, “Is that a cavity?” internally as if she had spoken it aloud. This speech was in her own voice with the same vocal characteristics she would have if she were asking a question.

In Sample 5.1 Melody was in the process of yawning. At the moment of the beep she had her thumb and forefinger of her right hand on either side of her nose on her tear-ducts. A majority of her attention, however, was focused on the sensation of wetness she could feel with her eyes.

At the moment of the beep of Sample 5.5 Melody was aware of examining pen marks on her white shirt. This examination involved visually attending to the contrast of the black lines on the white background. At the same moment she was saying, “When did I get ink on my shirt?” aloud in a questioning tone. While she was speaking aloud, she was not aware of doing so until after the moment of the beep.
Nomothetic Results Summary

Chapter Sample Coding

Table 10.1 is a complete coding account of each of the samples resulting from the expositional interviews with Melody. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 10.1 also lists the visual analog scale (VAS) ratings made by Melody, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and/or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking "am I fat?" to "he's stupid!" to feeling inadequate. Only those cognitions and/or feelings involving negative self evaluation are being examined. As seen in Table 10.1, none of Melody's samples involved negative evaluative moments of self or of other.
Table 10.1

Coding Account for Chapter 10 Samples

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CHAPTER 11

CONTROL PARTICIPANT IDIOGRAPHIC RESULTS: NATHAN

Nathan (not his real name) was a 35-year-old graduate student. He was selected to participate in the sampling phase after scoring less than T-Scores of 70 on the obsessive compulsive, anxiety, phobic anxiety, and depression subscales of the SCL-90-R (T-Scores of 64, 59, 59, and 61 respectively). His baseline BAI and BDI-II scores were 8 (mild symptoms) and 14 (mild symptoms), respectively.

Nathan completed four sampling sessions over an eight day period. These sessions yielded 24 usable samples. From these samples, three salient characteristics of Nathan’s inner experience seemed to emerge. Fifteen (63%) of his samples contained inner speech; perceptual awareness occurred in 12 (50%) samples; and feeling occurred in 6 (25%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Inner Speech

Nathan experienced inner speech in 15 (63%) samples. All 15 of these samples seemed to be part of a frequently occurring ongoing commentary on things that Nathan saw or was thinking about. At the moment of all but one of these 15 beeps, Nathan was clear about the exact verbiage he was producing. The sample where Nathan knew he
was engaging in productive internal dialog, but was unable to capture the dialog at the moment of the beep will follow two representative samples of Nathan’s inner speech.

Leading up to, and during, the moment of the beep for Sample 2.4 Nathan was watching poker on television. One of the commentators had just finished saying that half the table didn’t like Phil Hellmuth (one of the poker players) and that the other half of the table really didn’t like him. At the moment of the beep Nathan had just finished saying, “I don’t really like that guy either” in inner speech with all of the same vocal characteristics as if he spoken aloud. In that same moment, he was also aware of seeing Mr. Hellmuth moving his poker chips into stacks on the poker table.

Prior to the moment of Sample 4.1, Nathan had been grading an undergraduate’s paper. At the moment of the beep he was internally saying “I like the way she presented these steps. She laid them out pretty well” in inner speech as if he were speaking aloud. He was also aware of seeing the words “Step 3, integrate” on her paper.

In the minutes leading up to Sample 4.2, Nathan continued to grade the undergraduate’s paper (from Sample 4.1 above) and had concluded that while the steps had been laid out well, the writing about the steps was insufficient. At the moment of the beep he was internally saying something about how he was going to grade her paper, though when he took stock of the moment the specific words were no longer in his awareness. We discussed this sample at length during the fourth expositional interview and Nathan was certain this inner speech moment was no different from what he called his “dialog” samples, despite his inability to capture the experience long enough to record it. At the moment of the beep he was also experiencing a tingling anxious energy radiating from the inside of his body outward in pulsing waves from his torso through
his limbs related to how he was going to go about grading the paper since it was structurally superior, but had been executed poorly.

Perceptual Awareness

Nathan experienced perceptual awareness in 12 (50%) samples. Prior to the moment of Sample 3.3 Nathan had been watching the movie *Face Off*. At the moment of the beep he was seeing the posture of a female character as well as the movement and contents of her hands. He was also saying, “What is she looking at?” in his inner voice as if spoken aloud.

Moments before the beep for Sample 3.6 Nathan had got out of the shower. At the moment of the beep he was visually examining the length of hair as held up on a comb in the bathroom mirror. In the same moment he was also saying, “My hair is just getting way too long because I can’t do anything with it” in his inner voice as if spoken aloud. The focus on his hair length and his inner speech, while occurring simultaneously, were experienced as being separate in Nathan’s awareness at the moment of the beep.

Prior to Sample 4.5 Nathan had been loading his backpack for school. At the moment of the beep he was aware of seeing his hands in the backpack as well as his books and the water bottle they were sitting under. He was also visually taking note of the position of the chair and desk behind his backpack. In the same moment Nathan was in the process of internally saying, “There is way too much in my backpack” internally.
Feeling

Nathan experienced feeling in 6 (25%) samples. Each of Nathan’s feelings were experienced as being located in his body. For many minutes prior to the moment of the beep for Sample 2.2 Nathan had been sitting in a chair in his living room thinking about an old roommate and friend who had been depressed some months earlier following the onset of seizures. At the moment of the beep Nathan was experiencing a warm soulful caring feeling in the core of his abdomen. He was also non-symbolically thinking that he would be upset if anything happened to his friend and he were not told by his friend’s mother. Nathan was also experiencing visual imagery from a first person perspective of a time when he was sitting on the couch in his living room talking with his friend’s mother on the telephone. In the image he could see his carpet (as he was looking down) and the furniture in his living room in his periphery.

Nathan had been sitting in his living room trying to obtain the motivation to finish grading undergraduate papers before Sample 3.1. At the moment of the beep he could feel annoyance in the form of a numb exhaustion throughout his entire body. The bodily aspect of this annoyance was described as being similar to the way one would feel if they worked out all day long. In the same moment as this feeling Nathan said, “I’m so sick of grading” in his inner voice as if spoken aloud.

In Sample 3.5 Nathan was just finishing ordering flowers online for his mother for Mother’s Day. At the moment of the beep he was aware of feeling relief which manifest itself as a tingling numb relaxation sensation in his whole body. At the moment of the beep he was also reading the line “you will receive a confirmation email for this order” aloud from the web page he was ordering from. The process of reading
aloud was simply seeing what was on the screen and speaking aloud, there was no
cognitive process regarding the reading that Nathan was aware of.

Nomothetic Results Summary

Chapter Sample Coding

Table 11.1 is a complete coding account of each of the samples resulting from
the expositional interviews with Nathan. The forms of experience listed in the table are
the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized
Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual
Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes
a column for those samples in which no form of experience was present at the moment
of the beep.

Anxious Moments

Table 11.1 also lists the visual analog scale (VAS) ratings made by Nathan, with
anxious moments listed in bold text. Anxious moments are defined as those moments
rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this
anxious: with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and / or feeling where
one is negatively considering self or other as judged by the researcher. This can range
from questioning a negative state or trait to firmly believing it to be true. Examples
include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those
cognitions and / or feelings involving negative self evaluation are being examined. As
Table 11.1

Coding Account for Chapter 11 Samples

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seen in Table 11.1, 3 (13%) of Nathan’s samples involved negative evaluative moments, none of which were self-directed.
CHAPTER 12

CONTROL PARTICIPANT IDIOGRAPHIC RESULTS: OLIVIA

Olivia (not her real name) was a 37-year-old graduate student. She was selected to participate in the sampling phase after scoring less than T-Scores of 70 on the obsessive compulsive, anxiety, phobic anxiety, and depression subscales of the SCL-90-R (T-Scores of 53, 37, 44, and 34 respectively). Her baseline BAI and BDI-II scores were 1 (minimal symptoms) and 3 (minimal symptoms), respectively.

Olivia completed four sampling sessions over an eight day period. These sessions yielded 24 usable samples. From these samples, four salient characteristics of Olivia’s inner experience seemed to emerge. Fifteen (63%) of her samples contained images; feeling occurred in 11 (46%) samples, four of Olivia’s feeling samples contained a mixed feeling imagery experience; perceptual awareness occurred in 10 (42%) samples; and sensory awareness occurred in 9 (38%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Images

Olivia experienced images in 15 (63%) samples. Before sample 4.2, Olivia had been mouthing the words to an email she was writing. At the moment of the beep she
saw an image of herself standing at the front of an auditorium. Olivia saw herself, as well as the backs of heads and torsos of students, as if she were 20 to 30 feet away from the front of the auditorium at an elevation of approximately 10 feet. Her imaged self was facing the seats holding a printer cable in both hands. Olivia was simultaneously internally asking herself if anything needed to be added to the email she was writing. While she believed there were specific words present at the moment of the beep, she was unable to recall what they were by the time she recorded the sampled moment.

At the moment of the beep for Sample 4.3, Olivia was experiencing an image of two separate photographs that were spliced together. She saw a woman in the left of the image wearing a blue blouse and black pants, and a male in a white button-up shirt on the right. The portion of the image of the woman made her appear slightly closer and slightly higher in the image than the male (due to the size of the photograph of the woman). Both figures were facing one another and the area where the two photographs had been fused together was a brown hazy color.

At the moment of the beep for Sample 4.4, Olivia saw an image of two chimpanzees with dark brown hair sitting on the ground facing one another. The background of the image was a bright white color. In the same moment Olivia was loudly exclaiming, “FUCK!” in her inner voice as if yelled aloud in response to the contents of the papers she was aware of holding in her left hand. At the moment of the beep she was not aware of the contents of the pages beyond her exclamation.
Feeling

Olivia experienced feeling in 11 (46%) samples. Four of these samples involved feeling in or as imagery. These samples will be discussed in the section entitled Feeling Through Imagery.

Prior to the moment of the beep for Sample 2.1, Olivia was standing by her desk. She was holding a small stack of papers in her right hand and books and a black folder in her left hand. At the moment of the beep she was aware wondering if she may need to keep the small stack of papers for future reference. This wondering occurred without words, images, or any other symbolic representation. Olivia was feeling uncertainty and distress about whether or not to keep the papers. These feelings manifested themselves as tension in her sides containing a small nervous ball of butterflies sensation that was inside of her stomach and extended from where her belly button was up to the bottom of her rib-cage. In the same instant she was aware of looking at her black folder and could feel her left thumb bending backward.

At the moment of the beep for Sample 3.3 Olivia was aware of hearing footsteps that may have been those of someone coming to her office to speak with her regarding an issue of some importance. Accompanying hearing the footsteps, and somehow present in the hearing of said footsteps, Olivia was aware of feeling an ominous shadowy blackness. The feeling was part of the hearing and not discernibly different (i.e. it was not a somatic or thought-based feeling). Olivia was also aware of seeing a small table, a coffee pot on the table, and a ring of coffee left from a cup. She was specifically visually focused on the fluid liquid nature of the coffee as it existed in a ring on the table.
At the moment of the beep for Sample 3.4 Olivia was aware of feeling a guilty nervous feeling that took the form of a shaky wave-like pressure sensation from the inside surface of her ribs out. She was also aware of seeing her open file cabinet and files.

*Feeling through Imagery*

Olivia experienced feeling in, manifest as aspects of, or as imagery in four of her 11 feeling samples.

In the moments leading up to Sample 1.2, Olivia had been laying in bed talking to her significant other about needing to drive in the snow to Idaho for work in the winter. At the moment of the beep she could see an image of her car and its surroundings driving on a windy snow covered landscape. She was looking at the car as if she were about one foot behind it and about four to five feet off the ground. She was seeing the car as if she were about one foot to the left of the center of the car. The image was in motion and was a color image despite the fact that the car was black, the ground, roads, and hills were all covered in white, and the sky was a charcoal color. Olivia was worried about the drive, and the worry was exclusively contained in the color of the sky as well as anticipation that the car would slide off the road and off a cliff at any second. The worry and anticipation were not separate from watching the image, they were contained by it.

At the moment of the beep for Sample 1.4, Olivia was driving through an intersection. At the moment of the beep she was worried about being able to make it to her annual breakfast meeting on time. This worry took the form of two alternating images. The first image was of seeing a co-worker eating food across the table. This
image was an accurate re-creation of the breakfast meeting from the year prior, it was in
color and seen from a first person perspective. In the second image she was seeing her
bank sign as though she were looking through her car window. This image was in color,
seen from a first person perspective, and was presumably what she would see in minutes
when she arrived at her bank. Also at the moment of the beep, Olivia was focused on
how green the green of the stoplight was.

   Approximately a second before the moment of the beep of Sample 2.6, Olivia
had thrown her key ring into a chair. At the moment of the beep she was aware of
seeing a color image from a first person perspective of her supervisor from head to foot
sitting in a chair facing her. In the background of the image were assorted wall
hangings. Olivia was also feeling nervous butterflies in her stomach, though this feeling
was experienced as being in her imaged self and not in her physical person. Olivia was
also experiencing her non-imaged keys hitting her chair as a metallic sensory sensation
in her mouth; on her teeth, molars, and her gums around her molars. Olivia was clear
that this experience was not a metallic taste, but rather was sensing the keys as they hit
the chair.

Sensory Awareness

   Olivia experienced sensory awareness in 9 (38%) samples. At the moment of the
beep of Sample 2.2, Olivia was looking at a newspaper and was aware of seeing the
contrast between the black and white of newspaper print and the pink and blue colors on
the comics page. She was also seeing a clear, though not fully articulated, color internal
image of three heads across a table from her from a first person perspective. The table
was brown as was the hazy background behind the three heads. Each of the heads had long black hair, though the faces were not seen at the moment of the beep.

Just before Sample 2.5, Olivia was getting ready to pull out of a parking lot into traffic. At the moment of the beep she could feel the waves of vibration created by her steering wheel as it was held in her hands. Olivia was also aware of seeing a black car approximately 15 feet in front of her and approximately five feet to her right. She was wondering if this black car was in the near or far lane, though she was unsure at the time of the expositional interview how that thought was being experienced at the moment of the beep. Olivia was also in the process of saying, “Maybe I should go that way” in her inner whispered voice as if spoken under her breath aloud. Olivia could also see the yellow lines separating lanes on the road.

Before Sample 4.5, Olivia was talking to a friend about a grade she had received on a course paper. At the moment of the beep she was aware of the blood-rushing sensation of the motion she was making with her left hand and arm, which was an exaggerated “X” in mid-air in front of her. In the same moment she saw an imaged report that had a large black slash mark to the right side of the page. Olivia was also looking at the friend she was talking to and was aware of seeing her friend’s blue shirt, facial expressions, and the fact that her friend’s hair was pulled back.

Perceptual Awareness

Olivia experienced perceptual awareness in 10 (42%) samples. At the moment of the beep for Sample 1.5 Olivia was responding to an email from her significant other and was aware of seeing the blinking cursor on her computer screen. She was also aware of
seeing a clear, color, full motion image of her boyfriend from the waist up sitting at a computer desk eating black licorice candy. The image was experienced from the first person perspective and she could see him as if standing up approximately two feet to his left and facing him, therefore looking downward at him. He was holding the bag of licorice in his right hand and chewing.

In Sample 2.4, Olivia was having a conversation with the office manager in her workplace. At the moment of the beep she was asking how medical charts were separated as some of them were blue and some of them were vanilla in color. She was aware of seeing her office manager in her left periphery as well as the charts in front of her. She was non-symbolically aware that to the far left and just to the right of center of the storage shelves were blue charts and that downstairs was the medical portion of the hospital.

At the moment of the beep of Sample 3.6, Olivia was aware of seeing an email on her computer monitor. A majority of her attention, however, was directed toward an internal color visual image from the first person perspective. In this image Olivia could see individuals who were interviewing her from across a conference room table. While there were a handful of people in the image, she was focused on the individual directly across the table from her who was wearing a royal blue shirt and had his right arm on the table and was leaning forward. The background of the image was black as if the lights were out, and other than the royal blue shirt on one interviewer, the colors were washed with brown and somewhat hazy. Related to the image was a nervous feeling that manifest as a strong upwelling wave of motion with slight nausea from her belly button.
Nomothetic Results Summary

Chapter Sample Coding

Table 12.1 is a complete coding account of each of the samples resulting from the expository interviews with Olivia. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 12.1 also lists the visual analog scale (VAS) ratings made by Olivia, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious with anchors Not on the left-most line and Very on the right-most line.

Negative Evaluation

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking “am I fat?” to “he’s stupid!” to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As seen in Table 12.1, none of Olivia’s samples involved negative evaluative moments of self or other.
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CHAPTER 13

CONTROL PARTICIPANT IDIOGRAPHIC RESULTS: PENEOPE

Penelope (not her real name) was a 21-year-old undergraduate student. She was selected to participate in the sampling phase after scoring less than T-Scores of 70 on the obsessive compulsive, anxiety, phobic anxiety, and depression subscales of the SCL-90-R (T-Scores of 62, 56, 44, and 57 respectively). Her baseline BAI and BDI-II scores were 12 (mild symptoms) and 15 (mild symptoms), respectively.

Penelope completed four sampling sessions over a 28 day period. These sessions yielded 24 usable samples. From these samples, three salient characteristics of Olivia's inner experience seemed to emerge. Nine (38%) of her samples contained sensory awareness; perceptual awareness occurred in 9 (38%) samples; and Unsymbolized thinking occurred in 7 (29%) samples. Each of these salient characteristics will be described and exemplified in the following sections beginning with the most frequently occurring.

Sensory Awareness

Penelope experienced sensory awareness in 9 (38%) samples. Leading up to Sample 3.3, Penelope had been memorizing terms for an exam. At the moment of the beep she could feel the sensation caused by scrunching her eyelids tightly together. She
was also aware of seeing an image of five to ten typewritten black letters on no background. While the words were clear and in focus, she was not aware of what they were at the moment of the beep as comprehension of the words was not a focus in that instant.

At the moment of the beep for Sample 3.6, Penelope was aware of hearing herself crunch a Dorito in her mouth. The sound from the chip was heard through the vibration of her jaw and skull and not through her ears. She was also aware of seeing her room mate’s outfit, composed of a green turtle neck, a gray jacket, black pants, and black heels.

At the moment of the beep for Sample 4.6, Penelope was driving. She was aware of the pressure on the pads of her hands caused by holding the steering wheel as well as seeing, though not particularly focusing on anything in, the road ahead of her.

Perceptual Awareness

Penelope experienced perceptual awareness in 9 (38%) samples. At the moment of the beep for Sample 2.6, Penelope was watching *The OC* (a tele-drama set in Orange County California) in a window on her laptop monitor. She was aware of seeing one of the male characters, the viewing window, and the rest of her monitor screen. During the expositional interview Penelope stated that she was also aware of feeling frustration at the moment of the beep, though how this feeling manifest was unclear after discussing the sample in depth.

At the moment of the beep for Sample 3.1, Penelope was laying on her stomach reading bold terms from a textbook. She was aware of seeing the bold term “attention”
and the string of words that made up the definition. Penelope was also aware being sleepy and relaxed, primarily due to a heavy sensation in her eyelids.

In the minutes leading up to the moment of the beep for Sample 4.5, Penelope was listening to her friend talk about an interview he had with Hilton Hotels. At the moment of the beep Penelope was aware of seeing his torso and head, though she was specifically focused on the gestalt of his facial expression, which seemed to be one of self-pride. She was also intently focused and concentrating to hearing the words “they want me in Seattle,” though their meaning had not yet been understood at the moment of the beep.

Unsymbolized Thinking

Penelope experienced unsymbolized thinking in 7 (29%) samples. At the moment of the beep for Sample 3.4, Penelope was eating lunch and talking to her roommate. Her attention had veered away from the conversation she was having and the only experience remaining in her awareness were thoughts about her schedule: her class at 9:00, an appointment at 10:40, basketball at 7:30, a date dash, and a possible mid-afternoon respite from schoolwork. Her schedule was a set of thoughts that were not represented with words, images, or other possible forms of symbolic representation.

At the moment of the beep for Sample 4.1, Penelope was aware of thinking about a heated telephone conversation that she had the previous night with her boyfriend. This thinking was not symbolically represented at the moment of the beep, but rather occurred without words, images, or other types of experience. She was also aware of
seeing the blurriness of objects, though not the objects themselves, in the center of her visual field in the doctor’s office waiting room in which she was sitting.

At the moment of the beep for Sample 4.2, Penelope was standing at the reception desk in her doctor’s office wondering to herself if she really needed to schedule a two-week follow up appointment. This thinking was not represented symbolically in words, images, or other forms of inner experience.

Nomothetic Results Summary

Chapter Sample Coding

Table 13.1 is a complete coding account of each of the samples resulting from the expostional interviews with Penelope. The forms of experience listed in the table are the nine most commonly occurring: Inner Speech (IS), Image (I), Unsymbolized Thinking (U), Inner Hearing (IH), Feeling (F), Sensory Awareness (SA), Perceptual Awareness (PA), Just Doing (JD), and Multiple Awareness (M). The table also includes a column for those samples in which no form of experience was present at the moment of the beep.

Anxious Moments

Table 13.1 also lists the visual analog scale (VAS) ratings made by Penelope, with anxious moments listed in bold text. Anxious moments are defined as those moments rated at a six or higher on an 11-point visual analog scale of: At this moment, I am this anxious: with anchors Not on the left-most line and Very on the right-most line.
Table 13.1

Coding Account for Chapter 13 Samples

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*Negative Evaluation*

Negative evaluation, in this dissertation, is any cognition and / or feeling where one is negatively considering self or other as judged by the researcher. This can range from questioning a negative state or trait to firmly believing it to be true. Examples include thinking "am I fat?" to "he’s stupid!" to feeling inadequate. Only those cognitions and / or feelings involving negative self evaluation are being examined. As
seen in Table 13.1, none of Penelope’s samples involved negative evaluative moments of self or other.
CHAPTER 14

ACROSS-PARTICIPANT RESULTS

Chapters 3 through 9 discussed the idiographic accounts of anxious participants, and Chapters 10 through 13 contained the idiographic accounts of control participants. The present chapter will discuss across-participant idiographic and nomothetic results.

Thus the preceding chapters have viewed the richly complex inner experience of eleven individual participants. The current chapter examines the characteristics of inner experience across all participants. These characteristics will be broken down into qualitative and quantitative differences between the anxious and the control groups. Qualitative group differences serve to elucidate aspects of experience that were not specifically being sought at the onset of this study. They are the result of examining and re-examining each individual sample across all participants until salient phenomena seemed to emerge. Quantitative group differences are examined to answer the five specific research questions addressed in the introduction of the study. These findings result from an examination of frequency tables of, and correlations between, the most commonly occurring experiences, correlations of visual analog anxiety ratings with common types of experience and negative self-evaluations, and observed differences between BAI and BDI-II scores before and after sampling.
Qualitative Group Differences

Examination of all participants’ experience samples by the primary researcher and jointly by the primary researcher and the dissertation advisor, as well as *a priori* knowledge and experience with DES and past DES participants, allowed two salient features of experience to coalesce. While these experiences are not necessarily absolute differences between anxiety and control participants, and are not likely to be limited to anxious individuals or moments, they do seem to be more frequently occurring in anxious individuals when compared to controls. These phenomena, indefinite figure-ground experience and concrete experience are global labels being applied to seemingly related experiences. Due to the nature of the data examination (i.e. two humans reviewing and discussing collaborative statements made between participants and the primary researcher), it is possible that other individuals reviewing these same samples would arrive at a different understanding of the phenomena that will be discussed, and of experiences between and across participants.

*Indefinite Figure - Ground Experience*

When reviewing participant samples, it became clear that, overall, samples from anxious participants were more likely to contain aspects of more than one element of the flurry of experiences one could have in a given moment than those from control participants. That is, often there are fewer experiences appearing simultaneously in the experience of control participants. Fritz Perls, borrowing from the Danish phenomenologist Edgar Rubin, called stimuli that were being attended to by individuals figure experiences, and those not being attended to as ground experiences (Passons, 1975). Perls’ notion is that healthy individuals choose one aspect of the welter of
experiences to make the figure, while the others experiences are banished to the ground—that is, disappear for the moment. Our apprehension of the samples from the present study indicated to us that inner experience in anxiety may not have the definite figure-ground characteristic that Perls thinks of as healthy.

We identified four types of failure to create a single defined figure in experience in the samples of the anxious participants: multiple figures, competing figures, expression (i.e. speaking or writing) remote from any figure, and no figure. These subtypes of indefinite figure-ground experience and the percentage of samples they occur in for each participant can be found in Table 14.1.

Table 14.1

Percentage of indefinite figure-ground experience samples by subtype

<table>
<thead>
<tr>
<th>Anxious Participants</th>
<th>Control Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A* B C D E F G</td>
<td>(\bar{X})</td>
</tr>
<tr>
<td>Multiple Figures</td>
<td>37 03 42 42 21 19 17</td>
</tr>
<tr>
<td>Competing Figures</td>
<td>15 0 04 08 08 08 08</td>
</tr>
<tr>
<td>Expression Remote From Any Figure</td>
<td>0 0 08 08 0 04 0</td>
</tr>
<tr>
<td>No Figure</td>
<td>0 0 08 0 04 17</td>
</tr>
<tr>
<td>Total</td>
<td>14 01 15 07 09 10</td>
</tr>
</tbody>
</table>

* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

Multiple Figures (aka Multiple Awareness)

When an individual’s experience is divided between two or more distinctly different, largely unrelated things, we might say that she has multiple figures instead of
one distinct figure. For example, suppose you are taking note of the burgundy color on a friend’s sweatshirt while simultaneously non-symbolically thinking about what to have for dinner. The burgundy color is in some way the central feature of your experience, and, at the same time, the thought about what to have for dinner is also in some way the central feature of your experience. Multiple figures are known in DES as "Multiple Awarenesses" and are coded as such in Table 14.3, Table 14.4, and Table 14.8. The current discussion of multiple figures is not to change or alter existent terminology, but rather to demonstrate commonalities across the indefinite figure-ground samples.

Note that if an experience has two or more related aspects, we would not call it a multiple awareness. For example, if you are saying to yourself in your own inner voice, “I hate her!” and at the same time feeling the hot pressure of anger towards her in your chest, we would consider this an example of inner speech and feelings, but because the speech and feelings are coordinated aspects, this is not an example of multiple awareness.

Multiple figures can be relatively non-complex, as is the case in Elizabeth’s Sample 2.3. At the moment of the beep she was walking around her kitchen looking in cupboards for a snack. She was aware of the pressure of mini vanilla wafer cookies on the inside of her left hand and simultaneously aware of the sensations created by her dog’s furry and wet nose pushing against the knuckles of the same hand. In this example, there are two unrelated sensory awarenesses occurring in the same moment: the pressure of the cookies and the furry wet sensation from her dog’s nose. Elizabeth’s walking around and her looking were outside of her awareness at the sampled moment (the walking was “on autopilot,” so to speak).
Multiple figures can also be more complex, as in Cynthia's Sample 4.5. Cynthia was aware that she was getting ready to say, “Yeah, it’s true,” to her room-mate. This knowing did not involve symbolic representation. In that same instant she was also aware of the sensation of her open mouth; also at that instant she was feeling an anxious tension feeling in her neck related to bad news she needed to give someone else momentarily. In this example, Cynthia's experience has three distinct foci: an unsymbolized thought about what she was getting ready to say, the sensation of her open mouth, and the emotion located in the back of her neck.

Multiple figures can involve multiple simultaneous experiences of the same type, different types, or a combination of the two. In the case of Gwendolyn's Sample 3.6, she was internally and angrily saying, “If they don’t leave it, I won’t be able to get it either.” She was simultaneously feeling anger as pain across the back of her head and also simultaneously feeling an anxious-depressed feeling in her stomach, as well as an anxious-depressed sinking in her torso. This is an example of multiple figures because two different and presumably unrelated in experiences, emotions (anger and anxiety/depression) occurred simultaneously.

Competing Figures

Sometimes a person has one central figure in experience, but another, less central, figure also occurs in experience. This second figure is experienced as being a distraction to the first figure. We will call that phenomenon “competing figures.”

In Sample 1.2, Abigail was experiencing relief over being done with a task that she needed to accomplish. This relief was at the center of her awareness and was experienced as the sensation of physical relaxation and calm in her torso. She was also
simultaneously, but minimally, aware of some tension in her body related to preparing to
do the next task on her to-do list. This tension seemed to be trying to become the figure
but had not yet made it. In a person who has good healthy figure ground phenomena, the
upcoming task would either be in awareness or not in awareness; here it seems to be half
way in awareness, half way the figure.

Another example is Deborah’s Sample 2.4. She was in her ecology course
drawing stars on a sheet of paper. At the moment of the beep she was drawing a line up
and to the right (as part of drawing toward the corner of a star) and was feeling peace or
relief from her anxiety as a warm, comforting, and calming relaxing sensation from the
top of her hand to mid-way up her forearm toward her elbow. That was the main figure
of her experience. She was also simultaneously beginning to fully experience a tensing
anxiety in her torso in anticipation of drawing the next line of the star. That is the
competing figure: it does not completely displace the main figure, but seems to pull at it.
This feeling was experiencing a decrease in the warmth and calm generated in her torso
milliseconds earlier when starting a new line in the star. (Deborah described corners in
general, and the points of stars specifically, as anxiety reducing when physically touched
or experienced, as in drawing the star.) Healthy figure ground in an individual would
not likely include the partial presence of anxiety and relief as competing for awareness.
This sampled moment also has a strong experientially concrete element – the literal,
almost tangible, nature of the experience of the lines and corners of the star. Concrete
literalness of samples is discussed in more detail later in this chapter.

Another competing figure can be seen in Erica’s Sample 1.6. At the moment of
the beep she was thinking that she needed to pick up a prescription, that it should have
been picked up, and that it would have to wait until the following day. This thinking was not experienced in words, images, or other symbolic representation. In the same moment, and competing with Elizabeth’s thought processes, was an awareness of the quiet in the room and a growing sense of calm and relief that was building in her due to a decrease in pressure on her torso, neck, and head.

Expression Remote from Any Figure (aka the Happening of Speaking)

Expression remote from any figure occurs when an individual is engaging in expressive behavior (e.g. speaking, writing, etc.) but has no direct experience of that expression – it is simply happening. For example, you’re saying aloud to your friend, “I wonder what we should have tonight for dinner,” but that speaking (and the dinner) are not at all in your awareness; instead, you are seeing an inner image of the burgundy blouse Hillary Clinton was wearing as you saw her on TV last night. That is, you are not at all experiencing yourself as planning or producing speech; the speech is simply “rolling out,” as if your bodily apparatus is working automatically. In this experience, there is only one figure—the image of Hillary in her blouse; the speaking has no secondary figure—no figure at all. It is an organized process—you produce a well formed sentence—that takes place outside of conscious experience. Such examples of speaking remote from any figure are known in DES as “The Happening of Speaking.”

The current discussion of expression remote from any figure is not to change or alter existent terminology, but rather to demonstrate commonalities across the indefinite figure-ground samples.

An example of writing remote from any figure occurred in Francesca’s Sample 3.4. She was writing in her notebook, but she had no awareness at all of what she was
writing—it was as if the words were simply coming out of the end of her pen. She was feeling the pressure of the pen in her hand, seeing the notebook sitting in front of her, and thinking about what she wanted to write next. All those things could be said to be figures in her experience; the writing itself happened automatically remote from any of those figures.

A similar example of writing remote from any figure can be seen in Nathan's Sample 4.3. At the moment of the beep, Nathan was writing a response to a paper he had been grading. He was automatically writing, “This could be a reason to determine which treatment may be beneficial for that person.” He was seeing the words as they appeared on the page, as if they were being written by an unseen hand; he did not have a sense of the meaning he was writing or what he was going to write.

An example of expression remote from any figure with speaking occurred in Deborah’s Sample 3.6. Deborah was explaining the DES study, and her excitement about it, to her upstairs neighbor. She was not aware of speaking—the words just rolled out; the figure of her experience was an inner watching herself, viewed from behind.

No Figure (aka Nothing)

No figure occurs when an individual has no experience at the moment of the beep. For example, you are sitting on the couch with a friend. There is nothing in your experience—not the friend, his / her sweatshirt, not dinner, not anything. No figure has been coded in past research, and is coded in this paper, as “Nothing.” The current discussion is not to change or alter existent terminology, but rather to demonstrate commonalities across the indefinite figure-ground samples.
An example of no figure occurred in Francesca’s Sample 2.3. Though she was in a meeting, there was nothing in her awareness. She was uncertain what the topic of the meeting was around the time of the beep (before, after, and obviously at) and was not certain what, if anything, she was doing.

Another example of no figure occurred in Gwendolyn’s Sample 3.3. Gwendolyn stated that she was sitting in front of her television, that her eyes were directed toward the television, but that she was not seeing or hearing the television or attending to anything else in her inner or outer environment.

No figure can also be seen in Cynthia’s Sample 4.2. Cynthia had been chatting online with a friend as well as engaging in a conversation with girlfriends about American Idol, which they were watching, though at the moment of the beep she was not aware of anything she was seeing or hearing. She did not know who was talking, if she was saying anything, or what was on the television at that specific moment.

**Summary**

Indefinite figure-ground experience, of any type, was experienced 10 times on average for anxious individuals and 7 times for controls. Competing figures were experienced between 0% and 15% of samples; expression remote from any figure between 0% and 8%; and no figure between 0% and 17%, with the highest proportion being experienced by anxious individuals. Of the four types of indefinite figure-ground experience, multiple figures is the only one experienced more by a control participant than an anxiety participant. Olivia experienced multiple figures in 50% of her samples, the next highest was 37% experienced by Abigail. Olivia’s high multiple figures could
be an indicator that the anxiety construct, and the way in which it was screened for classification in this study, are potential confounds.

Concrete Experience

Overall, samples from anxious participants were more ambiguous, more difficult to explain (by participants) and to understand (by the principal researcher), and required more effort to experience than those from control participants. These effortful, concrete, and literal samples seem to break down into four types of experience: concretizing the location of an experience, concretizing the experience of understanding, concretizing imaginal representation, and concretely relived experiences. These subtypes of constructed experience and the percentage of samples they occur in for each participant can be found in Table 14.2.

Concretizing the Location of an Experience

By a concrete location of an experience, we mean that an experience is understood to be taking place in a specifically defined region of space, often a part of the body. For example, this is a concretely localized experience: you are feeling angry, and that anger is experienced to be taking place in a two-inch wide by eight-inch long strip just under the skin in the front of your abdomen. By contrast, experience can (and more frequently does) occur without such a concretely specific location. For example, when you are feeling angry, it may be very difficult if not impossible to specify how or where that anger is experienced by you; whereas you are without question angry, it may be hard for you to say if it is in your body or your head, let alone a more concrete location.
Table 14.2

Percentage of constructed experience samples by subtype

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<th>Subtype</th>
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<th>Control Participants</th>
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<tbody>
<tr>
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<td>A* B C D E F G</td>
<td>M N O P</td>
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<td>0 13 29 0 0 0 0 0 0</td>
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<tr>
<td>Concretizing Imaginal Representation</td>
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<tr>
<td>Total</td>
<td>0 28 10 24 07 04 07</td>
<td>11.71 9.39</td>
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* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

An example of a concretely localized experience occurred in Deborah’s Sample 4.5. She had been looking at a microbiology test and had the experience of seeing a clear, detailed (down to the backs of students heads in front of her and the teacher at the front of the auditorium), color image with hazy edges of the microbiology auditorium she had taken the class in the year prior. The image was experienced as being located on the outside of and across her entire forehead.

Another example of a concretely localized experience occurred in Francesca’s Sample 5.2. At the instant of the beep she was experiencing a series of thoughts that were experienced as being located in the middle of her head floating in a ring. These thoughts were not seen, but simply perceived to be ring-shaped and floating, suspended, in the middle of her head. The thoughts were about assorted tasks needed to get to work.
on time, and were not symbolically represented, despite the fact that they were experienced as being located in this thought-ring.

In the previous two examples, the experience location was on or in the subject’s body. A concretely localized experience can be outside and not attached to one’s body as well. In Beverly’s Sample 5.1 she was watching “Freddie vs. Jason.” At the moment of the beep she heard her own voice speaking into her left ear from some inches away saying, “Watch her fall” sarcastically. This speech was similar to having someone else sitting beside Beverly speaking into her ear.

*Concretizing the Experience of Understanding (aka the Doing of Understanding)*

Concretizing the experience of understanding refers to the experience of actively trying to glean or derive the meaning of something. For example, your friend is telling you about the woman she met today, and you’re listening intently, one word at a time, to make sure you understand exactly what your friend is saying. That is, you experience yourself as receiving small bits (e.g. words), and you experience yourself as actively attempting to arrange the mosaic of those bits into something meaningful. By contrast, in typical DES subjects understanding is usually an automatic process: your friend is telling you about the woman she met today and you’re hearing with effortless comprehension her speaking, as if the meaning of the words comes automatically along with the words themselves. What we are calling here Concretizing the Experience of Understanding is also known in DES as “The Doing of Understanding.” The current discussion of concretizing understanding is not to change or alter existent terminology, but rather to demonstrate commonalities across the concretized experience samples.
An example of concretizing the experience of understanding occurred in Deborah’s Sample 2.5. At the moment of the beep, Deborah was reading a sociology textbook, and as she read, she saw a visual image of each word that somehow conveyed the meaning of that individual word. At the moment of the beep she was on the word “symbol,” which was innerly seen as a fuchsia-purple word “symbol” written in her own handwriting across the foreground of her forehead (also an example of the concretizing of location). In the background of this same image was a color collage made up of culturally diverse Caucasian people from the United States. Standing directly behind the “s” was a man with dark hair and a blue shirt. He was the only individual in the image who was noticed at the moment of the beep. Not every word read had such a complex image, though important words were likely be experienced similarly by Deborah.

Another example of concretizing the experience of understanding involving the experience of attending to small fragments of speech and awaiting meaning occurred in Penelope’s Sample 4.5. Her friend was telling her how his job interview had gone, and Penelope was intently focusing and concentrating on each of his words and phrases. Just prior to the moment of the beep her friend had said, “They want me in Seattle.” Penelope had experienced herself as attending to those words one word at a time, and now, at the moment of the beep, was actively holding those words in mind while awaiting the arrival of the meaning of those words, which, as she understood it, would likely come once that fragment of speech was internally processed.

Another example of concretizing the experience of understanding occurred in Deborah’s Sample 4.2. At the moment of the beep she was aware of, and attending to, hearing both her own and her therapist’s voice from an earlier meeting saying, “hy – per
- ten - sion” in the greater context of whether or not anxiety can be caused by hypertension. Deborah’s focus on the word hypertension, as well as its syllabic breakdown was part of an attempt to understand the relationship between hypertension and anxiety. (She reported that she would frequently focus on important words or phrases in both text and speech to try and understand some information.)

*Concretizing Imaginal Representation*

We will say that a concrete imaginal representation occurs when an individual experiences an image that specifically represents something greater than the image itself. For example, you are experiencing an inner image of a door that you know means, “I’m angry, so I’m leaving!” You don’t have a direct experience of anger; your representation of anger is the image of the door.

At Deborah’s Sample 1.1, she had just finished reading the word “energy” in the larger context of means to generate energy and at the moment of the beep was innerly seeing a red lower-case hand-written “e” floating approximately one foot in front of her forehead (an example of concretization of location). This letter was understood at the moment of the beep to mean “energy,” and was written in the color red which was understood to mean “generating.” She stated that she believes this generated red lower-case “e” image could then be used in other reading to convey the phrase energy generating.

As another example, at Olivia’s Sample 1.2 Olivia had been talking about her concern over a drive she would need to regularly make. At the moment of the beep, Olivia was seeing an image of her car on a windy snow covered landscape, viewed from behind the car. The image was in motion and color: the car was black, the ground,
roads, and hills were all covered in white, and the sky was a charcoal color. Olivia’s worry and concern about the drive were exclusively contained in the color of the sky and the anticipation that the imaged car would slide off the road and off a cliff at any second. That is, the worry and anticipation were not experienced separate from the image; the image itself and its features represented the worry and the concern.

Beverly in Sample 4.2 used a concrete imaginal representation to decide where she should eat for lunch. She innerly saw the word “Wendy’s” directly above the word “McDonald’s.” Both words were type-written in Times New Roman font in white letters on a black background approximately six inches away from her eyes and large enough to fill a majority of her visual field. She also felt a growling sensation in the center of her stomach. Beverly understood her decision to go to Wendy’s or McDonalds to be made by considering the image.

Concretely Relived Experience

A concretely relived experience is a vivid reliving of a past experience as if you were there again. This experience is more than simply remembering a past event, but involves the experienced re-living. For example, you are recalling when you had become angry with someone and stormed out the front door of the house; in this recalling, you are feeling the same directed anger, feeling the forward movement toward the door, hearing the door slam behind you. By contrast, on another occasion you may remember that you were angry, remember that you stormed out of the house, but without actually experiencing the details of that episode.

For example, in Beverly’s Sample 6.6 she was driving. At the moment of the beep, she was re-experiencing a time several months before when she rear-ended a car
that had pulled out in front of her. Beverly had experienced this color motion memory as if she had been transported back to the previously occurring time, as if her consciousness had temporarily left the here and now for an earlier time.

Cynthia, at Sample 3.1, had been watching the television program “The Bachelor” where the bachelor and his date were on a gondola in the Venetian Hotel in Las Vegas. In that instant, Cynthia was seeing on the television the painted ceiling of the hotel, but she was experiencing a euphoric excited bodily wonder and content feeling, the same (as she apprehended it) feeling that she had actually had when she herself had been in Las Vegas at the Venetian a year earlier. She was now reliving her original experience of being in the Venetian Hotel. That is, she was not merely recalling that she herself had been in the hotel; she was transporting herself, in her imagination, back to the experience that she had had in the hotel.

Concretely relived experiences do not have to be all encompassing or powerful. In Nathan’s Sample 2.2, for example, he was thinking about his friend who had a seizure disorder, and how he hoped his friend’s mother would notify Nathan if anything ever happened. At the moment of the beep, Nathan was reliving a telephone conversation that he had had with his friend’s mother, seeing carpet and the room in his periphery as he had seen it when speaking with her.

Summary

Concrete experience of any type was experienced, on average, 7.5 times for each anxious participant and 5 times for control participants. Concretizing the location of an experience was experienced between 0% and 58% of samples; concretizing the experience of understanding between 0% and 13% of samples; concretizing imaginal
representation between 0% and 39%; and concretely relived experience between 0% and 17%, in each instance with the highest frequency experienced by anxious individuals. Olivia, a control participant, experienced concretizing the location of an experience in 29% of her samples, which is just above the average of 27% across all anxious individuals. She was also one of only three of all participants to experience imaginal representation; which Beverly experienced in 39% of her samples, Deborah experienced in 25%, and Olivia experienced in 21%. As was the case in indefinite figure-ground experience, Olivia’s experience seems more in line with that of anxious individuals, which could be an indicator that the anxiety construct, and the way in which it was screened for classification in this study, are potential confounds.

Quantitative Group Differences

The 285 samples from the 11 participants were each coded for the nine most frequently occurring types of experience: inner speech, image, unsymbolized thinking, inner hearing, feeling, sensory awareness, perceptual awareness, and just doing. Participants contributed between 24 and 36 samples each (with a mean of 26) over four to six (mean 4.5) sampling days. The percentages for each participant are shown in Table 14.3. These aspects ranged from being experienced not at all by an individual to being present in 30 of 36 (83%) of samples. The inner speech, images, unsymbolized thinking, feeling, and sensory awareness means are similar to those found by Heavey and Hurlburt(2008).

The VAS was created with 11 hash marks, 9 along a horizontal line that read “At this moment, I am this anxious” and 2 anchors “not,” and “very.” Ninety-three percent
Table 14.3

Percentage of the nine common aspects of inner experience

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Anxious Participants</th>
<th>Control Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Inner Speech</td>
<td>37</td>
<td>14</td>
</tr>
<tr>
<td>Image</td>
<td>11</td>
<td>83</td>
</tr>
<tr>
<td>Unsymbolized Thinking</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Inner Hearing</td>
<td>07</td>
<td>17</td>
</tr>
<tr>
<td>Feeling</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>Sensory Awareness</td>
<td>44</td>
<td>03</td>
</tr>
<tr>
<td>Perceptual Awareness</td>
<td>30</td>
<td>06</td>
</tr>
<tr>
<td>Just Doing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiple Awareness</td>
<td>37</td>
<td>03</td>
</tr>
</tbody>
</table>

* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

of sampled moments were rated on the VAS scale provided to participants. Anxious participants responded to the VAS in 90% of their 185 samples, while control individuals responded to the VAS in 99% of their 100 sampled moments. Table 14.4 shows the mean VAS ratings by participant and by group. The four highest VAS averages for individuals were anxious participants, and the two lowest VAS averages were control participants. However, the mean for anxious individuals on the VAS was 3.57, while the mean for control individuals was 1.53; a non-significant difference ($t = 2.10, df = 9, ns, d = .88$) because of the small sample size, even though the effect size is quite large.
Table 14.4

VAS ratings by participant and group

<table>
<thead>
<tr>
<th></th>
<th>Anxious Participants</th>
<th>Control Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  B  C  D  E  F  G</td>
<td>M  N  O  P</td>
</tr>
<tr>
<td>X VAS Rating</td>
<td>1.69 4.67 1.42 2.86 3.79 4.40 6.17</td>
<td>1.71 0.25 1.08 3.09</td>
</tr>
<tr>
<td>SD</td>
<td>2.63 1.93 1.98 2.32 2.02 2.15 1.49</td>
<td>2.22 .52 1.08 2.08</td>
</tr>
<tr>
<td>X VAS by Group</td>
<td>3.57^b</td>
<td>1.53</td>
</tr>
<tr>
<td>SD by Group</td>
<td>2.63</td>
<td>1.96</td>
</tr>
<tr>
<td>Number of Ratings &gt;5</td>
<td>3 8 1 3 6 3 12</td>
<td>3 0 0 0 4</td>
</tr>
</tbody>
</table>

^ a=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

^ b \( t = 2.10, \text{df} = 9, \text{ns}, d = .88 \)

The center hash mark on the VAS is a 5 on a scale of 0 to 10. Anxious moments are being defined here as any moment that is rated higher than 5 on the VAS scale.

Table 14.4 also shows the number of those moments rated on the VAS higher than a 5 for each subject. The mean number of anxious moments for anxious participants is 5.14 and for control participants 1.75. This difference is not statistically significant, however \( (t = 1.63, \text{df} = 9, \text{ns}, d = 1.22) \)

Table 14.5 shows the correlation among the nine most frequently occurring types of experience (inner speech, image, unsymbolized thinking, inner hearing, feeling, sensory awareness, perceptual awareness, just doing, multiple awareness) and the VAS.
Correlations are based on 285 ratings of 11 individuals. These correlations therefore conflate the within-subject and between-subject variability.

Table 14.5

Correlations of the most frequent aspects of inner experience and VAS

<table>
<thead>
<tr>
<th>IS*</th>
<th>I</th>
<th>U</th>
<th>IH</th>
<th>F</th>
<th>SA</th>
<th>PA</th>
<th>JD</th>
<th>M</th>
<th>VAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS*</td>
<td>---</td>
<td>I</td>
<td>U</td>
<td>IH</td>
<td>F</td>
<td>SA</td>
<td>PA</td>
<td>JD</td>
<td>M</td>
</tr>
<tr>
<td>I</td>
<td>-0.20**</td>
<td>---</td>
<td>U</td>
<td>-0.08</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>U</td>
<td>-0.25**</td>
<td>-0.08</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>IH</td>
<td>-0.06</td>
<td>-0.01</td>
<td>-0.11</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>F</td>
<td>-0.08</td>
<td>-0.00</td>
<td>0.02</td>
<td>-0.08</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SA</td>
<td>-0.07</td>
<td>-0.16**</td>
<td>-0.11</td>
<td>-0.01</td>
<td>-0.100</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PA</td>
<td>0.12</td>
<td>-0.14**</td>
<td>-0.04</td>
<td>-0.09</td>
<td>-0.027</td>
<td>-0.15**</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>JD</td>
<td>-0.11</td>
<td>-0.10</td>
<td>-0.08</td>
<td>-0.04</td>
<td>-0.121</td>
<td>-0.10</td>
<td>-0.10</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>M</td>
<td>0.11</td>
<td>-0.08</td>
<td>-0.03</td>
<td>-0.00</td>
<td>0.071</td>
<td>0.36**</td>
<td>0.18**</td>
<td>-0.10</td>
<td>---</td>
</tr>
<tr>
<td>VAS</td>
<td>0.01</td>
<td>0.08</td>
<td>0.04</td>
<td>-0.00</td>
<td>0.23**</td>
<td>-0.05</td>
<td>-0.24**</td>
<td>-0.11</td>
<td>-0.06</td>
</tr>
</tbody>
</table>

* IS=Inner Speech, I=Image, U=Unsymbolized Thinking, IH=Inner Hearing, F=Feeling, SA=Sensory Awareness, PA=Perceptual Awareness, JD=Just Doing, M=Multiple Awareness, VAS=Visual Analog Scale Rating

** = p < .01, df = 283

In the introduction to this study, five predictions were made: 1. samples rated by participants as involving anxiety will have less imagery that will samples that are not rated as involving anxiety; 2. anxious participants will have less imagery than will control participants; 3. samples rated by participants as involving anxiety will have more negative valence self-evaluations than will samples rated as not involving anxiety; 4. anxious participants will have more negative valence self-evaluations than will control participants; and 5. anxious individuals will rate more moments as involving anxiety than will control participants.

Prediction 1. The first prediction was that samples rated by participants as involving anxiety will have less imagery than will samples that are not rated as involving anxiety. That prediction implies that there should be a negative correlation between
VAS ratings as entered by the subject just after the beep and images as scored by the investigator on the basis of the DES expositional interview. As shown in Table 14.5, that correlation was .081, which was not statistically significant ($p > .01, df = 283$).

Thus the results show a slight positive correlation rather than a negative correlation, so the first prediction was not supported.

**Prediction 2.** The second prediction was that anxious participants should experience less imagery than did control participants. This prediction was examined comparing the percentage of imagery experiences as rated by the investigator on the basis of the expositional interview was compared between groups. As can be seen in Table 14.3, image frequency in anxious participants ranged from 0 to 83%, and in control participants ranged from 0 to 63%. The mean percentages of samples containing images for anxious participants was 24%, and 22% for control participants, a nonsignificant difference in the (very slight) opposite direction from that predicted.

**Prediction 3.** The third prediction was that samples involving anxiety should have more negative-valence self-evaluations than samples not involving anxiety. To examine this prediction, the presence of anxiety was measured by the subjects' VAS ratings; negative-valence self-evaluation was rated by the investigator on the basis of the expositional interview. There were only 12 negative-valence self-evaluation moments out of the 285 total moments, so the first observation is that negative self-evaluation as could be determined by the investigator from subjects' moments is rare. Of these 12 negative-valence self-evaluation moments, 10 were rated on the VAS. Of these, two were below a rating of 5, three were rated a 5, and five were higher than a rating of 5 (see Table 14.6 for a complete listing). Eight of 10 of the rated negative-valence self-
evaluation moments were at the middle-most VAS rating or higher, and the mean of the 10 ratings was 5.8, which is nearly one point from the center of the VAS toward a rating of "very anxious." Thus, the relationship between experienced anxiety and negative-valence self-evaluation was supported.

**Prediction 4.** The fourth prediction was that anxious participants should have more negative-valence self-evaluations than would control participants. To examine this prediction, all samples considered by the investigator to be negative valence self-evaluations were calculated and compared across groups. As we have seen, there were 12 such negative valence self-evaluation moments across the 285 participant samples; these samples are displayed in Table 14.6. All twelve negative valence self-evaluation moments were experienced by anxious participants, so this prediction is supported in the current study.

### Table 14.6

VAS ratings for negative self-evaluation samples

<table>
<thead>
<tr>
<th>Instance</th>
<th>Anxious Participants</th>
<th>Control Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>B C D E F G</td>
<td>M N O P</td>
</tr>
<tr>
<td>1(^{st}) Instance</td>
<td>5 7 8 4 8</td>
<td></td>
</tr>
<tr>
<td>2(^{nd}) Instance</td>
<td>5 0 5</td>
<td></td>
</tr>
<tr>
<td>3(^{rd}) Instance</td>
<td>9 7</td>
<td></td>
</tr>
<tr>
<td>4(^{th}) Instance</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5(^{th}) Instance</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope
Prediction 5. The fifth prediction was that anxious individuals would rate more moments as anxious than would controls. This prediction was examined by comparing the averaged VAS ratings for each participant and for each group, as well as by comparing the frequency of moments rated as anxious by participants and groups. As can be seen in Table 14.4, the four highest participant VAS averages were in the anxiety group. The anxiety group mean was 3.57, which because of the small sample size slightly missed statistical significance ($t = 2.10$, $df = 9$, $ns$) but had a large effect size ($d = .88$), as it was nearly two full points higher than the control group mean of 1.53. Defining anxious moments as VAS $> 5$, anxious participants experienced on average just over five anxious moments, while control participants experienced just under two such moments.

Beyond the formal predictions examined in this work, there are four tentative descriptive statements that can be made based on the correlations of the nine common aspects of inner experience and VAS as displayed in Table 14.3. There are observations than can be made based on the BAI and BDI-II data collected from participants at the beginning and end of their participation in the study. There is also a general statement that can be made about the current study when compared to the pilot (Hutchins, 2003) based on tables of Sensory Awareness experience.

The first tentative statement that can be made from the correlation matrix can be drawn from the fact that momentary level of anxiety as measured by the VAS ratings is positively correlated with feelings and negatively correlated with perceptual awareness (+.23 and -.24 respectively) as rated by the investigator on the basis of the expositional interviews. Since anxiety is, at least in part, an emotional state, its relationship to
feelings is not surprising. The negative relationship between anxiety and the direct experience of the external world is less obvious.

Second, images are significantly negatively correlated with inner speech and unsymbolized thinking (-.20 and -.25 respectively). This replicates the findings in Heavey & Hurlburt (in press).

Third, images are significantly negatively correlated with sensory awareness and with perceptual awareness (-.16 and -.14 respectively). Based on these correlations, it can be tentatively stated that a focus on internal visual imagery decreases the likelihood of being focused on external stimuli.

Fourth, multiple awareness is significantly positively correlated with sensory awareness and with perceptual awareness (+.36 and +.18 respectively) and sensory awareness and perceptual awareness are significantly negatively correlated (-.15). It would seem that moments where multiple awarenesses are experienced frequently contain either a sensory awareness or perceptual awareness. Experiencing both sensory and perceptual awarenesses, during multiple awareness or not, is infrequent; possibly as a matter of focus (i.e. you are either looking at the texture of the napkin, or the table settings, not both).

Casual observations have noted that psychiatric symptomatology has decreased through participation in DES. Whereas this study was not designed specifically to address this issue, some evidence can be examined by comparing BAI and BDI-II scores obtained before and at the conclusion of participation. These scores are shown in Table 14.7. As can be seen, there is a tendency for both the BAI and the BDI-II scores to decrease for both the anxious and the control participants. Anxious individuals’ BAI
scores drop an average of 3.57 points from time one to time two, while control
individuals’ BAI scores drop an average of 2.75 points (3.28 points average across all
individuals, $d = .35$, a modest effect). The average change in BDI-II scores from time
one to time two is 1.14 points for anxious individuals, 6.25 for controls, and 3.00 across
all individuals ($d = .41$, a modest effect).

Table 14.7

<table>
<thead>
<tr>
<th>BAI and BDI-II scores for time 1 and time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anxious Participants</strong></td>
</tr>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>BAI</td>
</tr>
<tr>
<td>Time 1</td>
</tr>
<tr>
<td>BAI</td>
</tr>
<tr>
<td>Time 2</td>
</tr>
<tr>
<td>BDI-II</td>
</tr>
<tr>
<td>Time 1</td>
</tr>
<tr>
<td>BDI-II</td>
</tr>
<tr>
<td>Time 2</td>
</tr>
</tbody>
</table>

* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

Hutchins (2003) observed that anxious individuals experience less variability in
the manner in which they experience, Table 14.8 is a simplified version of Table 14.3
“Percentage of the nine common aspects of inner experience.” In Table 14.8, only those
examples experienced at least 33% of the time were represented. Anxious participants
experienced between two and three prominent types of experience each, while control
participants experienced between one and five prominent types of experience.
Table 14.8

Phenomenon experienced in more than 33 percent of samples

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Anxious Participants</th>
<th>Control Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A* B C D E F G M N O P</td>
<td></td>
</tr>
<tr>
<td>Inner Speech</td>
<td>37 83 38 46</td>
<td>67 63</td>
</tr>
<tr>
<td>Image</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Unsymbolized Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling</td>
<td>36 54 54 50</td>
<td>46</td>
</tr>
<tr>
<td>Sensory Awareness</td>
<td>44 46 38 50</td>
<td>38 38</td>
</tr>
<tr>
<td>Perceptual Awareness</td>
<td>46 35 50 42 38</td>
<td>50 50</td>
</tr>
<tr>
<td>Just Doing</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Multiple Awareness</td>
<td>37 42 42 50</td>
<td></td>
</tr>
</tbody>
</table>

* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

The observation made by Hutchins does not seem to hold up in the current study. Of the controls, Melody only experienced one prominent type of experience, and Nathan and Penelope experience only two each. This is equal to or less than the number of prominent experiences experienced by anxious participants. The exception to the rule is Olivia, who experienced five prominent types of experience, which is greater than any other participant.

Hutchins (2003) also observed that anxious individuals experience more sensory awareness than do controls. Table 14.9 lists the percentage of samples containing sensory awareness, only sensory awareness, and the number of samples where only sensory awareness was experienced (called “pure sensory awareness” here). The percentage of samples containing sensory awareness ranged from 3% to 46%, while those samples containing only sensory awareness ranged from 0% to 25%.
Table 14.9

Percentage of samples containing sensory awareness

<table>
<thead>
<tr>
<th></th>
<th>Anxious participants</th>
<th>Control Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A* B C D E F G</td>
<td>M N O P</td>
</tr>
<tr>
<td>% Sensory Awareness</td>
<td>'44 03 13 46 38 15 29</td>
<td>29 04 38 38</td>
</tr>
<tr>
<td>% Pure Sensory</td>
<td>11 0 0 17 21 04 08</td>
<td>25 0 0 04</td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Pure Sensory</td>
<td>03 0 0 04 05 01 02</td>
<td>07 0 0 01</td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A=Abigail, B=Beverly, C=Cynthia, D=Deborah, E=Elizabeth, F=Francesca, G=Gwendolyn, M=Melody, N=Nathan, O=Olivia, P=Penelope

An examination of pure sensory awareness samples indicates that Melody, a control participant, had pure sensory awareness in 25% of her samples. This was the highest amount of pure sensory awareness experienced by any individual in the current study. Anxious individuals experience pure sensory awareness, on average, in 8.71% of their samples; control participants in 7.25% of their sampled moments. It would seem, then, that this observation made previously by Hutchins (2003) did not hold up in the current study.
CHAPTER 15

DISCUSSION

This is the fourth Descriptive Experience Sampling (DES) study dealing with anxiety. Hebert (1991) used the DES method to examine the inner experience of five anxious individuals and three control participants; Hugelshofer (1997) examined the inner experience of three individuals suffering from obsessive-compulsive symptoms and one control; and Hutchins (2003) examined the inner experience of five anxious participants and three controls. All these studies, including the present one, are small, preliminary studies, because acquiring a large DES sample is very time intensive.

The benefit to using DES over other methods is the level of detail that is gathered on the experience of any given participant and the opportunity to create new ways of understanding that experience. This study organized the data in previous chapters, where possible, using the categories found in previous studies (and described in the Descriptive Experience Sampling Manual of Terminology, Hurlburt & Heavey, 1999), but the richness of the detail allowed us to discuss individual participants in such a way as to discover their uniqueness.
Comparisons to Previous DES Anxiety Research

The present study offered two main observations about the inner experience of anxious individuals based on sampling with seven subjects. This section compares those results to the findings of the three prior DES studies prior to the current study.

Indefinite Figure-ground Experience

The present study described indefinite figure-ground experience as moments when an individual is not focused on one selected stimulus from the jumble of possible stimuli that could be attended to. In the present study, indefinite figure-ground experience has been divided into four related, but seemingly distinct, subtypes. Multiple figures occur when an individual is unable to attend to one selected stimulus, but instead has some number of distinct experiences in his/her awareness. Competing figures occur when an individual’s attempts to attend to a selected stimulus is impeded by lingering past or concurrent stimuli. Expression remote from any figure occurs when an individual is engaging in some form of productive process (e.g. writing or speaking), though their experience is of being an observer to this behavior, not a performer of it. No figure occurs when there is an absence of any figure.

Two subtypes of indefinite figure-ground experience were discussed in past DES studies of anxiety. The first was expression remote from any figure. Hebert (1991) found that anxious participants were more likely than controls to experience what she called “the happening of speaking.” The singular difference between her classification and expression remote from any figure is that the happening of speaking is one possible type of expression; the present study observed the happening of speaking and the happening of writing, referring to both as expression remote from any figure.
The second subtype of indefinite figure-ground experience discussed was no figure. Hutchins (2003) discussed the fact that there were more “nothing” moments in his anxious subjects than in his control subjects. Nothing moments were described in a similar way as no figure moments, though this type of experience was not previously couched in gestalt theory.

Multiple figures (multiple awareness) are common in DES, and competing figures has not been previously discussed in DES studies of anxiety. There are three readily available reasons why these subtypes of indefinite figure-ground were not discussed as relevant to the experience of anxiety, and why expression remote from any figure and no figure were only discussed in one of three studies each: 1) all the studies have sampled with a small number of participants and with somewhat different inclusion criteria, so the individuals sampled may differ from one study to the next; 2) because data about normal experience through DES is collected over multiple studies, and clinical participants do have normal experience as well, past researchers may not have thought much about a few moments of indefinite-figure ground experience in any one study, and 3) there is no significance of these experiences in anxiety even though there are in the present study. This last option seems somewhat unlikely as subtypes of indefinite figure-ground experience have been found in other abnormal participants. For example, Hurlburt (1993, 1997) discussed the case of Fran, a depressed woman who regularly experienced multiple (usually between five and ten) simultaneous distinct experiences and who had no figure-ground phenomena in her visual experience.
Concrete Experience

The present study described concrete experience as moments when an individual has experiences that are effortful, concrete, and/or literal, dividing concrete experience into four related, but seemingly distinct, subtypes. Concretizing the location of an experience occurs when an individual is experiencing an aspect of their awareness in a very specific location (e.g. not just in the torso, but in a strip as wide as a tongue depressor two inches deep from the sternum). Concretizing the experience of understanding occurs when an individual is focusing on grasping at morphemes being read or heard (or possibly some other form of reception that has not been considered here) in an attempt to apprehend what is being focused upon. Concretizing imaginal representation occurs when an individual experiences an image that represents more than the image itself (e.g. emotional or cognitive content can be exclusively experienced as an aspect of the image). Concretely relived experience occurs when an individual experiences a partial or complete experiencing of a past event.

Two subtypes of concrete experience have been discussed in past DES studies of anxiety. Hebert (1991) found that concretizing the experience of understanding, which she called “the doing of hearing,” was more frequent in her anxious participants. The only difference between her classification and concretizing the experience of understanding is that the doing of hearing is just one modality an individual may experience when attempting to comprehend something. That is, hearing is not the only aspect of concretizing the experience of understanding.

The second subtype of concrete experience found in past DES studies of anxiety was concretizing the location of experience. Hebert (1991) wrote that anxious
participants in her study experienced aspects of their awareness in specific locations in their heads than did controls. Hugelshofer (1997) found that individuals with OCD symptoms seemed to experience feelings as being located in specific locations in their heads and bodies. Hutchins (2003) found location to be a profoundly salient characteristic in one of his anxious participants. “Kelly,” experienced her “conscious” (controllable area) in the front of her head that she described as a “cottony,” or malleable changeable part of her head. She experienced much of her imagery on the “glass slate,” which was a vertical image viewing area behind her “conscious.” Behind the glass slate (i.e. from her temples to the back of her cranium) was what Kelly called her “subconscious,” where experiences outside of her control occurred. She described this area as being gas-filled. Finally, she experienced feelings on a thin VHS tape-like strip along the inside back of her “subconscious.”

Despite the fact that it has been found to be important in all four DES anxiety studies, concretizing the location of an experience has not been noticed in the non-DES literature. A review of the 100 SCID, SCL-90-R, STAI-Y, and BAI subjective symptoms of anxiety listed in Table 1.1 reveals that no symptom is specific about the location of experience, not even in the portion of the table reviewing bodily sensations. Furthermore, a review of the panic disorder, specific phobia, social phobia, obsessive-compulsive disorder, post-traumatic stress disorder, acute stress disorder, and generalized anxiety disorder sections of the DSM-IV-TR (APA, 2000) do not mention the concrete location of experiences in the anxiety disorder descriptions themselves, or in the diagnostic criteria. Concretizing the location of an experience is likely the most important (it is certainly the most salient) finding of the current study; because: 1) it is a
“thread” through past and current DES studies of anxiety, 2) it was not sought, it repeatedly appeared as a salient characteristic, and 3) it is something that is new to the study of anxiety.

Comparisons to Non-DES Anxiety Research

Chapter 1 made five predictions about the experience of anxiety based on cognitive theory and research in anxiety. Each is discussed in turn.

Imagery and Anxiety

Cognitive theory posits that disturbing imagery contributes to increasing anxiety levels, which in turn produces negative self-evaluation that replaces imagery (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004; MacLeod & Rutherford, 2004; Wells, 2004). As a result, the speculation was that moments where subjects felt anxious would have relatively little visual imagery. In the current study, the relationship between state anxiety (as measured by the VAS) and the presence or absence of imagery was non-significant ($r = .081, df = 283, ns$)

Furthermore, it was thought that anxious individuals, as they were likely anxious more often than non-anxious individuals, would experience less imagery. The mean percentage of imagery sampled in anxious participants was 24%, while control participants experienced imagery in an average of 22% of samples; a nonsignificant difference.

The part of the theory that postulates there should be less imagery in anxious individuals and in anxious moments was not supported in the current study. The difference in findings may have something to do with how anxiety was diagnosed, how
anxious moments were defined or how imagery was examined. In the literature, individuals were determined to be anxious if they were taking part in treatment for anxiety disorders (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004; MacLeod & Rutherford, 2004; and Wells), and through questionnaire data including the Anxiety Disorder Interview Schedule (ADIS) and the Hamilton Anxiety and Depression Rating Scales (Borkovec & Inz, 1990), the Generalized Anxiety Disorder Questionnaire (GADQ) and the Meta-Cognitions Questionnaire (MCQ; Wells, 2004). In the current study anxiety was determined through a two-tiered selection process. First, inclusory cutoffs on the BAI, and SCL-90-R anxiety, phobia, and obsessive-compulsive subscales, and exclusory cutoffs on the BDI-II, and the SCL-90-R depression subscale. Then, if an individual was eligible to participate as an anxious individual at this point, the anxiety portion of the Scheduled Clinical Interview for the DSM was administered to potential participants. It does not appear as if there are any noticeable differences in the diagnosis of anxiety between past studies and the present study.

In the literature, an anxious moment was defined through self report in daily journal entries (Beck, Emery, & Greenberg, 1985) and as observed by researchers during naturalistic observation (Beck, Emery, & Greenberg, 1985) and during “anxiety inducing tasks” created by the researchers (Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar). In the current study anxiety was rated on a VAS scale within a few seconds when an individual was recording a moment. There are three primary differences between the methods used in these studies and the current study. First, daily journal entries of anxious moments throughout the day are more likely than moment by moment VAS
ratings to lead to generalization errors and retrospective inaccuracies. Second, anxiety would better be examined as it occurs naturally as attempts to induce anxiety may, or may not, induce anxiety in all individuals. Third, observer determinations of anxiety reactions in the natural environment may not be the same determinations an individual experiencing anxiety would make.

In the reviewed literature, imagery has exclusively been determined through participant self-report (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcaine, & Behar, 2004). In each instance, participants were asked specifically about the presence or absence of imagery in general (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990) or during a period of researcher requested worry (Borkovec, Alcaine, & Behar, 2004). The current study interviewed participants, asking about whatever experience(s) was present in the moment. Great efforts were made to ensure that participants were not led to believe that imagery (or any other aspect of experience) should or should not be present in their experience. This seems to be the most striking difference between traditional psychological research and the present study into the relationship between imagery and anxiety. It is difficult to say exactly what impact researcher inquiry about imagery has on anxious participants, though clearly the studies that make up the imagery reduction in anxiety theory have had differential responding between anxious and non-anxious individuals that may be confounding.

**Negative Self-Evaluation and Anxiety**

Cognitive theory posits that negative self-evaluation (typically negative self-verbalization) is a maladaptive replacement behavior for disturbing imagery found in anxiety (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990; Borkovec, Alcaine,
& Behar, 2004; MacLeod & Rutherford, 2004; Wells, 2004). As a result, it was predicted that moments where subjects felt anxious would have more negative self-evaluation. In the current study, the relationship between anxiety (as measured with a VAS) and negative-valence self-evaluative moments indicates that 80% (of the 10 negative self-evaluative moments that were rated on the VAS) were rated as a 5 (the middle-most VAS rating) or higher. Fifty percent were rated as a 6 or higher on the VAS.

It was also theorized, that anxious individuals, as they were likely anxious more often than non-anxious individuals, would experience more negative self-evaluation. Every one of the 12 moments rated as negative self-evaluation moments was experienced by anxious participants.

It would seem, then, that this portion of the theory postulating there should be more negative self-evaluation in anxious individuals and in anxious moments is further supported from data from the current study. There were methodological differences between past studies and the current study, lending even more credibility to this portion of the theory. In the non-DES literature, negative self-evaluation has been examined through self-report (Borkovec, Alcaine, & Behar, 2004; Wells, 2004), self report after giving the instruction to be more aware of or specifically monitor negative self-talk (Beck, Emery, & Greenberg, 1985; Borkovec & Inz, 1990), by rating a diary of negative autobiographical memories (MacLeod & Rutherford, 2004). In the current study, negative self-evaluation was determined by examining the interviews about specific sampled moments for negative cognitions or cognitions and emotions. The methodological pitfalls in the examination of negative self-evaluation (primarily
generalization errors and retrospective inaccuracies) were similar to those found in the previous section (i.e. how anxious moments were defined and how imagery was examined).

It would seem, based on the current study, that negative self-evaluation is more frequently occurring in anxious individuals than in non-anxious individuals and in anxious moments more than in non-anxious moments. It does not seem to be the case, however, that negative self-evaluation results from the attempt to avoid anxiety-producing imagery.

**Anxious Moments and Anxiety**

Conventional wisdom holds that anxious individuals are more likely to be anxious than non-anxious individuals. The anxiety group mean on the VAS was 3.57, compared to the control group mean of 1.53; a nearly significant difference with a large effect size ($d = .88$). On average, anxious participants experienced just over five anxious moments each, while controls experienced just under two such moments. It does, in fact, seem as if anxious individuals as identified and described in the current study are more anxious than controls.

**A Closer Look at Concretizing the Experience of Understanding**

Concretizing the Experience of Understanding was categorized as a subtype of concrete experience because it appears to be a labored process wherein an individual is grasping at understanding, one bit at a time, presumably in an attempt to construct meaning. This type of experience seems related to the indefinite figure – ground phenomena described above. Imagine the student who is listening to a lecture and
grasping at each word that the professor says. This one-word-at-a-time grasping may be conceptualized as being a struggle to understand the meaning, but may also be conceptualized as being a struggle simply to form a meaningful figure of the professor’s words. In this way, the student’s difficulty in constructing a figure directly impedes his or her ability to understand the professor’s words.

Sampling as a Therapeutic Intervention

Hutchins (2003), and the current study measured anxiety and depressive symptoms before and after sampling. Both studies found an overall subjective decrease in symptoms from before sampling to after sampling. The anxiety decrease effect size from time 1 to time 2 is a modest $d = .35$ (.41 for BDI – II scores) in the current study, and no effect size was computed for Hutchins (2003) study. Not all individuals experienced a decrease in symptoms, however. Hutchins (2003) found 5 of 8 participants experienced a decrease in anxiety symptoms while 1 experienced an increase symptoms. In the current study, 8 of 11 participants experienced a decrease in anxiety symptoms while 3 reported an increase in such symptoms. One possible explanation of why some individuals may experience an increase in symptoms from Time 1 to Time 2 measurement. If one were to assume that awareness of internal processes (not unlike those internal experiences of the present study) is healthy, then quite possibly insight about internal processes can improve overall psychological well-being and lead to a decrease in anxious and depressed symptoms. This notion was supported by Wells (2004), who described the hypothesis that awareness of one’s own cognitions can serve as a prophylactic against worry.
Teasdale and colleagues (Teasdale, Segal, & Williams, 1995; Teasdale, Segal, Mark, Williams, Ridgeway, Soulsby, & Lau, 2000; Teasdale, Moore, Hayhurst, Pope, Williams, & Segal, 2002) found that mindfulness-based cognitive therapy (MBCT) decreases depression relapse in depressed individuals. MBCT works on two levels: 1) depressed individuals unhealthy cognitions about self, the world, and the future are identified and effort is made to replace these cognitions with more realistic and healthy cognitions. Since cognitive sets are paired with depressive symptoms in cognitive therapy, 2) negative thoughts and feelings are also “decentered,” or experienced when patients are in non-depressed states. The researchers believe that this awareness of thoughts and feelings, separate from a depressive episode, makes it more likely that depressogenic cues will be experienced as passing by instead of signaling the onset of depression. The same mechanism may be at work in both MBCT and DES. That is, an individual more aware of their thoughts and feelings.

**Recommendations**

There are a number of steps a researcher could take to investigate further the tentative findings of the current study. The sample of individuals suffering from anxiety symptoms as well as controls should be increased. While the total number of samples was large (285 samples), there were not enough participants (11) to make any definitive conclusions. It would be highly beneficial to sample with a large group of anxious individuals referred from a clinical setting, possibly as a study including a dozen or more DES researchers conducting Masters and Ph.D. – level studies. While the strength of the
DES method is the idiographic nature of the results, a larger sample of participants and samples would also allow one to make quantitative comparisons with more confidence.

Successive DES studies of anxiety should continue to build upon one another. In 1991, when Hebert revealed the results of her DES study, she found that the happening of speaking (expression remote from any figure), the doing of listening (concretizing the experience of understanding), and the location of experience (concretizing the location of experience) to be common aspects of anxious experience. While location was discussed by Hugelshofer (1997) and Hutchins (2003), and Hutchins discussed no figure, other subtypes of indefinite figure-ground experience and other forms of concrete experience were not discussed, though were likely sought. Since the current study found these two phenomena to be important, future DES anxiety studies may be better designed or conducted in such a way as to specifically illuminate these phenomenon and their role in the experience of anxiety. Another finding that is likely to be further investigated in future DES and anxiety studies is that of reports by participants that their anxious and depressive symptoms decrease from the time before sampling to the time after sampling. It may even be beneficial to conduct follow-up interviews to see if these therapeutic gains are maintained over time.

Future researchers studying anxiety with the DES method may also benefit from requiring that participants draw samples from each domain of their lives (i.e. work, recreation, school, etc.). In the current study, participants were asked to sample from a variety of domains, though they were not required to do so. If participants were to sample from every domain of their lives, it would be possible to claim a greater degree of ecological validity in the DES results. It is possible that such information would
provide more insight into the individual participants, as they may experience markedly
different internal events in different settings.
APPENDIX: PARTICIPANT SAMPLES

Abigail Samples (See Chapter 3)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

1.1 (Sample #1): Abigail was “stressed out” that she had too many school related tasks at once. At the moment of the beep she was saying “Ugh! Is it working?” in her head. The characteristics of this speech were the same as they would have been if she would have spoken aloud, though this speech was experienced as being located in the center of her head. Abigail experienced a tension-related fuzziness in the same location. This fuzziness was part of a knowing that different tasks need to be accomplished. Each task was present briefly and replaced with the next task in a cyclical fashion. Abigail was uncertain which task was present at the moment of the beep.

Sample 1.2 was an example of physical sensory awareness. At the moment of the beep she was experiencing relief over being done with one more task that she needed to accomplish. This relief was at the center of her awareness and was experienced as the sensation of physical relaxation and calm in her torso. She was also simultaneously, but minimally, aware of some tension in her body related to preparing to do the next task on her to-do list.

1.3 (Sample #3): Abigail was trying to determine which word she would use next in an essay. She was saying each word to herself as she typed it. At the moment of the beep she was saying either “freedom” or “liberal” in her head as if spoken aloud. Abigail was stating the words aloud as she typed them so she could avoid the “fuzziness” of other tasks to be completed and to allow herself to actively focus on the task at hand. The fuzziness was less intense and less central to Abigail’s awareness at this moment when compared to sample #1.

Prior to the beep of Sample 1.4, Abigail was watching her boyfriend fold clothes. At the moment of the beep she was experiencing a relaxed sensation in the upper half of her body. The relaxation was a decrease of physical tension and also a decrease in mental fuzziness that she had been experiencing prior to the moment of the beep.
In Sample 1.5 Abigail had been laughing at her boyfriend for having put a red 70s-style headband on from his laundry. At the moment of the beep she was centrally aware of seeing her boyfriend in the headband. She was also aware of saying “He looks silly” in her own inner voice as if spoken aloud and laughing, though she was uncertain if this laughter was internal or external.

1.6 (Sample #6): Abigail was “frustrated” that her friend did not answer questions that had been sent to her in a previous email. At the moment of the beep she was thinking about writing a numbered list of questions to her friend. This thinking took the form of an internal image of a clear email window with a fuzzy unreadable list of questions in it. This image was experienced as if it were actually being seen.

2.1 (Sample #7): Abigail was in the process of adjusting the beeper earpiece. At the moment of the beep she was aware of discomfort in her awareness that was a sharp pain in her ear where the earpiece was sitting.

2.2 (Sample #8): Abigail was using a software program to communicate verbally over the internet (“Teamspeak”) with her Japanese tutor. At the moment of the beep she was focused on pronouncing the word “Senpai” (roughly translated as “upperclassman”) correctly as she spoke it. This focus was part of a larger experience where she was saying the word while simultaneously matching it to an internal hearing of her tutor pronouncing the word correctly. The portion of Abigail’s experience dealing with hearing her tutor was as if he were speaking aloud (i.e. same vocal characteristics). Abigail may also have been aware of a “glancing and moving” procedure she was conducting with note cards.

In Sample 2.3 Abigail was communicating over the internet with her tutor. He had asked her how to spell her name so he could write it in Japanese. At the moment of the beep she was laughing and was aware of doing so. This awareness of laughing was a “content” or “happy” feeling located in her head. Abigail was also aware of engaging in a thought process about how silly it was to attempt her last name in Japanese. This thought process was not represented symbolically.

2.4 (Sample #10): Abigail was studying Japanese and was writing on a note card. At the moment of the beep she was writing a word and focusing on how to pronounce and write it correctly. Her focus on pronunciation took the form of her saying the word internally as if she were saying it aloud. Rules that had been conveyed to Abigail about not raising her voice and watching her tone somehow were also present in her awareness at the moment of the beep.
3.1 (Sample #11): Abigail was sitting in class thinking about how she was going to pay her tuition for next semester. At the moment of the beep she saw an image of a stack of bright green dollar bills bouncing away from a bank. The stack of bills were bright green cartoon-like dollars with a large dollar sign on the front. They were bouncing approximately two to three times per second and moving very slowly away from the bank. In the image the bank was represented as a black cube. The image was experienced by Abigail as being located in the middle of her head. She may have been minimally aware of the fact that her instructor was speaking and that she was picking her finger nails.

In Sample 3.2 Abigail was walking to her Psychology course and saw a woman opening up a “Café a la Carte” store. At the moment of the beep Abigail was saying to herself in her inner voice, “No doubt Flo [the manager at Abigail’s place of employment] has a lot to do in the morning to open.” In the same instant, Abigail was experiencing a “sympathy” feeling in her head related to passively watching the woman opening the store. Abigail was also internally hearing the muffled melody from an 80s song she had heard on the radio earlier in the day (an example of inner hearing). This hearing was experienced as having motion radiating from between her ears out.

At the moment of the beep for Sample 3.3 Abigail was lying on the floor of the University library looking at the spine of a Kafka book with a German title. The title itself was the focus of her visual examination. She was wondering what the title of the book meant. This wondering was simply a knowing that she wondered what the title was with no words, imagery, or other symbolic representation.

In Sample 3.4 Abigail was approaching the University library elevator as a man was walking out. At the moment of the beep she was focused on the redness of his coffee cup and how it was contrasted against the darker color of his shirt. Abigail was also experiencing an unsymbolized knowing that the man looked familiar, while feeling tension that manifested itself as a perception of having slightly faster mental activity.

In Sample 3.5 Abigail was sitting in a Psychology course looking at the girls who were sitting in front of her. At the moment of the beep she was aware of seeing the torsos of the girls and innerly saying, “It’s just the same as in High School” with sarcasm as if she were saying it aloud. The beep came right during the word “High.” She also felt a laughing feeling in her head that was a sarcasm – cynicism feeling about the girls. Simultaneously, but minimally in her awareness, she was monitoring the professor out of the corner of her eye until such time as she needed to pay attention, which would somehow be signaled by visual information.

In Sample 3.6 Abigail was in class circling an answer on a test that was being reviewed by the instructor. At the moment of the beep she was aware of circling an answer and was wondering what nationality the man next to her was. This wondering was not accompanied by symbolic representation. (U).
In Sample 4.1 Abigail was on the phone with a male friend while playing Yahoo pool with him via the internet. She had just finished saying, “You didn’t even hit it in” aloud when the beep sounded. She was visually focusing past the pool table that was on her computer monitor. Abigail was looking past the screen, thus perceiving the pool table and other elements presented on the screen as being fuzzy. She was particularly focused on the green-ness of the pool table and was preparing, or was in the process of, shifting her visual attention to something else.

In Sample 4.2 Abigail was playing yahoo pool and was moving the pool cue around. At the moment of the beep, most of her awareness was focused visually examining yellow lines that represented where pool balls would go and the brown-ness of the pool cue out of the corner of her eye while moving the mouse to adjust the pool cue.

4.3 (Sample #19): Abigail had recognized that her contacts were drying out. At the moment of the beep she was reflexively reaching both of her hands up to rub her eyes. One hand was in front of each eye, fingers up, about six inches from her eyes. The only thing in Abigail’s awareness was a scratchy, burning, and uncomfortable feeling in both eyes.

4.4 (Sample #20): Abigail was beginning to get tired, had messaged a friend online, and was waiting for a reply. At the moment of the beep she was seeing the message box and white screen, but everything was fuzzy as she was looking past the screen. The only thing in her awareness was the white on the screen that represented a lack of reply message. While this was the only aspect of Abigail’s awareness at the moment of the beep, she indicated that very little attention was being paid to seeing the screen.

Sample 4.5 is an example of a visual sensory awareness experienced by Abigail. Prior to the moment of the beep Abigail had been working on Algebra. At the moment of the beep she was looking at and visually examining the curves and lines that made up the number 4 as she had written it on her paper—that is, she was visually interested in the shape of the number 4. Abigail was also asking herself in inner speech, “Wouldn’t x = 4?” This speech was the same as if she would have asked the question aloud, and the “4” was somewhat more drawn out than the other words in the phrase. At the same moment Abigail was also experiencing a lost mentally floaty feeling in her head.

4.6 (Sample #22): Abigail was looking for texts online. At the moment of the beep she was skimming for specific titles that matched an unsymbolized representation of the expression “writing arguments.” This matching process seemed to consume approximately 80% of Abigail’s awareness while noting the “purple-ness” of web-page links and portions of some textbook thumbnails seemed to take the remaining 20% of her awareness.
In Sample 5.1 Abigail was engaged in a telephone conversation, finishing a yawn, and unraveling a phone cord. In her experience at the moment of the beep she was rehearsing a phrase to see if it fit with her ongoing telephone conversation. This rehearsal took the form of saying, “I don’t think I feel anything like that” in her own inner voice as if it were being spoken aloud. Abigail was aware of the words in this statement, but believed that some of them were not as concrete as others so that the phrase could be changed to fit the conversation if needed. In that same moment she was watching her hands unravel the phone cord, though her vision was obstructed by the squinting of her eyes caused by her yawn. Her hands seemed to be automatically engaging in this task and she was simply observing the process.

In Sample 5.2 Abigail was studying for a psychology test by examining her psychology text. At the moment of the beep she had a mental representation of the word “panic” without symbols. This portion of her experience was part of a search process for the word “panic” in her text. The remainder of the search process at the moment of the beep involved her saying the word “panic” internally as if it were spoken aloud. While she had been looking at her text, she was not aware of it at the moment of the beep.

In Sample 5.3 Abigail was chatting with a friend online and was in the process of typing a question. At the moment of the beep she was in the process of saying “answer” internally as if spoken aloud. This inner speech occurred in conjunction with typing the word “answer.” At the same moment she was looking at a window on the screen while noticing its brightness as it was contrasted to other colored windows on the screen (an example of sensory awareness). Abigail was also aware of the clicking sound of her typing.

In Sample 5.4 Abigail was in the process of stretching with her arms above her head while leaning back. At the moment of the beep a majority of her awareness was focused on experiencing a calm mental feeling in her head related to the sound “Ahhh” that she was making accompanying the stretch. She was also somewhat less aware of the physical sensation created by stretching in her body.

In Sample 5.5 Abigail was in the process of reading a book. At the moment of the beep she was reading the word “especially.” She had a clear colorful internal image representing events in what she was reading. The image was comprised of a boat, water, mountains, fog, and people. At the moment of the beep she was focused primarily on the saturated blue-ness of the water. She was also able to see the imaged mountains at the moment of the beep, though the fog had made them somewhat hazy.

Beverly Samples (See Chapter 4)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.
Sample 1.1 - Beverly was watching the sitcom Girlfriends. One of the characters was upset with her boyfriend for not being introduced to his mother. At the moment of the beep Beverly was innerly saying, " Aren't I good enough to meet your mom?" This speech was if spoken aloud, and was said with louder than normal speech with energy behind it. She also saw an image of a conversation she had previously had with her boyfriend. The image was clear, in color, and was seen from a first person perspective. The image was of seeing her boyfriend's torso and head. In the image he was wearing a red hat and a red shirt and was looking at Beverly. She was also experiencing anger in her head, but was not able to explain the experience during the expositional interview.

Sample 1.2 - Beverly was studying for a Spanish test. At the moment of the beep the words "I hope it is not hard" were understood to be in her awareness, though they were not represented symbolically. She also saw an image of white paper with black ink. The top half of the page was clear and involved the heading of the paper (i.e. name, date, etc.) as well as sentences with a word to be conjugated and space to conjugate the word for each item. Beverly was also anxious in her head, but again, was unsure how this feeling was present.

Sample 1.3 - Beverly was studying pre-calculus. At the moment of the beep she was internally saying "Tutor" as if spoken aloud. "Tutor" was understood to mean something like "Do I need a tutor," though the only word present in her awareness was "tutor." She also saw an image of the word tutor. The image was seen as if it were approximately two feet in front of her. Each letter was bright white on a black background and was typed in lower case letters.

Sample 1.4 - Beverly was thinking about her job. At the moment of the beep she was saying "Should I stay here?" in her inner voice. The inner speech was as if spoken aloud, and was somewhat louder than her normal speech. She was also angry in her head, but again, was unable to say more about the experience of emotion.

Sample 1.5 - Beverly was looking at an assignment for a Spanish comprehension paper. At the moment of the beep she was saying "What the hell?" in her inner voice. This speech were as if spoken aloud. Beverly could also see an image of the word "WHAT?" directly in front of her face. The letters were all capitalized, were white on a black background, and were very large. She was experiencing confusion and a sense of being overwhelmed in her head that was connected to the inner speech and the image.

Sample 1.6 - Beverly was thinking about her world literature project which was going to be on the Kama Sutra. Beverly saw an image of herself standing in front of her class speaking about her project. The image was seen from a first person perspective and involved her speaking, though she was unable to understand the words that she was saying in the image. She could see an accurate re-creation of approximately six people sitting in the seats directly in front of her, including the professor. Most of the students were sitting fairly motionless watching her, but her professor was nodding vigorously as
she spoke. Beverly was also experiencing fear as butterflies and knotting in the center of her stomach related to giving the presentation.

In Sample 2.1 Beverly was feeling overwhelmed. This overwhelmed feeling took the form of rapidly moving blurry black and white images passing from left to right across her visual field. The images were of a page from an upcoming math test, the top sheet of an upcoming literature mid-term, and typed pages from an upcoming course project. These images were moving so quickly that they were perceived as existing almost simultaneously in time. She was also aware of the sensation of physical fatigue in the upper half of her body.

Sample 2.2 – Beverly’s father had bought her and her mother an exercise bike. At the moment of the beep Beverly was aware of the sensation of heat throughout her body. This heat was hotter than warm, but it was not miserably hot. She was also wondering if she was fat. This wondering took the form of an image and an inner hearing. In the image, Beverly could see herself as if standing approximately ten feet away looking at herself. Her imaged-self was wearing the same clothes that she was actually wearing and looked as she would look if she were actually examining herself head-on. The image was not experienced as being static, though her imaged self was not moving. The inner hearing was experienced as coming from directly outside of her left ear, as if someone were talking into her hear. She heard “I don’t think I’m fat” as if she herself had spoken it.

Sample 2.3 was Beverly’s only positive feeling. At the moment of the beep she was thinking about a pair of white shoes that she had wanted to purchase. This thinking about the shoes was experienced as a clear, colorful, and visually accurate image, a recreation of the right shoe as seen from the left side. In the same moment, Beverly was experiencing excitement related to the thought of the shoes. This excitement feeling was experienced as an internal “flip flop feeling” in the middle of her stomach.

Sample 2.4 is an example of a confusion sample. At the moment of the beep Beverly was eating an ice-cream drumstick while wondering if such eating was adversely impacting her weight. At the moment of the beep she was feeling confused about the relationship between ice cream and her weight. This confusion was experienced as hearing “Am I fat if I eat drumsticks all the time?” This inner hearing was experienced as being her own whispered voice coming from just outside of her left ear.

Sample 2.5 – At the moment of the beep Beverly was feeling trepidation about her future without college. This was experienced as a hand written, printed, image of the words “What if something happens that I have to stop going to college?” These words appeared to be at arms length in a 10pt. font. This uncertainty was also experienced as a separate cognitive awareness of this same content, though it was not in symbolized form.

Sample 2.6 is an example of a worry sample. Minutes prior to the moment of the beep Beverly had found out that her boyfriend had been in an automobile accident of unknown severity. At the moment of the beep she was worrying about her boyfriend,
which manifested itself as a sensation of heat from her waist to the tops of her shoulders. This sensation was described by Beverly as being akin to the sensation one has when standing in direct sunlight on a hot summer day.

Sample 3.1 – Beverly was thinking about a presentation she had to give. At the moment of the beep she was feeling nervous about the presentation. This feeling took the form of an uneasy “butterfly” feeling in her stomach and an image of the presentation. In the imaged presentation, Beverly saw her classroom as if she were standing in front of it. She noticed that her hands were shaking and that she was fumbling over the words she was uttering, though she could not hear them. The other students in the class looked disinterested, some of them had their chins resting in their hands and others weren’t even looking at/listening to her. The image was in clear color motion.

Sample 3.2 – Prior to the moment of the beep Beverly was feeling calm, relaxed, and happy since she was done with her mid-terms and projects. At the moment of the beep she saw an image of herself in a pink sweater and jeans. She saw herself as if standing ~10 feet in front of herself. Her imaged self was wiping sweat from her brow with the back of her left hand in one fluid wipe.

Sample 3.3 – Beverly was in Spanish class where the lecture was about the preterit and imperfect tenses of verbs. At the moment of the beep she was aware that she did not understand what was being discussed. This awareness did not take the form of words or imagery.

In Sample 3.4 Beverly was walking between classes while thinking about Spring break. This thinking took the form of a clear color image of a sandy ocean shore that had calm blue water behind it. The beach and the water were lined with people dressed in swimming suits engaged in various activities from sun bathing to swimming. Beverly saw this image as if she were standing on the beach viewing the beach, the ocean, and beach-goers through her own eyes.

Sample 3.5 – Beverly was in class thinking that it was only going to be one day until spring break. At the moment of the beep she saw an image of herself looking at the teacher. She could also see herself smiling and looking happy.

Sample 3.6 – Beverly was in her math class. She was bored, restless, and tired. At the moment of the beep she was looking at her professor as well as seeing an image of the professor with a strip of duct tape over his mouth.

Sample 4.1 – At the moment of the beep Beverly was internally speaking. This inner speech was experienced as if she were speaking aloud saying, “I hope I get a good grade.” In the same moment she was also seeing a static internal image of a test she had taken. She could see her hands holding the test and a red “B” at the top of the paper, the test itself was fuzzy.
In Sample 4.2 Beverly saw an image of the word “Wendy’s” directly above the word “McDonald’s.” The letters of both words were type-written in Times New Roman font in white letters on a black background. The words were part of the same image and were seen as being approximately six inches away from her eyes and large enough to fill a majority of her visual field. She also felt a growling sensation in the center of her stomach (an example of perceptual awareness).

In Sample 4.3 Beverly was driving home from school while thinking about doing her homework. At the moment of the beep she saw a clear focused color internal image of her right hand writing on a piece of spiral-bound paper. Her hand, the pencil she was writing with, and the paper she was writing on were experienced as being in focus, and were more clear than the peripheral elements of her image, including the bed underneath her, her closet, dresser, and TV, which were visually fuzzy. Beverly was visually experiencing doing her homework and seeing her room as if she were actually there, despite the fact that she was driving home.

Sample 4.4 – At the moment of the beep Beverly was thinking that she hoped her father got back to the way he used to be. This thought was not represented symbolically, but rather as an understanding that this was the content of her thought. She believed that this thought was somehow outside of her left ear, though it was neither spoken or heard. She also saw an image of her father laughing and joking. Beverly saw her father’s head and torso facing to the left. He was wearing a Raiders sweatshirt. There was slight movement in the image, but there was no audible sound. Beverly also experienced confusion and uncertainty in her head that was separate from the image. She may have also been experiencing a squeeze in her stomach related to this feeling, though she was not certain at the time of the expositional interview.

In Sample 4.5 Beverly was reading a story for her World Literature course about a couple falling in love. At the moment of the beep she saw the color image of a man and a woman facing each other (with the woman to Beverly’s left) approximately a foot apart. They had wide-eyed, dumb-struck, “googly” expressions on their faces. The woman was wearing a sarong though other clothes in the image were unnoticed. In the background were small green-leaved bushes with some brown limbs exposed and willow trees with the limbs drooping down and touching the ground.

Sample 4.6 – Beverly was thinking about what she was going to wear while she was looking in her closet. At the moment of the beep she saw two images side by side, or one image of two composite photos. The image on the left was of Beverly in a blue turtle-neck and jeans and the image on the right was of her in a brown velour suit and brown shirt. Both images had a white background and there was a black line between the two separate snapshots. In both images she could see herself from the top of her head to her shins, her arms were straight down to her sides.
Sample 5.1 – Beverly was watching “Freddie vs. Jason.” At the moment of the beep she heard her own voice speaking into her left ear saying, “Watch her fall” sarcastically. The speech is experienced as externally occurring, though it is understood by Beverly to be a personal thought.

Sample 5.2 – Beverly was looking for her W-2. She was thinking “Where is it” without words or images. She was unsure of where it was and saw her imaged room in her head. She could see her bed, closet, and papers on the floor. The image was from a first person perspective and seemed to be an accurate image of her room occurring in her head.

Sample 5.3 – Beverly was thinking “study for my math test” without words or images. She was also experiencing an image of her math book as if she were really looking at it. She could see one page in the image, on the page was the heading “Polar Functions” as well as two examples. The text was black, there were blue circles on the page and sample words were in red.

In Sample 5.4 Beverly saw the words “Go to the movies to see Beauty Shop” in her head. The words “Go to the movies to see” were printed in block letters and the words “Beauty Shop” were written in cursive and appeared to be slightly larger than the other words. The text was white on a black background and appeared to be just large enough to read at arm’s length.

In Sample 5.5 Beverly was experiencing an image while she internally heard her own voice from outside of her left ear say, “I need new shoes.” The image was of a gold wrap-around sandal (the left one) with the toes pointed toward and to the left. There was a small jeweled butterfly on the front of the shoe. Beverly said that while she had never seen such a shoe before, she would certainly buy it if she ever did.

Sample 5.6 – Beverly was watching divorce court. At the moment of the beep she heard her own voice, as if coming from outside of her left ear, stating, “Why do people go on TV and tell all their business?” She was also aware of seeing the word “Why?” in big white printed block letters on a black background.

Sample 6.1 – Beverly had just put the beeper in her ear and was wondering where the black padded ear cushion was. At the moment of the beep this wondering took two separate forms. She saw an image of her psychology class from the first person perspective. She saw her closed psychology textbook and her spiral notebook on top of it sitting to the right edge of her desk. She also saw the beeper with the earpiece chord wrapped around it, the cushion was on the earpiece. She was also wondering where it was without symbols. This portion of her experience was related to the image in content, but was experienced as being separate.
Sample 6.2 – Beverly was eating a Sweet Tart. At the moment of the beep she saw her own face from inches away. She saw her lips puffed and her eyes and nose scrunched up. She was also wondering why the candies are so sour when they should be sweet as well. This wonder did not involve words or other symbols.

In Sample 6.3 Beverly was folding clothes. At the moment of the beep she saw two lines of white printed text on a black background. On the first line were the words “I HATE” printed in all capital block letters. On the second line were the words “folding clothes,” printed in lower case letters. Beverly experienced the words as being approximately arms length in front of her eyes.

Sample 6.4 – It was almost quitting time at work. At the moment of the beep Beverly heard “This is boring” in her own voice as if being spoken from just outside of her left ear.

Sample 6.5 – Beverly was almost done working for the day and a woman had come in to buy something at the last moment. At the moment of the beep she was in the process of watching her left fist hit the woman in the right cheek. The image was experienced from the first person perspective, and the beep caught the full-motion full-color video as Beverly’s fist was making contact. The woman’s mouth was forced open by the impact of the blow. At the same moment she was experiencing a mental irritation which she was unable to describe further.

In Sample 6.6 Beverly was sitting at a red light waiting for the light to change so she could continue driving. Just prior to the moment of the beep a black cat had run across the road in front of her car. At the moment of the beep she was re-experiencing a time several months before when she rear-ended a car that pulled out in front of her moments after a cat ran in front of her car. Beverly had experienced this color motion memory to the point in which the cat had ran across the front of her car when the beep sounded. Were it not for the beep, the experience would likely have continued to where the car had pulled out in front of her and the subsequent accident. It was as if Beverly had been transported back to the previously occurring time; she experienced the driving and the scene just as it had occurred several months before.

Cynthia Samples (See Chapter 5)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

1.1: Cynthia had been watching ABC Family on television and wondering if the beeper would sound. Cynthia reported that she was unsure of the timing of the wonder (i.e. if it were at or before the beep). Cynthia was unable to discuss the sample further.
In Sample 1.2 before the beep Cynthia’s friend had been talking to her about driving across the state to go home. At the moment of the beep she was simultaneously experiencing a cluster of thoughts that were literally floating in the middle of her head that loosely deal with the fact that Cynthia had not been home in a long time, that her friend was going home, that Cynthia wanted to go home, and that she was under the weather and wanted to see her mother. These thoughts, though located in the center of her head, were not experienced as having symbolic representation. In that same moment, Cynthia was experiencing a “pit of the stomach” feeling that she indicated was anxious due to missing her family and wanting to go home. This anxiety was experienced as a grapefruit sized void below her breast at the top of her digestive tract.

1.3: Cynthia was sleeping and was not aware of her inner experience at the last undisturbed moment of the beep.

In Sample 2.1 Cynthia had been talking to a male friend she had a crush on while looking at a web site on her laptop. At the moment of the beep she was re-seeing things she had seen while she was DJing the prior weekend. This visualizing was experienced as being in her head as a series of rapidly occurring static color images very closely related in time (i.e. fractions of a second each) seen from her own eyes. The “snapshot” image present at the moment of the beep was from her perspective from behind the bar at a computer DJing station. She was unable to see anyone down below where she was sitting, but she was aware of seeing energy drinks lining the tables. Cynthia emphasized that this imagery was exactly as if she were seeing it again. In that same moment she was also aware of seeing her laptop on her lap and feeling nervous about her male friend. The “nervous” feeling was experienced as a golf ball sized lump in her throat.

2.2: At the moment of the beep Cynthia was focused on an internet address bar and was preparing to type “Americaneagle.com” looking at clothes she wanted to buy while knowing that she doesn’t have the money to be able to afford anything. This knowing was described as a thought at the back of her mind and was not represented symbolically. She was also experiencing a shaky emotional feeling inside her torso that was related to, but distinct from, the knowing that she couldn’t afford to buy anything.

2.3: Cynthia was feeling anxious at the moment of the beep. This anxiety took the form of a baseball sized feeling internally just below her sternum that feels like pressure, but not pressure in motion, just the pressure of its presence. She was also aware of feeling tired through the sensations present in her eyelids and eyes. This tired feeling alternated between a stinging sensation in her eyes and droopy feeling in her eyelids and a refreshed feeling in her eyes and eyelids. At the moment of the beep she was aware of feeling the sensations associated with refreshment of her eyes and eyelids.
2.4: Cynthia was attempting to sleep while her roommate was standing outside the room talking to people who live across the hall. Her eyes were closed though she was aware of being angry that they were all being loud. The hearing felt further away than it really was as if the sound were being filtered through water, thus losing some of its clarity and causing, in part, a feeling of distance. These two aspects of her awareness were connected, but were not the same aspect of her experience.

In Sample 3.1 Cynthia was watching the television program “The Bachelor” with her roommates. At the moment of the beep the bachelor and his date were on a gondola and Cynthia was experiencing and seeing a time when she herself had been to the Venetian Hotel in Las Vegas. This experience was a euphoric excited bodily wonder and contentment feeling about actually being in Las Vegas at the Venetian, which was the original, and now relived, experience. The visual aspect of her memory, which was not a re-living like the euphoric feeling, was focused on the painted sky in the casino and experienced as being located in the back of her head. This image had been prompted by looking at the painted ceiling of the Venetian on television which was in her awareness at the moment of the beep.

In Sample 3.2 Cynthia was chatting with a friend online about going home and watching an episode of Friends on her laptop. At the moment of the beep Cynthia was aware of seeing her ipod speakers. At the same time, Cynthia was automatically reciting lines from the episode of Friends aloud, but this speaking was taking place outside of her awareness (an example of the happening of speaking).

3.3: At the moment of the beep Cynthia could see her communications auditorium as if she were in it. This image was a clear color static image of seeing the chair in front of her that she typically puts her feet on, her knees (as her feet are on the chair), the professor, and the screen at the front of the room. As part of the image Cynthia was also aware of the presence of her friend that typically sits beside her and their location in the middle left of the auditorium. The classroom is otherwise devoid of people though she has a vague knowing notion of the places where they would sit that was not represented symbolically.
Prior to the moment of the beep in Sample 3.4 Cynthia had been writing in her journal about, and was contemplating, leaving her sorority the following semester. She had been feeling some anxiety that she interpreted as “not wanting to fail.” At the moment of the beep this anxiety was experienced as a consistent stabbing pain just below her skin and above her bosom and from shoulder to shoulder (both on the front and top of her torso). She also described feeling sadness in her face that was experienced as heaviness from her eyes to her cheeks and jaw that was related to not wanting to let anyone down. This sad feeling was experienced as being what a wax face would do if it were slowly melting and were currently about half melted. Simultaneously Cynthia was innerly saying, “I don’t want to fail. I don’t want to give up” in her own voice as if she were speaking aloud. She was also aware of hearing the chorus from James Blunt’s “Goodbye My Lover,” experiencing a pressure sensation of her pen in her hand, and seeing her journal in front of the pen. Due to the distinctly different aspects of Cynthia’s awareness at the moment of the beep, this sample is also an example of multiple awareness.

In Sample 3.5 Cynthia was chatting online with one of her male friends who had just finished typing her the message that he had not been eating well. At the moment of the beep Cynthia was experiencing multiple thoughts that she was aware of simultaneously. She described these thoughts as just known (i.e. not having form or symbolic representation) involving her friend, food, her own eating habits, and concern for him. These thoughts were accompanied by a weightless out of control anxious feeling in her stomach.

4.1: At the moment of the beep Cynthia was aware of looking at an online picture of a set of pairs of tennis shoes that were facing toes to the right. She was also aware of wanting to have the shoes a year and a half to two years ago which took the form of knowing that she had seen the shoes before and that she liked them.

4.2: Cynthia was watching American Idol with a number of her girlfriends and had been chatting online with her friend Chris. While she had just been in a conversation with her girlfriends and had just received a message from Chris, there was nothing in her awareness at the moment of the beep.

4.3: Cynthia had been attempting to describe the beeper to her friends and at the moment of the beep Cynthia was trying to climb onto her daybed while speaking. She was aware of speaking, but was not aware of what she was saying at the moment of the beep. Rather she was anticipating what she was going to say next and feeling nervous about this as she was attempting different phrases internally and then determining her communication skills to be inadequate.

4.4: Cynthia had been thinking about what she was going to wear before class and was looking in a mirror rubbing her eye. There was music in the background, though she was not aware of it or anything else at the moment of the beep.
In Sample 4.5 Cynthia was chatting online with one of her male friends who had asked her if they could spend time together the following weekend. She knew she wouldn’t be able to, despite her desire to spend time with him, due to other obligations. Her female roommate had just finished saying that when Lauren Hill sings her voice is higher pitched than when she is speaking. At the moment of the beep Cynthia was preparing to say, “Yeah it’s true,” which was experienced as simply knowing what she was going to say without words or other symbolic representation. She was also aware of the sensation of the open-ness of her mouth and a separate anxiety as tension at the base of her neck in response to her male friend’s request to spend time together.

In Sample 4.6 Cynthia was listening to Ziggy Marley’s rendition of “Redemption Song.” At the moment of the beep she was re-experiencing the last time she had been to Bumbershoot (an annual music festival held in Seattle). This experience was seen as if in a mental slide show of moments from her personal experience: a clear color image of when Cynthia was standing in the arena seeing the people in front of her and the stage at night, a clear color image of when she was standing in the entrance to the arena from the top seeing the crowd and the stage in daylight, and finally a color full motion image of walking through the crowd and seeing old hippies dancing and people smoking marijuana. These re-experiences occurred so quickly that they seemed to occur in sequence, but in the same moment. As part of the final reliving image, Cynthia was aware of the music that was playing. This was not a hearing, but as a knowing without an auditory component. She also may have been aware of actively listening to redemption song at the moment of the beep, though she was uncertain at the time of the expositional interview.

In Sample 5.1 Cynthia was looking at a male friend’s “My Space” profile and she had noticed that one of her own ex-boyfriend’s ex-girlfriends had posted a comment. At the moment of the beep she was aware of hatred toward the girl who had posted; this hatred took the form of a guttural utterance of “urrrgh” and a tense feeling over her whole body. The tension in her body felt as if she were underwater and unable to take a breath, almost as if suffocating. As part of the hatred, Cynthia also was experiencing an inward pressure from outside of her torso inward to her core. She said that at the moment of the beep a fraction of her awareness was directed toward visually attending to the online posting.

In Sample 5.2 Cynthia was looking at Zumi.com and listening to Aerosmith’s “Don’t want to miss a thing.” She had scrolled down the web-page looking at “tops” categories preparing to select one, and had seen the caption “casual tops.” At the moment of the beep she was visually attending to her laptop screen and the caption “casual tops.” She was also innerly saying, “What other tops do they have? Do they have dressy tops?” as if she were speaking aloud (i.e. the same vocal characteristics) while humming along with the Aerosmith song.
In Sample 5.3 Cynthia had been watching the television drama “Laguna Beach” while spinning her ring on a nearby tabletop. At the moment of the beep she was attending to both a conversation between Stephen and Kristen on the TV and her spinning ring. Cynthia said that she was aware of the specific words being spoken on the television program at the moment of the beep, but that by the time she wrote the sample down she could not be specific about the speaker or the statement.

5.4: Cynthia was still watching an episode of “Laguna Beach” with her two female room mates where they were doing a tour of one of the female character’s house. The size of the house, the area, and how nice it was led to Cynthia thinking about how expensive the house must be at the moment of the beep. This thought process may have taken the form of inner speech if more attention were being paid to the thought though Cynthia could not be completely certain.

5.5: Cynthia was watching American Idol and had just finished saying, “I don’t like that guy” in response to Bucky Covington (one of the contestants) since she likes Taylor Hicks more and would like him to win. At the moment of the beep there were two simultaneous but fleeting emotions in the middle of Cynthia’s chest about not liking Bucky and liking Taylor. She was also visually aware of a Coca Cola commercial on the television that she was attending to.

In Sample 5.6 Cynthia was talking on the phone with a good friend in Oregon about the friend’s roommate. Cynthia was feeling angry and anxious as one composite feeling about how mean her friend’s roommate had been to her friend. This feeling manifest itself as a “pillow sized” sinking in her entire torso as if someone were applying mild inward pressure. At the same time, and part of the same angry and anxious feeling, she had a mild pressure sensation from the inside out, experienced separately from the outward in aspect of her awareness. Cynthia was also attending to what her friend was saying on the other end of the phone line at the moment of the beep.

Deborah Samples (See Chapter 6)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

Sample 1.1: Deborah was studying biochemistry. Before the moment of the beep she was trying to figure out her lecture notes and was focusing on each word in turn in her textbook. She had just finished reading the word “energy” in the larger context of means to generate energy and at the moment of the beep was seeing a red lower case handwritten “e” floating approximately one foot in front of her forehead. This letter was understood to mean energy at the moment of the beep and was written in the color red which she understood to mean generating.
Prior to the moment of the beep for Sample 1.2 Deborah was thinking about and experiencing pain in her lower back. At the moment of the beep she was attempting to determine the epicenter of the pain by asking herself, "back, pain, location?" in her inner voice as if she were quickly asking the question aloud. She was also experiencing strong discomfort in her lower back as a pulsating radiating pain from the base of her spine outward. This pain was approximately a quarter of an inch below the surface of her skin and was radiating out about six inches from the center.

Sample 1.3: Deborah had been sitting on her bed with one of her female friends talking about Deborah’s behavior when her male room mate was gone. At the moment of the beep Deborah was seeing a color image of herself getting up and walking naked across her bedroom and through the doorway. She saw her imaged self walk away and was paying particular attention to her long blonde hair and underwear though she saw the rest of herself, her room, the doorway, and what was beyond the doorway as well. Deborah said that the image was seen as if on a screen a foot away spanning from the midline of her face to the right edge of her face on the sides and from the top of her right eye to just above her forehead.

Sample 1.4: Deborah was talking with her sister about how hard it must have been for her mother to lose her house, children, and husband all in a short period of time. At the moment of the beep she was seeing an internal visual image about the house she grew up in. The house was the only object in the image (i.e. there were no trees, grass, sky, etc.) though she was experiencing the feeling of her mother’s love and warmth which was a blue colored hugging feeling in the top of her chest at the base of her neck extending down to her waist. Deborah said that the image of the house was co-located with the feeling of warmth and love at the top of the feeling (i.e. at the top of her chest). The blue warm love was interpreted by Deborah as being her mother’s sweater that had literally been internalized like her childhood home.

In Sample 1.5 Deborah was riffling through her book bag looking for and thinking about small black lentil beans she needs to put out for birds to eat for one of her courses. While she was aware of seeing the lentils at the moment of the beep, a majority of her attention was directed toward seeing a full length color image of herself bending down to place a black lentil bean in a small tin birdfeeder cup with her right hand. Her imaged self was wearing a green sweatshirt, jeans, and tennis shoes and by her size, appeared to be approximately 10 feet away. The image was experienced as being on the left half of her forehead.
Sample 1.6: Deborah was looking at herself in the mirror while putting moisturizer on her face. At the moment of the beep she was experiencing a conversation practice between herself and her ecology professor. This practice took the form of a full motion, clear, color, visual and auditory image that was taking place approximately one foot away from her forehead from the midline of her face to the left and from just above her eye to just above the top of her head. Deborah could see the left side of herself and the right side of her ecology professor facing one another in her real-world biochemistry professor’s office from approximately 15 feet away. Her imaged self was in the process of saying, “Let’s talk about number four,” preparing to say, “I don’t think I got the correct number of points” while reaching out with her right hand to show him her copy of the exam. Both imaged figures were standing in front of a window with clear sky-blue skies visible in the background. She was also minimally aware of the sensation caused by making small circular motions on her face while putting on her moisturizer.

In Sample 2.1 Deborah was getting ready for school and had been practicing experiencing the somatic accompaniments of her panic attacks as instructed by her psychotherapist. This exercise was described as experiencing the sensation of an otherworldly extra strong heated gravity pressure pushing in on the upper half of her torso, which is what her anxiety would feel like if it were in the process of growing into panic. At the moment of the beep she was experiencing the sensation of relief and release from this pre-panic anxiety pressure and its accompanying heat as a slow outward dissipation from the inside of her chest outward.

In Sample 2.2 Deborah was walking to class and was getting ready to make sure her CD player and the beeper were securely zipped up in her fleece jacket. At the moment of the beep she was looking at the field of blackness that was her fleece. She was so intently focused on the black that it prevented visual attending to other aspects of her surrounding. In that same moment Deborah was innerly hearing the Dispatch song “Here we go,” and was hearing the word “go” as well as the drums and guitar from the song. She said that this inner hearing was an accurate re-creation of the song and that she was hearing the song exactly as if it were playing aloud. She was also internally singing along with the song in her own voice, though Deborah believed her inner voice pitch and tone were more accurate than her real voice would be if she would have been singing aloud.

Sample 2.3: Deborah had been sitting in her Ecology class experiencing anxiety related to the course. At the moment of the beep she was thinking about her male neighbors and how difficult it must be for them to say goodbye to one another after being together for so long. This thought took the form of a still clear color image of the men facing one another in their apartment. She saw that both of the men were standing behind their couch and that one of the men was wearing a sea-foam green shirt. Part of the experience of the image was an anticipation and jealousy feeling about whether or not the two would kiss as she had a crush on one of the men. This anticipation was experienced in the stillness of the image that could change at any moment. She was also feeling a relaxed mental sigh feeling in her head as if pressure had just been slowly released.
In Sample 2.4 Deborah was in her ecology course drawing stars on a sheet of paper. At the moment of the beep she was drawing a line up and to the right (as part of drawing toward the corner of a star) and was feeling peace from her anxiety as a warm comforting and calming relaxing sensation from the top of her hand to mid-way up her forearm toward her elbow. She was also simultaneously beginning to fully experience a tensing anxiety in her torso in anticipation of drawing the next line of the star. This feeling was experiencing a decrease in the warmth and calm generated in her torso milliseconds earlier when starting a new line in the star. Deborah described corners in general, and of stars specifically, as anxiety reducing when physically touched or experienced (as in drawing the star).

In Sample 2.5 Deborah was reading a Sociology textbook in the library. At the moment of the beep she was reading the word “symbol” and was experiencing a visual image of the fuchsia-purple word “symbol” written in her own handwriting across the forehead of her image. In the background of this same image was a color collage made up of culturally diverse Caucasian people from the United States. Standing directly behind the “s” was a man with dark hair and a blue shirt. He was the only individual in the image who was noticed at the moment of the beep.

In Sample 2.6 Deborah was eating a sandwich in the library. At the moment of the beep she was feeling disgust about eating. This food related disgust manifested itself as flushing in her face, an increase in her heart rate and respiration, and a fat, intestines pushing on the skin covering her stomach, sensation. In the same moment, Deborah was feeling self-loathing as a prickly sensation from the base of her neck to her waist in the back and from her throat to just below her breast in the front, a warm mild numbness in her legs, and warmth through most of her body from her face to her lower legs (in the vicinity of her calves).

In Sample 3.1 Deborah was thinking about what she was going to tell people about not being accepted into graduate school. At the moment of the beep she was in the process of saying, “I don’t know” in her inner voice. The beep came between “don’t” and “know.” This experience of inner speech was as if spoken aloud with her same vocal characteristics. She was also seeing a color collage image of her right-facing head, a male friend’s left-facing torso with a small front-facing cutout of a female friend between them as if she were standing behind them. The background of the collage was a warm mocha brown color, though it was not a specific point of focus at the moment of the beep. Subsequently, both friends had been accepted into Eastern.

Sample 3.2: Deborah had been watching the television program "My Name is Earl," and had finished letting out a short and relatively quiet laugh in response to something a particularly dim-witted blonde female television character had said. At the moment of the beep she was experiencing amusement and an accompanying laugh as feeling her lips pursed together, air moving out of her nostrils and skiing off of her upper lip, and a "Humph" sound. She was also minimally visually aware of the level of illumination (i.e. darkness) in the room she was sitting in.
In Sample 3.3 Deborah was in the process of chewing food and making a smacking sound that had annoyed her. At the moment of the beep she was rapidly saying, "stupid guy" in her inner voice about a man on "American Inventor" who had invented a dog feces collection device. She was also aware of the sensation of the open-ness of her mouth as a remnant of her chewing focused attention from moments before.

In sample 3.4 Deborah was talking with one of her good female friends on the telephone. Deborah was in the process of saying, "Drive safe" at the moment of the beep. She was aware that the long "i" sound in drive was physically coming out of her own mouth. In the same moment she could also see a clear color motionless image of her friend driving in a car towards Seattle through the town of George. Deborah was seeing the image as if she were sitting in the middle of the back seat looking at her friend in the driver's seat. Deborah was aware that the interior of the car was brown (though it is not brown in real-life), and she was particularly focused on the white of her friend's white sweatshirt as a contrast to her friend's dark hair. Deborah was also focused on the brightness of the sun at sunset in the gorge at George. The image was experienced as being directly in front of her entire forehead.

At the moment of the beep of Sample 3.5 Deborah was writing and was visually focused on the pink-cream fleshy color of the backs of her hands under her writing lamp. This was experienced as a visual marvel regarding the color tone and the interplay of light and flesh. She was also aware of the sensation in her writing hand caused by pressing her pen to paper.

Sample 3.6: Deborah was explaining the DES study, and her excitement about it, to her upstairs male neighbor. At the moment of the beep she was experiencing watching herself from behind explaining the study. This moment was experiencing herself from outside of herself and aware of doing so. The conversation was happening without her awareness; all she was aware of was the sensations associated with experiencing being outside of herself.

Sample 4.1: Deborah was getting ready to leave for class and had just begun reaching with her right arm toward her coffee mug in her dishwasher. At the moment of the beep she was visually focused on her green mug and she was saying, "I'm so tired" in her inner voice as if she were speaking aloud. The moment of the beep captured the word “so.”

Sample 4.2: Deborah was walking to class. At the moment of the beep she was aware of hearing both her own and her therapist’s voices saying, “hy – per – ten – sion” in the greater context of whether or not anxiety can be caused by hypertension. The voices were heard from coming just inside of her right ear and sounded as it would have sounded if they would have been speaking aloud. A small portion of Deborah’s awareness was focused on feeling her body positioning in space as she walked around a corner.
In Sample 4.3 Deborah was in her Ecology course experiencing pain in the joint of her right ankle. At the moment of the beep she was focused almost entirely on the prickly needling pain in her ankle that was radiating out toward the top of her foot and up through her inner ankle as if it were a band of pain from the inside of her foot across the top of her foot. She was also visually aware that the seat in front of her that was made of wood.

Sample 4.4: At the moment of the beep Deborah could feel the tingling pain and fatigue of sleep in her right calf and quadriceps.

Sample 4.5: At the moment of the beep Deborah was visually attending to her neighbor’s microbiology test and the “98%” written at the top of the test. She was also focused on seeing a color image with hazy edges and clear center of her microbiology auditorium from the year prior. The image was experienced as being located on the outside of and across her entire forehead. It was an accurate re-seeing of the classroom down to the details of the back of other students’ heads and the professor at the front of the auditorium. Accompanying this image was the experience of a warm, tired, angry, and anxious feeling in every part of her body from her head to her toes related to microbiology.

Sample 4.6: Deborah had just said the names of two science professors to one of her neighbors. At the moment of the beep she was aware of both names she had uttered as she saw one dark color and fuzzy still image of each professor, one in the left visual field and one in the right as if they were standing beside and behind the person she was talking to. The busts were accurate images of the professors as she has seen them in the past.

Elizabeth (See Chapter 7)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

Sample 1.1: Prior to the moment of the beep for Sample 1.1, Elizabeth was talking to her son about the beeper and she had said, “why hasn’t this thing gone off yet?” At the moment of the beep she was experiencing frustration manifest as radiating pressure waves in her solar plexus.

Sample 1.2: At the moment of the beep of Sample 1.2 Elizabeth was in the process of thinking that it was getting dark and her son was not home yet. This thought was in the process of somehow being transferred literally from the back of her mind to the front of her mind and it was likely that the experience was not symbolically represented.
Sample 1.3: Elizabeth’s husband had just pulled a bottle of wine from a grocery bag. At the moment of the beep she was saying, “Another bottle of wine, are you serious?” in her inner voice as if speaking in an irritated way aloud. Elizabeth was also aware of an angry irritated tension in her neck, shoulders, and upper arms. This tension was a muscular tension as if tensing up intentionally.

At the moment of the beep for Sample 1.4, Elizabeth was aware of seeing the chaotic movement and golden fur made by her 60 pound dog as it ran in a circle. She was simultaneously seeing a flash of colored light from the television and hearing the rustling sounds made by her dogs moving about. While the flash from the television and the rustling sounds were less prominent in her awareness, she was aware of each visual and auditory sensation at the moment of the beep.

Sample 1.5: At the moment of the beep for Sample 1.5, Elizabeth was seeing a clear color image of one of her professors. The image was experienced from the first person perspective and Elizabeth could see her professor sitting at the front of the classroom frowning at her disapprovingly. Separate from, but related to, the image was the feeling of shame as pressure constricting her chest as well as a downward pressure on her head and into her neck.

Sample 1.6: Prior to the moment of the beep for Sample 1.6, Elizabeth had realized that she had forgotten to pick up a prescription earlier in the day. At the moment of the beep she was thinking that the prescription needed to be picked up, that it should have been picked up, and that it would have to wait until the following day. This thinking was not experienced in words, images, or other symbolic representation. In the same moment Elizabeth was aware of the quiet in the room and the sense of calm and relief that was building in her due to a decrease in pressure on her torso, neck, and head.

In the tens of minutes after arriving home from work, and before the moment of the beep for Sample 2.1, Elizabeth listened to her husband talk about why he hadn’t got any remodeling of the home done and her son make excuses for why he hadn’t done his homework. At the moment of the beep she was in the process of saying “I’m tired of listening to excuses about why things aren’t done” in her inner irritated and angry voice as if spoken aloud to her husband and son. She was also aware of feeling a physical grouchy tension in her torso and a cognitive dulling in the speed and clarity of her thoughts.

Sample 2.2: At the moment of the beep for Sample 2.2, Elizabeth was aware of an acrid pungent garlic taste in her mouth and the related sensation that her sinuses were beginning to drain as a lightening beside her nose, under each eye, and behind her cheekbones.
At the moment of the beep for Sample 2.3, Elizabeth was automatically seeking out something sweet to snack on (i.e. she was walking around and looking in cupboards, but was not aware of the task, just doing it). She was, however, aware of the pressure created by the presence of mini vanilla wafers inside of her left hand as well as the wet and furry sensation of one of her dog’s noses on the knuckles of that same hand.

Prior to the moment of the beep for Sample 2.4, Elizabeth was watching her husband kneel down beside her son (who was sitting at the kitchen table) to help him with his homework. At the moment of the beep Elizabeth felt contentment and love in her torso that she described, metaphorically, as a gentle orange smooth fiery glowing sensation.

Sample 2.5: At the moment of the beep of Sample 2.5, Elizabeth was aware of feeling irritation that her attorney had not called her or her husband back. This was a cognitive irritation that was manifest as a series of non-symbolically represented thoughts about the history her family had with the attorney. She could also see a blurry color image of him. In the image he was seen as if from approximately 10 feet away facing forward in a dark gray suit. There was no background or border to the image.

Sample 2.6: At the moment of the beep for Sample 2.6, Elizabeth was internally asking, “Who’s yelling?” in a slightly anxious and irritated manner as if asking loudly. She could also feel tension in her shoulders and upper arms.

Sample 3.1 came at the end of a long day for Elizabeth, consisting of both academic and practical responsibilities. At the moment of the beep Elizabeth could feel an increasingly tightening tension from just below her jaw-line to the bottom of her neck on the inside of her throat as if she were going to cry.

Sample 3.2: Before the moment of the beep for Sample 3.2, Elizabeth was sitting on her couch wrapped in a blanket and had been listening to the commotion made by her younger son moving back and forth from his bedroom to the bathroom, turning water on and off, and knocking Dixie cups in the sink. At the moment of the beep Elizabeth was feeling irritated that her son was not staying in bed. This irritation took the form of physical tension and what was described as a kink-like sensation in her lower back, and a pre-seething angry breath sensation in her lungs as if one were going to deeply inhale without allowing air to pass through the throat.

At the moment of the beep for Sample 3.3 Elizabeth was saying, “the music is too loud on the T.V.” in her inner voice as if spoken loudly aloud. She was also aware of the sound of the loud noisy music from a television commercial bombarding her ears.

Sample 3.4: In the minutes leading up the moment of the beep for Sample 3.4, Elizabeth had been thinking about one of her older son’s friends. At the moment of the beep she was certain she had been saying something in her inner voice, though the experience was lost when she went to examine and record the moment. The speech was about wanting to contact the school counselor about her son’s friend. She also felt an urgent concern pressure building from inside of her head.
Sample 3.5: At the moment of the beep of Sample 3.5 Elizabeth was seeing a still color image of a quilt pattern. She had been moving brown, cream, and gold quilt tiles around the image to see how the overall quilt would look, but at the moment of the beep she was seeing one whole quilt pattern. A moment earlier or later and the image may have had quilt tiles moving in and out or a different design.

At the moment of the beep of Sample 3.6 Elizabeth was feeling a hopeless feeling related to some legal issues impacting her family. This feeling was experienced as an exaggerated gravity sensation that was literally weighing her body down; most notably her head and shoulders, though this pressure was internal as well as external.

At the moment of the beep for Sample 4.1, Elizabeth was in the process of saying, “I’m feeling really sick again” in her inner voice as if spoken aloud. The beep came in the middle of the statement, approximately during the word “really.” Elizabeth was also aware of the sensation of mild nausea in her lower stomach, an acid burning sensation in the back of her throat, and fatigue throughout her entire body.

Sample 4.2: At the moment of the beep for Sample 4.2, Elizabeth was feeling annoyance as physical tension and rightward squirmy pre-motion (as if she were building up energy to move) in her torso. In the same moment she was thinking that something was bothering her. This thought was not fully articulated yet and was experienced as being located in the back of her head and not being represented symbolically.

At the moment of the beep for Sample 4.3, Elizabeth was feeling powerful irritation and frustration in her body and head. This irritation and frustration were felt as tension stretching from the base of her neck to the top of her forehead and from the base of her neck to her waist, and as a strong throbbing pain within the entirety of her skull. Also at the moment of the beep, and related to her irritation and frustration was a knowing that this irritation was directed toward her husband for not taking their son driving. This knowing was not represented symbolically.

Sample 4.4: Prior to the moment of Sample 4.4 the phone in Elizabeth’s house had been repeatedly ringing and no one had been answering it. At the moment of the beep Elizabeth was aware of feeling annoyance as tension in her shoulders and neck. She was also experiencing a cognitive sense of dread that was a fleeting cognitive tension. The expositional interview did not serve to elucidate this aspect of her experience further.

Sample 4.5: Elizabeth had unplugged the headphones of the beeper and set it outside of the shower, which she was using at the moment of Sample 4.5. Elizabeth was aware of both throbbing pain of a headache and muscle aches in her neck, shoulders, and back as well as the sensation of warm water as it hit her mid back and flowed down her back, buttocks, and legs.
Sample 4.6: Elizabeth was engaged in cleaning her kitchen at the moment of Sample 4.6. While she was engaged in the activity of wiping down the countertops, she was not aware of this activity of anything else at the moment of the beep.

Francesca (See Chapter 8)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

Prior to Sample 1.1, Francesca was walking up the street she lived on and had waved at a pickup she thought was driven by her neighbors. At the moment of the beep she was internally saying to herself, “Oh, I don’t think that was them.” While this speech was not a chastisement per se, the focus of the speech was herself and it was meant to emphasize the fact that she had embarrassed herself by ignorantly waving at strangers. She was also looking at, and specifically attending to, the golden yellow color of the street lamp.

Sample 1.2: At the moment of the beep, Francesca was lifting up her television in an attempt to place it on a shelf in her entertainment center. She could feel the pressure of the television on her palms, wrists, forearms, upper arms, chest, and stomach from where the television was pressing into her skin. She was also thinking that she didn’t want the television to fall or break, and that she did not want to scratch the entertainment center. These thoughts were not accompanied by words, images, or any other form of symbolic representation.

Sample 1.3: At the moment of the beep, Francesca was thinking about thinking. She wondered why she always second guesses herself, why she is always thinking, that she shouldn’t think, and that she should focus on the football game that was on television. Francesca stated during the expositional interview that these thoughts were being said by her in inner speech, though she had not attempted to capture the words at the moment of the beep and could not recall them during the expositional interview.

Sample 1.4: At the moment of the beep, Francesca was looking at the television screen as a first down was being made and saying aloud, “Take a time out.” While the beep brought her awareness to the fact that she was looking at and watching the game, she was not particularly attending to it, or her own statement.

At the moment of the beep of Sample 1.5, Francesca was looking at, and visually aware of, the dishwasher door. Furthermore, she was thinking that she wanted to take the recycle out, make something to eat, and unload the dishwasher. Francesca stated that this thinking took the form of inner speech, though she did not record the specific words after the beep, and she could not remember them at the time of the expositional interview.
Sample 2.1: At the moment of the beep, Francesca was aware of both seeing and hearing a scene from the movie Scarface as it was being portrayed on a video game commercial. In response to the scene she was feeling anxiety as a tightening clenching sensation in her solar plexus.

One example of a physical feeling occurred in Sample 2.2. Before the beep, Francesca had yelled, "Brazen Hussy" at her dog aloud. At the moment of the beep she was aware of feeling annoyed and angry at her dog. This feeling manifest itself as tension extending form her solar plexus down to the bottom of her stomach and up, from her solar plexus, to her throat. She was uncertain at the time of the expositional interview if these sensations were two separate localized bands of anger or one unified experience.

Sample 2.3: At the moment of the beep, Francesca was in a meeting. The beep brought into her awareness the fact that she was not paying attention to the meeting and was not experiencing anything.

In Sample 2.4 Francesca experienced feeling with both mental and physical aspects. At the moment of the beep, Francesca was feeling disconcerted about not knowing what had been in her awareness at the moment of the previous beep (at the time of the expositional interview it seemed as if there was nothing in her awareness at the moment of Sample 2.3). She described this feeling as both a physical and a mental "flailing," Physically, Francesca felt an internal wrenching sensation that stretched from the pit of her stomach to the core of her throat. The cognitive component of this feeling was experienced as negative and irritated inner speech directed at herself saying, "Why can’t I come up with anything? Back up! Why am I getting so uptight about this?"

Leading up to Sample 2.5, Francesca was on the telephone with her mother, who had just told Francesca that she would be flying in to visit the next day. At the moment of the beep Francesca was aware of saying, "it’s kind of late" in her inner voice as if spoken aloud. She was simultaneously looking at an itinerary in an attempt to determine the airline, flight number, date, and time of the flight. Her attempt to decipher the information was experienced as seeing specific dates and times on the itinerary.

One example of a mental feeling occurred in Sample 2.6. Before the beep, Francesca was buying books for her ipod online while listening to the NPR program “Hearts of Space.” At the moment of the beep she was aware of experiencing a heavy, dark, oppressing feeling related to the content of the radio program. This was a dark, gloomy, heavy, and cold mental feeling that was literally slowing, thus somewhat impeding, her thoughts at the moment of the beep.

Another mental feeling occurred in Sample 3.1. Before the beep Francesca was paying bills before she needed to get ready for work. At the moment of the beep she was feeling frantic about the time due to the tasks left undone. This frenetic feeling was experienced as a flurry of thoughts about paying bills, needing to get ready for work, and what needed to be done later in the day. These thoughts were without symbolic representation, but occurred ever more quickly as a function of her level of distress.
At the moment of the beep for Sample 3.2, Francesca was planning how she was going to get ready for work. She was engaged in a series of spoken thoughts about the order in which she would complete things she needed to do in order to be ready to leave on time. Each of these thoughts was spoken internally to herself in her inner voice as if spoken aloud. While Francesca was not certain which statement was present just prior to the moment of the beep, she knows that one of the preceding inner verbalizations was her saying, “How am I going to do this today?”

Sample 3.3: At the moment of the beep, Francesca was sitting in the driver’s seat of her car, which was parked in the school parking lot. She was only aware of looking at an 8½ by 11 sheet of paper that served as a receipt for having keys made.

Sample 3.4: At the moment of the beep, Francesca was writing in her sampling notebook. She was aware of the act of writing by feeling the pen in her hand and seeing the notebook in front of her, though specifically what she was writing was not in her awareness. She was also thinking about what she wanted to write, and believed this thinking did not involve words or other symbolic representation, though she was uncertain when discussing the sample in the expositional interview.

Sample 3.5: At the moment of the beep Francesca was looking at her computer screen at an email. The only thing in her awareness, however, was being sick. These sensations of illness included a strong nauseous sensation in her stomach, a swimming dizziness, and heat in her torso, face, and head.

Sample 3.6: Prior to the moment of the beep, Francesca had talked to an individual who reminded her of her brother in the manner in which he spoke (i.e. cadence, emphasis, tone, and inflection). At the moment of the beep she was thinking about how odd it was that someone else had these same vocal characteristics. This thinking occurred without symbolic representation.

At the moment of the beep of Sample 4.1, Francesca was in the process of internally saying, “Should I?” This inner speech was an attempt to determine if the dog had evacuated its bladder and bowels when outside or if it was too cold to perform and should be taken out again. Francesca was also aware of putting on her boots as she was hopping around on her right foot while trying to pull her left boot on with both hands.

Sample 4.2: At the moment of the beep Francesca was shoveling snow. She was pushing a snow shovel across her porch while watching the streaks of compressed snow that made as the shovel passed over the more powdery snow that been in its place. More specifically, this focus was on the streakiness and compression of the snow itself. Francesca was also saying, “this is the way he would do it” in her inner voice about her husband while feeling a warm closeness to her husband feeling in her entire body. While Francesca stated the feeling was a physical one, we were unable to further articulate it at the time of the expositional interview.
Sample 4.3: At the moment of the beep Francesca was aware of turning up the dial on the beeper while simultaneously thinking about whether or not the dog had gone to the bathroom the last time he had been let out. This thinking did not involve words, images, or other symbolic representation, though it was accompanied by a worry feeling that seemed to slow her thoughts.

At the moment of the beep of Sample 4.4, Francesca was standing at her front-room window watching her neighbor use his snow-blower on the driveway. She was aware of watching the neighbor and she was also somehow minimally aware of her to-do list. So minimally, in fact, that she was unaware of the form the experience took.

At the moment of the beep of Sample 4.5, Francesca was walking down her steps toward her kitchen. She was aware of internally saying, “I’m outta here. I gotta go!” This inner speech was as if barked aloud, though was more of a reprimanding directive to hurry due to her slowness more than a statement of fact.

At the moment of the beep of Sample 5.1, Francesca was looking at herself (primarily her torso) in the mirror. She was aware of saying, “I look like a fricking tank” in her slightly agitated inner voice as if spoken aloud.

Sample 5.2: At the moment of the beep, Francesca was experiencing a series of thoughts that were experienced as being located in the middle of her head floating in a ring. These thoughts were not seen, but simply perceived to be ring-shaped and floating, suspended, in the middle of her head. These thoughts were about a battery, being late, needing gas, wondering if she had her gloves, keys, and wallet, and were not represented symbolically in her awareness.

Another physical feeling occurred in Sample 5.3. At the moment of the beep, Francesca was listening to someone talk in detail about a rape. She was aware of a queasy disgusted feeling in her torso that could not be described further other than saying it was a dirty, unclean, need to be scoured-type, literally “yuck” feeling. Nearly all of her awareness in this moment was inwardly focused on the horror and repulsion caused by what she was hearing.

At the moment of the beep of Sample 5.4, Francesca was interpreting the pattern of points on a graph. This interpreting was, in itself, seeing the specific pattern made by points on the graph. There was nothing else in her awareness at that moment.

Gwendolyn (See Chapter 9)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.
Sample 1.1: At the moment of the beep for Sample 1.1, Gwendolyn was aware of tension at the base of her neck spreading toward her shoulders and up to the base of her skull. She was also aware of experiencing tension above her brow centered on her forehead and annoyance that manifest itself as furrowing of her brow. This emotional component of her experience also seemed to be making her thought processes slow and confused, which she was aware of at the moment of the beep despite the fact that she was not experiencing any thoughts at that moment.

Before the beep for Sample 1.2, Gwendolyn was attempting to study for a research methods class. At the moment of the beep she was experiencing frustration over not being able to focus on her studies and retain information she needed to learn. This frustration was experienced in her cognitive processes themselves as a slowing and somehow mixing and confusing her thoughts and the materials that she needed to learn. Separate from the frustration, but also present at the moment of the beep, Gwendolyn was in the process of internally reciting a number of items on an academic to-do list. She was not aware of specific content at the moment of the beep, though she was certain it was being spoken internally as if spoken aloud.

A representative sample of Gwendolyn’s repeated inner speech, a period of time where she repeated a phrase at least a half a dozen times prior to the moment of the beep, occurred in Sample 1.3. At the moment of the beep, Gwendolyn was sitting in her living room with her eyes directed in the general direction of a football game on her television, which she was not aware of. Her awareness was focused, nearly entirely, on repeatedly saying to herself, “I need to be studying. I need to be studying. I need to be studying. I need to be studying. I need to be studying. I need to be studying.” in her inner voice. Gwendolyn was also aware of feeling mentally frustrated at the moment of the beep, though we were unable to further articulate this feeling at the time of the expositional interview.

Sample 1.4: At the moment of the beep for Sample 1.4, Gwendolyn was sitting in a comfortable chair with her eyes closed and a book in her lap. The only thing in her awareness was a sharp pinching pain at the base of her neck extending up, and becoming somewhat less intense, to the base of her skull.

Sample 1.5: At the moment of the beep of Sample 1.5, Gwendolyn was not aware of experiencing anything. She stated that she was still sitting in her comfortable chair, but that nothing was in her awareness.

Sample 1.6: At the moment of the beep for Sample 1.6, Gwendolyn was not aware of experiencing anything.
Before Sample 2.1, Gwendolyn had been attempting to determine if she should call her friend about going to the bar or just meet her there. At the moment of the beep she was experiencing tension across the tops of her shoulders stretching up the back of her neck to the back of her head. She was also aware of tension across her forehead and a point in the front center of her forehead where she was experiencing a sharp pain inside of her skull.

At the moment of the beep for Sample 2.2, Gwendolyn could feel an upset agitation as tension in her entire body, though most notably in her chest. The chest portion of this upset feeling was experienced as an inward pressure across her breastbone that was pushing the breath out of her and hampering her breathing. Gwendolyn was aware that her fingers and toes were tingling, and she was in the process of internally saying, “What should I do, I don’t know what to do” in a panicked inner voice as if she were expressing herself aloud.

Gwendolyn had been talking on the telephone leading up to Sample 2.3. At the moment of the beep she was experiencing a throbbing pounding pain from behind the middle of her forehead radiating out to the sides and back of the inside of her head. She was also aware of stiffness and pain in her lower back in-between her hips that may eventually, if not addressed (i.e. relaxed) prevent her from being able to stand. At the moment of the beep, Gwendolyn was also aware of feeling alone, which manifested itself as a churning nausea in her stomach.

At the moment of the beep for Sample 2.4, Gwendolyn was aware of the sensation of an aching pain separately experienced in the middle of her stomach and across the inside of her chest. In that same moment she was also saying, “I’m really pathetic, I’m bored” in her inner voice as if spoken aloud.

Sample 2.5: At the moment of the beep for Sample 2.5, Gwendolyn was on the telephone again, though nothing was in her awareness in that instant.

Sample 2.6: Moments before Sample 2.6, Gwendolyn had been talking to a computer technical support specialist. At the moment of the beep she was feeling distressed and frustrated. These feelings were manifest as tension in her body, though she was unable to further articulate the experience at the moment of the expositional interview.

At the moment of the beep for Sample 3.1, Gwendolyn was feeling distressed wondering if her new hard drive would be delivered. This distress was entirely expressed by her inner speech as she tenuously stated, “DHL does run late…”

At the moment of the beep for Sample 3.2, Gwendolyn’s eyes were directed toward the television, which incidentally was displaying the news. Despite the fact that she was looking at the television, the only thing in her awareness was saying, “It could still come. Will it come? Will it come?” in her inner voice as if spoken aloud.
Sample 3.3: At the moment of the beep for Sample 3.3, Gwendolyn was sitting in front of the television. While her eyes were directed toward the television, she was not aware of experiencing anything at the moment of the beep, including whatever must have been on the television.

Sample 3.4: At the moment of the beep for Sample 3.4, Gwendolyn was aware of experiencing a lack of concern over her new hard drive as well as a lack of worry and annoyance related to it. Relatedly, she was aware of the inverse, or absence, of her neck, shoulder, and back tension.

At the moment of the beep of Sample 3.5, Gwendolyn was still looking at the television. A different television program was on, though she was not aware of it any more than she was aware of the news earlier in the day. Instead, her attention was focused on saying, "I just wish my hard drive was here" in a discouraged, defeated, and almost pouting inner voice.

At the moment of the beep for Sample 3.6, Gwendolyn was in the process of angrily saying, "If they don't leave it, I won't be able to get it either" in her inner voice as if spoken aloud. She was beginning to feel angry again over not having her hard drive, which, aside from the inner speech, was experienced as pain across the outside back of her head. She was also separately and simultaneously experiencing butterflies in her stomach and a sinking tired sensation in her torso as part of an anxious depressed feeling.

Prior to the moment of the beep for Sample 4.1, Gwendolyn was watching an episode of the television program "Identity." At the moment of the beep she was aware of laughing at the television as a 60-year-old playboy playmate was identified by the size of her breasts. The only thing in her awareness in that moment was the humor of the show and resultant humor to the show.

Sample 4.2: Approximately a minute before the beep of Sample 4.2, Gwendolyn had pressed the reset button on the sampling beeper. At the moment of the beep she was almost completely done internally saying, "Did I mess up the beeper, I don't want to do this as long as last time." This statement was said in her inner voice as if spoken aloud.

Sample 4.3: Leading up to the moment of the beep for Sample 4.3, Gwendolyn had been conducting a literature review and was reading difficult articles. At the moment of the beep she was aware of saying something in her inner voice about how much easier the material is to understand the more she makes herself read it. By the time she recorded the moment, she was unclear as to the exact words used, but she was certain during the expositional interview that this experience was an internal productive process. She was also aware of feeling insight-based elation at the moment of the beep. This was a mental feeling experienced as a lack of the mental fatigue she had been feeling prior to the beep.
In one of the samples (Sample 4.4) Gwendolyn was highlighting a line of text in an article. She was simply highlighting without further awareness at the moment of the beep, which is an example of just doing.

Sample 4.5: Prior to the moment of the Sample 4.5, Gwendolyn continued to read journal articles. At the moment of the beep she was aware of feeling overwhelmed as mental fatigue.

Sample 4.6: At the moment of the beep of Sample 4.6, Gwendolyn was looking at a printed number “6” in her sampling notebook while saying, “When is it going to beep” in her inner voice as if spoken aloud.

Melody (See Chapter 10)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

Sample 1.1 – Melody was watching television when she realized she had an English paper she had to do. At the moment of the beep she was aware of a negative mental rush feeling in her head related to having one more thing that she needed to be working on.

Sample 1.2 – Melody was watching “Pimp my Ride” on MTV. At the moment of the beep she was looking at a set of rims on one of the cars. She knew that she wanted the rims she was looking at, which took the form of seeing the rims.

In Sample 1.3 Melody’s recent ex-boyfriend was calling her on her cellular telephone. At the moment of the beep she was looking at the cell phone display that listed his name indicating that he was the caller. Melody was engaging in a cognitive decision making process about whether or not she would answer the telephone. This process did not involve words, images, or any other form of symbolic representation. The unsymbolized deciding to answer the telephone or not was accompanied by a sense of dread that was felt as a tight knot in the center of her chest. It is important to note that Melody’s awareness of seeing her ex-boyfriend’s name on the cell phone display, while occurring in the same moment as the decision making process, was a distinct experience.

Prior to Sample 1.4 Melody was brushing her teeth and had become aware of a pain in the back bottom left of her mouth. At the moment of the beep she was looking in the mirror attempting to determine the contour of a dark spot on her tooth by visually attending to the contrast of the discolored dark borders on the normal color of her tooth enamel. She was also aware of saying, “Is that a cavity?” internally as if she had spoken it aloud. This speech was in her own voice with the same vocal characteristics she would have if she were asking a question.
Sample 2.1 – Melody was driving to school. At the moment of the beep she was saying “Where in the hell is my phone” internally in her own voice in an angry tone. She was aware of reaching her right hand into her purse (which was in her backpack) in an attempt to find her telephone, though the search process was outside of her awareness. She was also aware of seeing the car driving in front of her and possibly the glare on her windshield.

In Sample 2.2 Melody was driving. At the moment of the beep she was visually attending to a sign that said “$2.49” (referring to the price of regular unleaded gasoline) while thinking that the price of gasoline was too high. This thinking was not represented symbolically, but was just a cognitive knowing that gas prices were high. Both the seeing of the sign and the knowing the price was too high were aspects of the same experience, and not two distinct experiences occurring in the same moment.

Sample 2.3 – Melody was driving while examining her hair with her left hand. At the moment of the beep she was holding the some of the hair from below her left shoulder in front of her face at reading distance. She was aware of examining the ends of the hair, looking at the cohesion, or lack thereof in the form of frayed split ends, of a small cluster of hairs.

Before Sample 2.4 Melody was thinking about what her brother Jamie had done for his birthday the day before. At the moment of the beep she was aware of thinking that it was Jamie’s birthday. This thought was not present in any symbolic form.

Sample 2.5 – Just prior to the moment of the beep Melody’s stomach had growled. At the moment of the beep she was aware of saying, “I’m hungry.” Melody stated that she believed this experience was most likely an internal statement, but that there was a chance she had spoken aloud.

In Sample 2.6 Melody was thinking about a conversation she had had the night before with her father about some of the recent stressors she had been coping with. According to Melody, her father had cautiously asked her if she had considered taking anti-depressant medication to deal with her distress. At the moment of the beep she was thinking about the content of the previous night’s discussion as well as wondering if she was depressed as defined by her father. These thoughts occurred simultaneously and were experienced without words, images, or any other symbolic representation. In that same moment Melody was also minimally experiencing a depressed feeling in her body and head.

Sample 3.1 – Melody was driving with her window down. She had just flicked ash out the window and an ember lit between the webbing of her pointer and middle fingers. She said “Ouch!” somewhere around the beep, though she was uncertain of when. At the moment of the beep she was experiencing a burning pain where the ember had landed.
Sample 3.2 – Melody was looking at her work schedule in an attempt to determine when she was going to work for the day. At the moment of the beep she was just looking at the schedule. At some point she would have found the relevant information, but at the moment she was simply looking over the schedule.

Sample 3.3 – Melody had just seen a white car smashed front end first into the median. There was also an ambulance with the back doors open and the driver of the car sitting in the back. At the moment of the beep she was experiencing an awareness that she had been in an accident. This awareness was a knowing that she had been in one, without symbolic representation.

Sample 3.4 – At the moment of the beep Melody was in mid-yawn. She was aware of thinking, “I’m tired,” though this thought process did not involve words, images, or any other symbolic representation.

Sample 3.5 Melody was driving home from class. At the moment of the beep she was looking straight ahead at the street and cars in front of her, but she was visually focused on, and attending to, the water-spots covering her windshield. She was also thinking without words, images, or other symbolic representation that she needed to wash her car.

Sample 3.6 – Melody had recently had her acrylic nails taken off. Before the beep she had bit the edge of her right middle fingernail. At the moment of the beep she was in the process of peeling her right middle nail off with her left thumb and forefinger. She was looking at her nail, though not particularly noticing it, and was aware of peeling the nail off.

Sample 4.1 – Melody was listening to a CD. At the moment of the beep she was just listening to the music.

Sample 4.2 – It was windy. At the moment of the beep Melody was aware of the wind blowing her bangs in her face as well as the cold feeling of her arms.

Sample 4.3 Melody was looking at the whiteboard in her History class. She was looking at the cursive word “relations” as it was written on the board. The word was in the context of the cold war and was preceded by the word “massive” as it was written. At the moment of the beep she was aware that the word “relations” should be “retaliation” based on the context of the rest of the notes. This awareness took the form of a cognitive process that involved simply knowing that the word was incorrect without symbolic representation as part of the visual awareness of the word relations.

Sample 4.4 – Melody was in her history class studying for a psychology exam. At the moment of the beep she was reading a passage about conditioning and was in the process of reading the words “little Albert.” She was not especially aware of the words, but was passing them as she read the passage.
Sample 4.5 – Melody was in her history class studying for a psychology exam. At the moment of the beep she was reading about intelligence testing and was reading a passage that contained, “...Binet and the study of intelligence...” These words were not especially in her awareness at the moment of the beep, she was simply reading them at the moment.

Sample 4.6 – Melody had just looked at the classroom clock. At the moment of the beep her eyes were still directed at the clock, though it was not in her awareness, and she was aware of experiencing saying “Should I go to class?” internally. The question was asked quizzically and would have sounded the same were it expressed aloud.

In Sample 5.1 Melody was in the process of yawning. At the moment of the beep she had her thumb and forefinger of her right hand on either side of her nose on her tearducts. A majority of her attention, however, was focused on the sensation of wetness she could feel with her eyes.

Sample 5.2 – Melody was in her math class. Her professor had a thick Spanish accent and was difficult to understand. At the moment of the beep, Melody was aware of listening to her teacher and was experiencing the thought that she could not understand what the teacher was saying. This thought took was not represented with symbols.

Sample 5.3 – At the moment of the beep Melody was aware of a dull ache in her lower back. Around the time of the beep, but NOT at the moment she was aware of a sharp pain in her neck.

Sample 5.4 – At the moment of the beep Melody was noticing how cold her toes felt.

At the moment of the beep of Sample 5.5 Melody was aware of examining pen marks on her white shirt. This examination involved visually attending to the contrast of the black lines on the white background. At the same moment she was saying, “When did I get ink on my shirt?” aloud in a questioning tone. While she was speaking aloud, she was not aware of doing so until after the moment of the beep.

Sample 5.6 – Melody was looking in her bag at her cigarette package. At the moment of the beep she was aware of knowing that she was out.

Nathan (See Chapter 11)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.
Sample 1.1: Nathan was watching an ESPN television program about those players who had left the Boston Red Sox to join the Yankees. At the moment of the beep he was wondering if any of the Yankees had ever left their team to join the Red Sox, as it seemed like this was not the case. This thinking was not represented through words, images, or other symbolic representation. In the same moment, and related to his question about ex-Red Sox team-members, Nathan was visually seeing the relative location of players’ names on the television screen.

Sample 1.2: Nathan was thinking about not having woken up after six in the morning every day for two weeks, regardless of when he is going to sleep. At the moment of the beep he was experiencing frustration primarily as a knotting nauseous feeling from his neckline to his waist and as a frustration thought feeling in the base of his skull. This thought feeling at the base of his skull was a frustrated knowing that he had not been getting enough sleep. The thought was more simply a knowing than a knowing that he was frustrated.

Sample 1.3: Nathan was looking for the song “aekuuipo” (a Hawaiian ballad loosely translated as “one true love”) on his mp3 player. At the moment of the beep Nathan was aware of being in the process of saying, “I know I put in on there” aloud. He was also aware of collecting evidence as to why the song should be on his mp3 player in the back of his head, described by Nathan as his “subconscious.” At the moment of the beep, this cognitive evidence building took the form of internally hearing himself say, “In the past music has been deleted for no reason.”

Sample 1.4: Nathan had been watching the news, and had seen a clip about the FDA and microwave popcorn. At the moment of the beep Nathan was internally saying, “Why didn’t we know about the fluorocarbons getting into our popcorn through the microwave bags?” Nathan also felt a physical anger and annoyance as an uncomfortable electric-like build up of kinetic energy in his torso that would, if left uninterrupted, lead to movement.

Sample 1.5: Nathan was watching Sport Center on ESPN. The anchormen were talking about the spectator who had thrown a beer at Ron Artest. At the moment of the beep Nathan was thinking that the man had deserved to get sentenced and was saying in his inner voice, “he deserved more than he got.” The beep came at the end of the word “more.” He was also aware of seeing Ron Artest being punched in the back of the head by the spectator who had splashed the beer as shown on his television at the moment of the beep.

Sample 1.6: Nathan was thinking about how his relationship with a friend had changed through his choice, though the friend may not attribute the change to Nathan. At the moment of the beep Nathan’s heard himself say, “I chose for it to be that way” in his head as if he were really listening to himself speak, though there was no external vocalization.
Sample 2.1: Nathan was watching a television documentary about Grambling State’s football season. Seconds before the beep they had been talking about how badly Grambling State was being beaten by another team. At the moment of the beep he was internally asking the question, “Does this team win?” in his own voice as if spoken aloud.

For many minutes prior to the moment of the beep for Sample 2.2 Nathan had been sitting in a chair in his living room thinking about an old roommate and friend who had been depressed some months earlier following the onset of seizures. At the moment of the beep Nathan was experiencing a warm soulful caring feeling in the core of his abdomen. He was also non-symbolically thinking that he would be upset if anything happened to his friend and he were not told by his friend’s mother. Nathan was also experiencing visual imagery from a first person perspective of a time when he was sitting on the couch in his living room talking with his friend’s mother on the telephone. In the image he could see his carpet (as he was looking down) and the furniture in his living room in his periphery.

Sample 2.3: Nathan was flipping television channels and had just landed on the MTV program “Date My Daughter.” He was seeing a man in a confessional interview saying that he wanted to see the daughters. At the moment of the beep Nathan was aware of seeing the man as well as internally saying, “I want to see them too.”

Leading up to, and during, the moment of the beep for Sample 2.4 Nathan was watching poker on television. One of the commentators had just finished saying that half the table didn’t like Phil Hellmuth (one of the poker players) and that the other half of the table really didn’t like him. At the moment of the beep Nathan had just finished saying, “I don’t really like that guy either” in inner speech with all of the same vocal characteristics as if he spoken aloud. In that same moment, he was also aware of seeing Mr. Hellmuth moving his poker chips into stacks on the poker table.

Sample 2.5: Nathan had been thinking about how the beeper had been behaving. He was wondering if something was wrong with it. At the moment of the beep he was aware of internally saying, “This buzzer keeps cutting out, I need to check it.” The beep came after the word “out.”

Sample 2.6: Nathan was grading a case study response from one of his child psychopathology students. At the moment of the beep he was aware that the student had not put enough effort into the exam, essentially writing the bare minimum response for each case. The student’s effort as well as Nathan’s own grading rubric, the decision to give the grade he would give, as well as the status of various students in Nathan’s class were in his awareness without symbolic representation.
Nathan had been sitting in his living room trying to obtain the motivation to finish grading undergraduate papers before Sample 3.1. At the moment of the beep he could feel annoyance in the form of a numb exhaustion throughout his entire body. The bodily aspect of this annoyance was described as being similar to the way one would feel if they worked out all day long. In the same moment as this feeling Nathan said, “I’m so sick of grading” in his inner voice as if spoken aloud.

Sample 3.2: Nathan was thinking about putting off his grading until the next day. At the moment of the beep he was in the process of internally saying, “then I have to finish” in the greater context of the fact that he will have to grade tomorrow if he does not do it today. He was also aware of seeing the book sitting beside him that he wanted to read for pleasure.

Prior to the moment of Sample 3.3 Nathan had been watching the movie *Face Off*. At the moment of the beep he was seeing the posture of a female character as well as the movement and contents of her hands. He was also saying, “What is she looking at?” in his inner voice as if spoken aloud.

Sample 3.4: Nathan was watching *Face Off* on television. At the moment of the beep he was watching John Travolta walking down the isle of a church toward Nicholas Cage. He was internally saying, “I haven’t seen this part of the movie before” as if spoken aloud.

In Sample 3.5 Nathan was just finishing ordering flowers online for his mother for Mother’s Day. At the moment of the beep he was aware of feeling relief which manifest itself as a tingling numb relaxation sensation in his whole body. At the moment of the beep he was also reading the line “you will receive a confirmation email for this order” aloud from the web page he was ordering from. The process of reading aloud was simply seeing what was on the screen and speaking aloud, there was no cognitive process regarding the reading that Nathan was aware of.

Moments before the beep for Sample 3.6 Nathan had got out of the shower. At the moment of the beep he was visually examining the length of hair as held up on a comb in the bathroom mirror. In the same moment he was also saying, “My hair is just getting way too long because I can’t do anything with it” in his inner voice as if spoken aloud. The focus on his hair length and his inner speech, while occurring simultaneously, were experienced as being separate in Nathan’s awareness at the moment of the beep.

Prior to the moment of Sample 4.1, Nathan had been grading an undergraduate’s paper. At the moment of the beep he was internally saying “I like the way she presented these steps. She laid them out pretty well” in inner speech as if he were speaking aloud. He was also aware of seeing the words “Step 3, integrate” on her paper.
In the minutes leading up to Sample 4.2, Nathan continued to grade the undergraduate’s paper (from Sample 4.1 above) and had concluded that while the steps had been laid out well, the writing about the steps was insufficient. At the moment of the beep he was internally saying something about how he was going to grade her paper, though when he took stock of the moment the specific words were no longer in his awareness. We discussed this sample at length during the fourth expositional interview and Nathan was certain this inner speech moment was no different from what he called his “dialog” samples, despite his inability to capture the experience long enough to record it. At the moment of the beep he was also experiencing a tingling anxious energy radiating from the inside of his body outward in pulsing waves from his torso through his limbs related to how he was going to go about grading the paper since it was structurally superior, but had been executed poorly.

Sample 4.3: Nathan was writing a response on a paper he was grading. At the moment of the beep he was in the process of writing, “this could be a reason to determine which treatment may be beneficial for that person.” He was not sure what word he was writing at the moment of the beep as he was writing automatically. He was, however, aware of looking at the words he was writing at the moment of the beep.

Sample 4.4: Nathan was finishing grading a paper of one of his students. At the moment of the beep he was aware of seeing the reference page of the paper while saying, “his references were done very well. You actually did a good job” in his inner voice.

Prior to Sample 4.5 Nathan had been loading his backpack for school. At the moment of the beep he aware of seeing his hands in the backpack as well as his books and the water bottle they were sitting under. He was also visually taking note of the position of the chair and desk behind his backpack. In the same moment Nathan was in the process of internally saying, “There is way too much in my backpack” internally.

Sample 4.6: Nathan was standing in front of a parking meter determining how much money to put in it. At the moment of the beep he was saying, “how long am I going to be here” in his inner voice as if spoken aloud. His eyes were directed at, but he was not paying particular attention to, coins in his hands.

Olivia (See Chapter 12)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

Sample 1.1: Olivia was laying in bed watching television and had just talked on the phone about something aggravating. At the moment of the beep she was experiencing anger and frustration as a flushing and heat from her waist up to the top of her head and to a lesser extent in her arms. The heat extended from deep beneath her skin to the surface of her skin.
In the moments leading up to Sample 1.2, Olivia had been laying in bed talking to her significant other about needing to drive in the snow to Idaho for work in the winter. At the moment of the beep she could see an image of her car and its surroundings driving on a windy snow covered landscape. She was looking at the car as if she were about one foot behind it and about four to five feet off the ground. She was seeing the car as if she were about one foot to the left of the center of the car. The image was in motion and was a color image despite the fact that the car was black, the ground, roads, and hills were all covered in white, and the sky was a charcoal color. Olivia was worried about the drive, and the worry was exclusively contained in the color of the sky as well as anticipation that the car would slide off the road and off a cliff at any second. The worry and anticipation were not separate from watching the image, they were contained by it.

Sample 1.3: Olivia was checking her voicemail messages. At the moment of the beep she was feeling both anxious and happy. The anxious feeling was about all that she needed to get done and took the form of a fluttery churning sensation in her stomach, a flushing sensation in her torso, head, and arms, and speaking in her inner voice saying, "I really want to finish this up, I want to go to bed." The happy feeling manifest as a cloudy color image of her boyfriend facing her, but turned to the right about twenty degrees saying something about not needing to listen to Cingular messages before deleting them.

At the moment of the beep for Sample 1.4, Olivia was driving through an intersection. At the moment of the beep she was worried about being able to make it to her annual breakfast meeting on time. This worry took the form of two alternating images. The first image was of seeing a co-worker eating food across the table. This image was an accurate re-creation of the breakfast meeting from the year prior, it was in color and seen from a first person perspective. In the second image she was seeing her bank sign as though she were looking through her car window. This image was in color, seen from a first person perspective, and was presumably what she would see in minutes when she arrived at her bank. Also at the moment of the beep, Olivia was focused on how green the green of the stoplight was.

At the moment of the beep for Sample 1.5 Olivia was responding to an email from her significant other and was aware of seeing the blinking cursor on her computer screen. She was also aware of seeing a clear, color, full motion image of her boyfriend from the waist up sitting at a computer desk eating black licorice candy. The image was experienced from the first person perspective and she could see him as if standing up approximately two feet to his left and facing him, therefore looking downward at him. He was holding the bag of licorice in his right hand and chewing.

Sample 1.6: Olivia was sitting on a bench outside with her boyfriend. She was in the process of saying, "I wonder if my advisor can see us through his office window" in her inner voice as if spoken aloud. She could also feel a cold chill on her arms and face and see the dark grayness of the sky.
Prior to the moment of the beep for Sample 2.1, Olivia was standing by her desk. She was holding a small stack of papers in her right hand and books and a black folder in her left hand. At the moment of the beep she was aware wondering if she may need to keep the small stack of papers for future reference. This wondering occurred without words, images, or any other symbolic representation. Olivia was feeling uncertainty and distress about whether or not to keep the papers. These feelings manifested themselves as tension in her sides containing a small nervous ball of butterflies sensation that was inside of her stomach and extended from where her belly button was up to the bottom of her rib-cage. In the same instant she was aware of looking at her black folder and could feel her left thumb bending backward.

At the moment of the beep of Sample 2.2, Olivia was looking at a newspaper and was aware of seeing the contrast between the black and white of newspaper print and the pink and blue colors on the comics page. She was also seeing a clear, though not fully articulated, color internal image of three heads across a table from her from a first person perspective. The table was brown as was the hazy background behind the three heads. Each of the heads had long black hair, though the faces were not seen at the moment of the beep.

Sample 2.3 – Olivia had been studying from a textbook and had just hit her right funny bone before the beep. At the moment of the beep she could feel a gong-like hard static throb in her inner right elbow. This pain was localized in a quarter-sized ball just under her skin in the bone of her elbow. She was also aware of feeling nervous which took the form of a hard welling nausea in her stomach as well as a rigid tension in her torso, arms, and head. Olivia described the pressure on her head as comparable to a strong man pushing inward on either side of her head. In the same moment, Olivia was aware of the green and blue pattern on the textbook she had been looking at.

In Sample 2.4, Olivia was having a conversation with the office manager in her workplace. At the moment of the beep she was asking how medical charts were separated as some of them were blue and some of them were vanilla in color. She was aware of seeing her office manager in her left periphery as well as the charts in front of her. She was non-symbolically aware that to the far left and just to the right of center of the storage shelves were blue charts and that downstairs was the medical portion of the hospital.

Just before Sample 2.5, Olivia was getting ready to pull out of a parking lot into traffic. At the moment of the beep she could feel the waves of vibration created by her steering wheel as it was held in her hands. Olivia was also aware of seeing a black car approximately 15 feet in front of her and approximately five feet to her right. She was wondering if this black car was in the near or far lane, though she was unsure at the time of the expositional interview how that thought was being experienced at the moment of the beep. Olivia was also in the process of saying, “Maybe I should go that way” in her inner whispered voice as if spoken under her breath aloud. Olivia could also see the yellow lines separating lanes on the road.
Approximately a second before the moment of the beep of Sample 2.6, Olivia had thrown her key ring into a chair. At the moment of the beep she was aware of seeing a color image from a first person perspective of her supervisor from head to foot sitting in a chair facing her. In the background of the image were assorted wall hangings. Olivia was also feeling nervous butterflies in her stomach, though this feeling was experienced as being in her imaged self and not in her physical person. Olivia was also experiencing her non-imaged keys hitting her chair as a metallic sensory sensation in her mouth; on her teeth, molars, and her gums around her molars. Olivia was clear that this experience was not a metallic taste, but rather was sensing the keys as they hit the chair.

Sample 3.1 – Olivia had been looking at the underside of her computer attempting to determine where the model number was. At the moment of the beep she was internally hearing herself ask, “Where is the number?”

Sample 3.2 – Olivia had been reading a memo before the moment of the beep. At the moment of the beep she was visualizing the individual who had written the memo. In this image she saw a gender undifferentiated individual from head to toe. She saw that s(he) was tall, thin, had brown hair, brown pants, and a white shirt and was looking down in front of a white background. Olivia was also feeling a nervous churning feeling in her stomach about the meaning of the memo.

At the moment of the beep for Sample 3.3 Olivia was aware of hearing footsteps that may have been those of someone coming to her office to speak with her regarding an issue of some importance. Accompanying hearing the footsteps, and somehow present in the hearing of said footsteps, Olivia was aware of feeling an ominous shadowy blackness. The feeling was part of the hearing and not discernibly different (i.e. it was not a somatic or thought-based feeling). Olivia was also aware of seeing a small table, a coffee pot on the table, and a ring of coffee left from a cup. She was specifically visually focused on the fluid liquid nature of the coffee as it existed in a ring on the table.

At the moment of the beep for Sample 3.4 Olivia was aware of feeling a guilty nervous feeling that took the form of a shaky wave-like pressure sensation from the inside surface of her ribs out. She was also aware of seeing her open file cabinet and files.

Sample 3.5 – As context to the moment of beep, Olivia was writing an email to a friend that she had spoken with earlier that day in the mailroom. At the moment of the beep she saw a clear color image without motion of her friend. In the image, Olivia’s friend was facing her standing approximately one foot in front of her and one foot to her left. The imaged woman’s hair was pulled back, she was wearing a sky blue top and had her head slightly bowed. It seemed to Olivia as if her friend was contemplating something in the image.
At the moment of the beep of Sample 3.6, Olivia was aware of seeing an email on her computer monitor. A majority of her attention, however, was directed toward an internal color visual image from the first person perspective. In this image Olivia could see individuals who were interviewing her from across a conference room table. While there were a handful of people in the image, she was focused on the individual directly across the table from her who was wearing a royal blue shirt and had his right arm on the table and was leaning forward. The background of the image was black as if the lights were out, and other than the royal blue shirt on one interviewer, the colors were washed with brown and somewhat hazy. Related to the image was a nervous feeling that manifest as a strong upwelling wave of motion with slight nausea from her belly button.

Sample 4.1 – At the moment of the beep Olivia was fully engaged in a visual image of an event she had heard about. She saw her friend standing beside a silver van looking into the sliding door from a first person perspective, as if floating a few feet above the van. Olivia could hear her friend saying, “I knew I had antisocial tendencies long before I started this Psychology thing.” Olivia heard this statement internally as if her friend were really speaking. While the van was obscuring the location of her boyfriend, who was on the other side of it, she was aware of his presence in the image as well.

Before sample 4.2, Olivia had been mouthing the words to an email she was writing. At the moment of the beep she saw an image of herself standing at the front of an auditorium. Olivia saw herself, as well as the backs of heads and torsos of students, as if she were 20 to 30 feet away from the front of the auditorium at an elevation of approximately 10 feet. Her imaged self was facing the seats holding a printer cable in both hands. Olivia was simultaneously internally asking herself if anything needed to be added to the email she was writing. While she believed there were specific words present at the moment of the beep, she was unable to recall what they were by the time she recorded the sampled moment.

At the moment of the beep for Sample 4.3, Olivia was experiencing an image of two separate photographs that were spliced together. She saw a woman in the left of the image wearing a blue blouse and black pants, and a male in a white button-up shirt on the right. The portion of the image of the woman made her appear slightly closer and slightly higher in the image than the male (due to the size of the photograph of the woman). Both figures were facing one another and the area where the two photographs had been fused together was a brown hazy color.

At the moment of the beep for Sample 4.4, Olivia saw an image of two chimpanzees with dark brown hair sitting on the ground facing one another. The background of the image was a bright white color. In the same moment Olivia was loudly exclaiming, “FUCK!” in her inner voice as if yelled aloud in response to the contents of the papers she was aware of holding in her left hand. At the moment of the beep she was not aware of the contents of the pages beyond her exclamation.
Before Sample 4.5, Olivia was talking to a friend about a grade she had received on a course paper. At the moment of the beep she was aware of the blood-rushing sensation of the motion she was making with her left hand and arm, which was an exaggerated “X” in mid-air in front of her. In the same moment she saw an imaged report that had a large black slash mark to the right side of the page. Olivia was also looking at the friend she was talking to and was aware of seeing her friend’s blue shirt, facial expressions, and the fact that her friend’s hair was pulled back.

Sample 4.6 – At the moment of the beep Olivia saw a clear, color, internal visual image of her supervisor and her supervisor’s husband. Olivia’s supervisor was on the left and both of them were facing one another. The image was seen from the first person perspective from approximately one foot away from them. Olivia noted that her supervisor was wearing lime green clothes, but did not take note of anything else in the image.

Penelope (See Chapter 13)

The following sample descriptions are summaries written from an examination of video captured during sampling meetings. Those samples that appeared in the idiographic chapters of this dissertation are written as they appeared earlier.

Sample 1.1: At the moment of the beep for Sample 1.1, Penelope was working on a class project on her computer, and was in the process of saying, “Why does media have to be so difficult” in her inner voice as if spoken aloud. She was also wondering how she had done a similar assignment in the past and how would she ever get done with the assignment. This wondering was not represented with words, images, or other symbolic representation.

Sample 1.2: At the moment of the beep for Sample 1.2, Penelope was listening to Madonna’s song “secret” on the radio. She was feeling hopeless and upset as she felt the sensation of tears welling up in her eyes and a heaviness in her shoulders similar to what it would feel like if she were wearing a light backpack. In the same moment she was also questioning why she had gone through a specific situation in the past. This though process did not occur in words, images, or other symbolic representation. A small part of Penelope’s attention was directed toward hearing specific lyrics of the song at the moment of the beep.

Sample 1.3: Prior to the moment of the beep, Penelope had been reading about humanitarians and cultural problem solving. At the moment of the beep she was seeing a still internal visual image that may have been in color of two individuals facing one another. One individual was a woman who had her hair pulled back, and was taller than the other individual. Penelope was not certain if the other individual was a male or female and what s(he) looked like. She also speculated that this was as articulated as the image would have gotten, even if the beep would have come at a later moment.
Sample 1.4: At the moment of the beep for Sample 1.4, Penelope was in the process of internally saying, “Can I get away with concealer and powder and not have foundation on?” This inner speech was said as if spoken aloud and occurred with the visual perceptual awareness of her makeup drawer, with focus on her concealer.

Sample 1.5: At the moment of the beep for Sample 1.5, Penelope was getting into her room mate’s car. Despite the fact that she had been engaged in a conversation with her room mate, the only thing she was aware of at the moment of the beep was experiencing thoughts about her room mate being gone for the weekend. These thoughts were not symbolically represented.

Sample 1.6: Leading up the Sample 1.6, Penelope was walking down the hallway on the way to a meeting. There was nothing in her awareness at the moment of the beep.

Sample 2.1: At the moment of the beep for Sample 2.1, Penelope was typing a message on her room mate’s facebook “wall.” She was aware of saying to herself as if she were speaking aloud, “Will people think this is weird that I wrote all of this?” Penelope could see the text box that she was typing in as well as the words she was typing, though this was a minimal part of her awareness in that moment.

Sample 2.2: Prior to the moment of the beep for Sample 2.2, Penelope was reading an email description of the beach from an Australian friend. At the moment of the beep, Penelope could see an ocean scene from the first person perspective. She could see the sand sprawling out in front of her to the choppy whitecaps of the water rushing to the shore. The sand was pristine and the water, below the whitecaps, was a dark azure. In the same moment, Penelope was aware of the sensation of lightness in her chest and shoulders, and, to a lesser extent, in her head.

Sample 2.3: At the moment of the beep for Sample 2.3, Penelope was aware of looking at a blank email sent by her brother. There was nothing in her awareness at the moment of the beep other than the email window.

Sample 2.4: Leading up to the moment of the beep for Sample 2.4, Penelope’s friend had been talking about going to Croatia and being on her own. At the moment of the beep, Penelope was feeling anxious for her friend as a tightening inward and upward pressured knot in her stomach extending from her waist to a couple inches below her ribs.

Sample 2.5: Prior to the moment of the beep for Sample 2.5, Penelope was trying to determine what her weekend plans with her room mate would be. At the moment of the beep, Penelope was laying on her bedroom floor saying, “how do I work this?” in her inner voice as if spoken aloud. She was aware of a spaced out distant sensation across her entire backside as she was aware of not feeling the ground beneath her.
At the moment of the beep for Sample 2.6, Penelope was watching *The OC* (a tele-drama set in Orange County California) in a window on her laptop monitor. She was aware of seeing one of the male characters, the viewing window, and the rest of her monitor screen. During the expositional interview Penelope stated that she was also aware of feeling frustration at the moment of the beep, though how this feeling manifest was unclear after discussing the sample in depth.

At the moment of the beep for Sample 3.1, Penelope was laying on her stomach reading bold terms from a textbook. She was aware of seeing the bold term “attention” and the string of words that made up the definition. Penelope was also aware being sleepy and relaxed, primarily due to a heavy sensation in her eyelids.

Sample 3.2: Prior to the moment of the beep of Sample 3.2, Penelope was reading about inter-neuron communication. More specifically, she had been visualizing the flow of synaptic activity through a neuron. At the moment of the beep, Penelope could see a clear black and white image of a synaptic gap with terminal buttons to the left of the image and dendrite receptor sites to the right of the image.

Leading up to Sample 3.3, Penelope had been memorizing terms for an exam. At the moment of the beep she could feel the sensation caused by scrunching her eyelids tightly together. She was also aware of seeing an image of five to ten typewritten black letters on no background. While the words were clear and in focus, she was not aware of what they were at the moment of the beep as comprehension of the words was not a focus in that instant.

At the moment of the beep for Sample 3.4, Penelope was eating lunch and talking to her room mate. Her attention had veered away from the conversation she was having and the only experience remaining in her awareness were thoughts about her schedule: her class at 9:00, an appointment at 10:40, basketball at 7:30, a date dash, and a possible mid-afternoon respite from schoolwork. Her schedule was a set of thoughts that were not represented with words, images, or other possible forms of symbolic representation.

Sample 3.5: At the moment of the beep for Sample 3.5, Penelope was on the phone with a distance education coordinator. Penelope had just asked what the professor would think if her test administration were moved back. Penelope was told to ask the instructor. At the moment of the beep she was only minimally aware that physically seemed as if less air was being breathed. There was nothing else in her awareness and the experience of less air movement could not be better articulated at the time of the expositional interview.

At the moment of the beep for Sample 3.6, Penelope was aware of hearing herself crunch a Dorito in her mouth. The sound from the chip was heard through the vibration of her jaw and skull and not through her ears. She was also aware of seeing her room mate’s outfit, composed of a green turtle neck, a gray jacket, black pants, and black heels.
At the moment of the beep for Sample 4.1, Penelope was aware of thinking about a heated telephone conversation that she had the previous night with her boyfriend. This thinking was not symbolically represented at the moment of the beep, but rather occurred without words, images, or other types of experience. She was also aware of seeing the blurriness of objects, though not the objects themselves, in the center of her visual field in the doctor’s office waiting room in which she was sitting.

At the moment of the beep for Sample 4.2, Penelope was standing at the reception desk in her doctor’s office wondering to herself if she really needed to schedule a two-week follow up appointment. This thinking was not represented symbolically in words, images, or other forms of inner experience.

Sample 4.3: Prior to the moment of the beep for Sample 4.3, Penelope was eating lunch and talking about a concert that would be in Spokane. At the moment of the beep she was aware of the fact that she was in the process of saying “well, it’s the black guy with white dreads” aloud. She could see a clear color internal visual image of George Clinton from a movie scene. Mr. Clinton was standing on stage facing to the left with the backs of heads of audience members in the foreground.

Sample 4.4: At the moment of the beep for Sample 4.4, Penelope was aware of the warmth of the room on her skin. She was also aware of the fact that she was dancing with her room mate. This awareness of dancing was just a knowing that she was dancing that was in her awareness, it was not experienced physically or represented symbolically.

In the minutes leading up to the moment of the beep for Sample 4.5, Penelope was listening to her friend talk about an interview he had with Hilton Hotels. At the moment of the beep Penelope was aware of seeing his torso and head, though she was specifically focused on the gestalt of his facial expression, which seemed to be one of self-pride. She was also intently focused and concentrating to hearing the words “they want me in Seattle,” though their meaning had not yet been understood at the moment of the beep.

At the moment of the beep for Sample 4.6, Penelope was driving. She was aware of the pressure on the pads of her hands caused by holding the steering wheel as well as seeing, though not particularly focusing on anything in, the road ahead of her.
REFERENCES


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