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How do Mindfulness Practitioners Describe Pausing? A Qualitative Interview Study

BENJAMIN FELDMAN

Stress is something all of us face in the day-to-day events of our lives, and which at times makes us do things that are regrettable, such as snapping at a loved one or driving recklessly to get somewhere on time. The literature on stress and stress reactivity tends to focus on the fight or flight reactions we have to stressors, aiming to change thoughts or behaviors to diminish the longevity and magnitude of sympathetic nervous system responses. While we cannot change our physiological stress reaction, we can change our responses to stressors or, in other words, our reactivity. Mindfulness practice is one way of training ourselves to observe our reactivity to stress and to choose non-reactive responses. According to Jon Kabat-Zinn, mindfulness is “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (Kabat-Zinn, 1990, p. 4). Over the last 30 years, Mindfulness-Based Interventions (MBIs) have been developed to teach contemplative practices which aid stress reduction. This research is based on one MBI, Mindfulness-Based Stress Reduction (MBSR). The concept of pausing (rather than changing thoughts or behavior) will be explored in relation to MBSR, since one must first pause during a reaction before being able to intentionally choose a different response. Thus far, there has been relatively little research exploring how pausing relates to stress reactivity and mindfulness.

A study of what scholars and mindfulness practitioners (i.e., people who actively practice mindfulness meditation) mean by pausing will clarify this potentially helpful mechanism of stress reduction. The concept of pausing has been taken for granted as self-evident and is sparsely found in the MBSR scholarly literature. Clarifying this term and how it could help facilitate managing stress reactivity in everyday life should expand our understanding of how mindfulness practice works. A literature review examining uses of terms related to “pausing” is presented, followed by a qualitative study analyzing previously obtained, in-depth interviews with practitioners. Examining how interviewees describe the phenomena of pausing was expected to clarify how mindfulness practice enables new responses.

Stress/Reactivity

Allostasis is the physiological process through which the body achieves optimal heart rate for any given activity. When these optimal set points are out of balance, the body will try to restore order, via the stress response. Stress is how we subjectively perceive this imbalance: the process by which the body is trying to keep at an optimal level or at the allostatic load for the task at hand (Sapolsky, 2004). The body has multiple different set points for different physiological activities (e.g., heart rate varies depending on whether one is awake or asleep). Anything that sets the allostatic load out of balance is commonly called a stressor. As humans, our daily lives are filled with minor stressors on a good day, perhaps moderate stressors on a bad day. Our stress response originally evolved to handle life-threatening situations, such as when a zebra is being chased by a predator. In modern life, a low-level stressor such as being late for work may trigger a stress response similar to what would be experienced if a lion were attacking. Chronic stress reactions can cause health problems such as high blood pressure, ulcers, strokes, and heart attacks.

The phenomenon of pausing does not eliminate stressors, but may radically alter how we confront them by reducing our perceived sense of stress. Pausing provides a gap between the stressor and subsequent responses. Typically, we react to stressors quickly; the gap between a perceived stressor and one’s reaction is brief because our stress response is meant to keep us out of danger (i.e., we need to be faster than our predators). Quick, unreflective responses to stress have been labelled as “automatic pilot” by Jon Kabat-Zinn (1990). Shifting out of automatic pilot is the
primary function of pausing, which he describes: “the cultivation of mindfulness also gives us a new way of working with what we find threatening and of learning how to respond intelligently to such perceived threats rather than react automatically and trigger potentially unhealthy consequences” (Kabat-Zinn, 1990, p. xxxvii).

While autopilot may sound benign, such stress reactivity can negatively influence interpersonal relations, such as snapping at a loved one after a long day, or the potentially deadly effects of road rage. Reactivity at a cognitive level can lead to chronic stress via rumination. These repetitive anxious or depressive thoughts which reoccur after a stressor maintain reactivity. In such instances, we may not do anything, but we feel plagued by thoughts about what happened, why it happened, and what we should or should not have done. Cognitively, pausing clearly would not stop a stressor, but it could help interrupt ruminative thinking. To fully understand pausing and how it does this, one must first understand MBSR and its basic underpinnings.

**Mindfulness-Based Stress Reduction (MBSR)**

MBSR is an exclusively eight-week adjunct to psychotherapy, which was developed to teach meditation to medical and psychiatric patients. It has also been shown to be effective for a wide range of nonclinical distress, such as the everyday reactivity described above. MBSR incorporates various mindfulness meditation techniques originally taught as Buddhist contemplative practices. The main insights of Buddhism relate to what are called the three characteristics of existence: impermanence, suffering, and nonself (Olendzki, 2010). Impermanence refers to the concept that nothing is permanent, and that everything around us and within us constantly changes. Since everything is always changing, a good situation will not stay positive, nor will a bad situation stay negative. Clinging to a “good situation,” or attempting to avoid a “bad situation” causes distress. Dukkha, or suffering, refers to a general un-satisfactoriness where we struggle between reality and what we desire reality to be. The term non-self refers to the concept that the human mind (or what we generally call “self”) is in constant flux and is dependent upon the conditions in which it exists. From this view, what we experience as a stable, permanent self is not an independent entity, it is merely a flow of experiences in time. This Buddhist psychology delineating the causes of suffering is the foundation of MBIs, which have shown promise for improving mental health and are becoming widely used.

The specific processes of MBSR’s effectiveness are still under researched (Grossman, 2011; Mamberg & Bassarear, 2015; Shapiro et al 2006). Theoretically, however, Kabat-Zinn (1990) described early on how mindfulness entails seven “attitudinal foundations,” which he saw as pivotal to MBSR’s benefits. These foundations are: non-striving, non-judging, acceptance, patience, beginner’s mind, letting go, and trust. In the MBSR program, these attitudes are cultivated through formal meditation practice, as well as the informal practice of bringing mindfulness into everyday life. Formal practice refers to the act of meditating during which one attempts to stay present, meeting each sensation as it arises, to develop the seven foundations. In the MBSR program, these attitudes are cultivated through formal meditation practice, as well as the informal practice of bringing mindfulness into everyday life. Informal practice refers to the act of meditating during which one attempts to stay present, meeting each sensation as it arises, to develop the seven foundations. Informal practice is the act of bringing mindful awareness to everyday situations by fully engaging the five senses and meeting each new moment fully. In a sense, meditation enables practitioners to develop the various attitudinal pillars in stillness and silence, while informal practice enables practitioners to apply those attitudes intentionally, to any stimuli present in their noisy, busy, stressful life.

Kabat-Zinn’s (1990) text laid out a way to cultivate mindfulness and employ the concept of pausing. While most readers would understand this sentence and its implicit definition of pausing, it raises the question of what might be happening psychologically (cognitively, emotionally, or behaviorally) to create this feeling “of extra time.” In other words, this important phenomenon should be researched directly, rather than remaining unexplored. Pausing is pivotal to developing mindfulness, but that, too, has been a challenge to define.

Western researchers have tried to operationalize the Buddhist concept of mindfulness. Explanations of the key
psychological components of Mindfulness have centered around reperceiving, decentering, cognitive distancing, and a more obscure concept, “experiential selfless processing.” The current study will use the reperceiving model as it the most prominently understood model. The reperceiving model also mentions pausing directly so this will provide the overarching framework for the following study since it most clearly connects pausing as integral to developing mindfulness and reducing stress reactivity.

Reperceiving was first defined in detail by Shapiro, Carlson, Astin, and Freedman (2006) who laid out three components of mindfulness: Intention, Attention, and Attitude. Intention refers to performing actions in a deliberate way. Attention refers to being better able to recognize stimuli internally and in one's environment. Attitude refers to the way in which something is done. Together these mechanisms facilitate the ability to have better clarity and objectivity of one's moment-by-moment experiences; in this review they describe a pause as a temporary interruption which allows in-the-moment processing. Within their model, pausing would be considered an aspect of attention (Madonna, 2017).

Pausing

Pausing is colloquially understood as an interruption to ongoing action or speech. The Merriam-Webster dictionary (Merriam-Webster, 2018) defines a pause as “a temporary stop.” In mindfulness practice, pausing can have a variety of specific meanings. For this research study, pausing will be defined as a temporary interruption between the perception of a (usually negative) stimulus and the automatic reaction to the given stimulus. This interruption allows for a more intentional response by facilitating greater cognitive awareness of stress reactivity, which can then be followed by a deliberate cognitive, verbal, or behavioral response, presumably different from the automatic reaction that had begun (Kabat-Zinn, 1990; Santorelli, 2000). Such pausing has been asserted to be advantageous because it is correlated with decreased negative reactions to aversive stimuli (Morone, Lynch, Losasso, Liebe & Greco, 2011), but more research is needed to elaborate this process. Pausing has been treated as an obvious, even taken-for-granted concept in the scholarly literature. No research was found which studied pausing, or how it can be encouraged, in depth. Pausing is mentioned most by the pioneers of MBSR: Jon Kabat-Zinn & Saki Santorelli. Jon Kabat-Zinn writes:

...bring[ing] mindfulness to a stressful moment, you can see if, in effect, it winds up creating something of a pause, a moment in which it feels like you have a bit of extra time to assess things more completely. By intentionally orienting yourself in this way to the present moment, challenging as it may be, you have an opportunity to buffer the impending effects of a major stress reaction. (Kabat-Zinn 1990, p. 340)

This use of the term pause conveys the concept but is not sufficiently defined for research purposes. Saki Santorelli, Jon Kabat-Zinn's successor at the Center for Mindfulness, asserts that pausing is “the willingness to stop and be present which leads to seeing and relating to circumstances and events with more clarity and directness” (Santorelli, 2000, p. 12). This states more clearly how pausing affects reactivity. However, this definition focuses entirely on end results and does not explain the process of pausing.

Despite this dearth of research and imprecise definitions, psychological inventories (see Appendix A) used to measure practitioners’ degree of mindfulness do mention pausing. Here again, the term is used colloquially, assuming practitioners will know what it means. For example, the widely-used Mindfulness Attention Awareness Scale (MAAS; Brown, & Ryan, 2003) alludes indirectly to reacting without awareness and quickly, i.e., without pause, in five separate items. In this way, mindfulness researchers assume that awareness of one's reactivity and the capacity to pause is pivotal to understanding mindfulness, but have yet to define it empirically. Similarly, the Five Facet Mindfulness Questionnaire (FFMQ; Baer, Smith, Hopkins, Krietemeyer & Toney, 2006), uses a synonym for pausing twice and indirectly refers to it in three separate times. These inventories further demonstrate how important
pausing is to the larger construct of mindfulness. It is necessary that research address this lack of operationalization by studying pausing directly. To achieve this goal, it was necessary to select a qualitative methodology, Grounded Theory (Irving, Park-Saltzman, Fitzpatrick, Dobkin, Chen & Hutchinson, 2012).

Grounded Theory

The study presented below utilized Grounded Theory (GT), a methodology that examines in-depth reports of first-person, subjective experience to describe a phenomenon in detail. As Grossman's (2011) argument asserts, many attempts to quantify mindfulness have led to a misunderstanding of what mindfulness is. This is one of the reasons for utilizing not only a qualitative approach, but the GT methodology, since it derives categories from participants’ talk, instead of forcing their statements into a preconceived set of categories (Irving, Park-Saltzman, Fitzpatrick, Dobkin, Chen & Hutchinson, 2012).

Quantitative studies, in contrast, tend to reduce richly complex subjective experiences to simplified variables in order to measure, compare, and establish relationships between them. GT is a descriptive, rather than comparative methodology. GT enables the researcher to closely examine the participants’ accounts as indicators of how the phenomenon is experienced in everyday life. This approach is better able to identify a comprehensive description of pausing. Since little is known about how mindfulness practitioners experience and utilize pausing, there are no clear variables to measure or manipulate quantitatively at this time.

GT researchers carefully transcribe participants’ talk then analyze small segments of the transcribed data to identify all thematic content relevant to the research question. In quantitative research, a hypothesis must be conceptualized prior to collecting the data so that it can be disconfirmed. In contrast, GT entails ongoing interaction between the data collected and developing interpretations of participants’ meanings, to best represent that data. Data collected using this method must be interpreted. The interpretation process begins with the researcher carefully detailing how a phenomenon is discussed in the transcripts: these notes are called memos. Memos are then utilized in the creation of theoretical categories that stay with the descriptions of what was discussed by the participants rather than fitting them into a preconceived category or basing them on how many times they were repeated (Charmaz, 1995). GT fosters rich understanding of what the data is depicting, rather than being constrained by what the researcher initially expected it to depict; in this way, the researcher’s own assumptions can be called into question.

The GT method begins with reading through each interview transcript carefully. The researcher will distinguish segments, breaking the mass of data into manageable units, to stay close to the data. These manageable units are called discursive turns (DTs), which are easily marked every time a new speaker begins to talk. The first process of coding, called open coding, is contingent on the transcript of the interview being as clear as possible, which means the researcher must include breaks in speech and other discursive features. Each unit is carefully coded for all the ideas it contains (Charmaz, 1995). For example, if a participant describes a time they felt road rage, a researcher may label this DT with the code, “anger.” Once the data is completely coded, the researcher begins a second process called focused coding, which entails the systematic creation of memos for each DT. Memoing allows the researcher to take a step back from the participants’ coded talk, beginning to interpret themes which can be identified across multiple participants’ data. The fundamental components of Grounded Theory (open coding, focused coding and memoing) made it an ideal method for this study, which aimed to clarify how the concept of “pausing” is understood and utilized by mindfulness practitioners. The research question developed to guide this process was, “How do MBSR practitioners describe pausing?”

Method

This project builds on a larger study (Mamberg & Bassarear, 2012; 2015) which conducted semi-structured interviews...
with former MBSR practitioners and utilized a Grounded Theory model to analyze the transcripts. The overall study’s purpose was to understand how they described learning to practice mindfulness. The present study focuses on the portion of that data set in which participants mentioned pausing in any way.

**Data Obtained**

The participants were students, faculty and staff at a small New England college who had indicated a willingness to be contacted for research purposes, all of whom had previously completed the 8-week MBSR course with Dr. Bassarear (one of the co-investigators). Of the participants (N = 20) interviewed, seven of the participants were male and 13 were female. Participant ages ranged from 21 to 62 (average age: 39.6) years old. Nine of the twenty participants were students, eleven of the participants were college staff (10) or faculty (1).

**Interviews.** Dr. Bassarear conducted hour-long, individual, semi-structured interviews, containing ten questions and various follow-up prompts. He conducted the interviews because his prior experience with participants was expected to increase participant’s comfort, while his shared knowledge of the class was expected to help him elicit full elaboration of their experiences. The study was approved by the Institutional Review Boards (IRB) of both Keene State College and Bridgewater State University, participant confidentiality was ensured. Demographic data were kept separate from all other data and secured using a password-protected Microsoft Access database. All participants were given a pseudonym and any identifying information was changed in transcripts, to assure their confidentiality.

**Transcriptions.** The interviews were transcribed using typing conventions to capture every span of silence, laugh, and sound the participants made to assure that the data accurately portrayed not only what the participants said, but how they said it. These discursive aspects are sometimes referred to as meta-linguistic features. This meticulous transcription is particularly important for the given study since talk about pausing may also feature actual pauses in interviewees’ speech, which can be captured in text by recording timed silences (see appendix B). Once the data was transcribed for the main study (Mamberg & Bassarear, 2012, 2015), it was then uploaded to Atlas.ti, a qualitative software package (Atlas.ti v.7, 1999/2017), so all content could be analyzed, turn by turn.

**Data Analytic Procedures.** Analysis entailed two distinct processes: open coding provided the basis for the focused coding used for this project. The open coding process, conducted by the other principal investigator and my predecessors in the lab, captured all content, while my focused coding was based on a subset of the data that mentioned pausing.

**Open Coding.** Open coding of the transcribed data was scrutinized by several trained raters who assigned content codes to each discursive turn. The researcher then labeled all content of each speaker’s turn, as fully as possible, so that each DT may be tagged with numerous content codes. For example, “I just need to cool my head, and re-examine my predicament” was a DT coded as “reactive,” “reperceive,” and “cognitive.” To establish inter-rater agreement, each coder used a different database in Atlas.ti, to prevent their being impacted by seeing each other’s codes. Each coder independently coded ⅓ of the transcripts. Upon comparison, any disagreements between raters were resolved through discussion until a consensus was reached. This initial open coding process yielded a total of 993 content codes applied to 1,873 DTs.

**Focused Coding.** Once rater agreement was reached, focused coding was used to address specific research questions (Cormier, 2014; Field, 2015; Madonna, 2017; Schubert, 2013). The present study began with focused coding, the process of using one’s research question to guide the selection of data, based on relevant content codes, then identifying thematic categories across all DTs, across all participants. The first step was to narrow down the data to just that which was coded as related to pausing or failing to pause. To identify which codes were most associated with pausing I
began by reviewing all codes correlated with pausing. These selected codes familiarized me with the data and prior coding to get a better idea of what codes would be most associated with pausing. From this larger group of codes, I identified using the codes more specific to pausing: anger (41 DTs), autopilot (15), detach (10), distance (6), pause (51), reactivity (82), space (5), and stepback (6). This led to a tentative data subset of 176 discursive turns, which was still overly inclusive. Of these 176 DTs, 89 did not actually describe pausing, and only 87 were deemed relevant to the research question: these became the final data set for the current study. These DT’s were then memoed based on the varying ways participants described pausing and how they used it. The memoing process then allowed me to identify emerging categories.

**Analyses**

The final 87 DTs selected were read carefully and memos made as to how each related to the guiding research question. Memos were then reviewed and refined to identify common themes which generated two main categories: Taking a Moment and Taking Some Space. These categories were identified based on the type of pause described by participants. The Taking a Moment category utilized pausing in a temporal sense, meaning it facilitated time passing before reacting. While the Taking Some Space category utilized pausing in a spatial sense, meaning it facilitated a buffer zone before reacting. Within each category, two subcategories were identified. Two clear thematic categories emerged from the data Taking a Moment and Taking Some Space, each of these will be defined in the analyses below.

**Category 1: Taking a Moment**

Taking a Moment was defined as a temporal buffer between internal or external stimuli and the participants’ responses to them. This category encompasses 55% (48 of the 87 DTs), all of which discuss moments that they were able to take some time to get ahold of the current situation. Participants discuss this process in terms of a temporal metaphor. This category is further broken into two sub-categories: Suspending Reactivity and Recognizing Habituation.

**Category 1a: Suspending Reactivity.** Suspending Reactivity is defined by allowing some time prior to responding to stressful stimuli. Some DTs mention a specific anchor which the participant turned their attention to during the pause. Some DTs discuss how letting time pass enabled the participant to feel an immediate reduction in reactivity. This subcategory consisted of 44% (38 of the 87 DTs). An example was when the participant Bella says,

> I think I believe that the stopping and being mindful makes almost everything better cause if it's a really good experience you go deeper richer you're going to go more into it if it's a horrible experience (.) you can break it down a little bit (.) and make it less horrible (3) and if it's a (6) and if it's just day to day stuff THEN it helps me (8) it helps me take that pause and say <vc> wai -- wai -- where was I going with this? <vc>

What makes this quote an example of Suspending Reactivity is the use of stopping or pausing to decrease stress and reactivity. The participant here gives an insightful glance into what she experiences during a pause. Pausing is not about procrastinating the inevitable or seeing the world with rose-colored glasses, it a way to become more conscious about one’s actions and making obstacles more manageable. This point is further elaborated on by Patty when she says,

> ...so I think that again I’ve built an awareness of clearing my mind whatever that might be it might be a big breath it might be stopping for a moment to refocus but that has been since the class as well…

This shows how some people use a deliberate focus on the breath to come back in the moment in a less reactive manner. Here, the participant does not deny the reality of her emotional state; she is
not avoiding her feelings, instead pausing brings clarity to ‘refocus’ and deal with the problem head on.

**Category 1b: Recognizing Habituation.** The second subcategory of Recognizing Habituation is defined by recognition of our process to become unaware of certain repeated stimuli. This subcategory was made of 11% (10 of the 87 DTs). This reduction in habituation leads to a self-reported increased awareness. Habituation here is used in the psychological sense of the word, meaning a process of becoming unaware of certain repeated stimuli when they are repeated often or long lasting (e.g., becoming nose blind to how your house smells). Participants mention becoming aware of habituating in a couple of different situations, mainly when there was a negative perception or a positive perception to which they had become habituated. An example of a negative perception being habituated can be seen when participant Jordan discussed dealing with unpleasant events,

I think REALLY () even though I have some other questions that have bubbled up AROUND that I think that THAT provided an excellent foundation of which to at least stop () recognize what's going on? Kind'of like a stop drop roll thing (h) that it's like <vc> Okay I'm on fire I'm () rum::inating I've got a lot of emotions rolling right now. Stop for a second. What are you feeling? <vc> Anger anxiety an::d fatigue. Okay. Focus on those now! Y'know analyze investigate and then eventually try to feel a::nd I've got to a point that I feel like it's separate...

In the form illustrated by Jordan he recognizes that he has become habituated to his emotions and uses this knowledge to gain greater clarity of the topic. Another example of this category is demonstrated by a positive perception being habituated. For example, participant Bella details this,

Bella: there's there's the (2) I'm sure this is from your class… and I probably m::orphed a little bit, the hear five things taste five things and smell five things, feel five things

Interviewer: that wasn't from our class but it fits

Bella: or something just so when I'm on a walk or something or just to stop and can I can I identify? Maybe it's not five. Three different sounds three different smells three different (2) uhhmm going through the different sensations

Here Bella discusses how being able to take some time to notice sense perceptions facilitates her ability to meet the present moment in a mindful way. We can see here that not only do people discuss the use of pausing with gaining clarity to negative perceptions, but also positive perceptions we may be too habituated to realize.

**Category 2: Taking Some Space**

The category Taking Some Space is defined as statements in which participants altered their idea of a stimulus and created perceived and metaphorical separation between this internal or external stimuli and subsequent responses. This category had a total 30% (26 of the 87 DTs) and is made up of two subcategories, Disconnecting and Reframing.

**Category 2a: Disconnecting.** Disconnecting is defined as detaching from one’s reactive mindset. The participants describe creating space between themselves and their reactions. This category had 13% (11 of the total DTs), an example can be seen when the participant Paul says,

and-- and so maybe detached came to mind because some of the the power of stepping back is being less attached to the particulars of what’s happening...

The participant here uses a spatial metaphor to become
less affected by incoming stressors and this allows a better understanding of the moment. Although becoming too desensitized may seem like avoidance or invalidating their own perception of event, the participants do not describe dismissing their previous mindset. They just describe not letting that mindset trap their views and actions. This process is further highlighted when participant Kent says,

what it (.) what it means to me is that I don't have to give that thought or that emotion um its head that I don't have to then um get caught up in in that

Kent describes this process of desensitizing the initial preconception of the stressor, so he will not be trapped by it. This portrayal characterizes the sub-category of mainly dealing with reactivity via desensitizing oneself to the stressor.

**Category 2b: Reframing.** Reframing is defined as creating a new perspective. This is reported to be done by creating a metaphorical space between oneself and stimulus to obtain a clearer and less reactive idea of stimulus. This category had 17% (15 of the total DTs), an example of which can be shown when participant Jordan says, “So It's sorta like y'know that nanosecond allows you to see <vc> Oh I have CHOICES <vc> rather than just the automatic way it allows you to SEE another possibility.”

The theme of this category is how participants use pausing to find alternative paths from which to choose. In this case Jordan does mention time, but it is this time that facilitates a special widening of perspective that facilitates the creation of a new perspective. This meant realizing that not reacting was a choice he could make. Another participant Samuel details this process,

n'yeah and you can and definitely helps you from just banging your head into the wall over and over and over again kinda take that one second to STOP and be like oh! maybe I should do this you know like the - for some reason I just thought of a uh Gary Larsen cartoon where it’s like the school for the gifted and the door says pull but the guy’s like leaning up against it pushing on it.

This further illustrates how participants can see choices stemming from a reactive state. The importance of this is sometimes people get in their own way. This is in part due to the tendency to become unaware how many choices are available and instead reacting to certain ways, despite their being clearly ineffective. For example, suppose someone is in a heated argument with a loved one over something trivial. It is far more likely that they will become reactive and say mean things to one another in their reactivity than to maintain a diplomatic argument. Participants report these spatial metaphors of pausing as helping them to become aware of other ways to respond.

All these forms of pausing help clarify the definition of pausing and how it relates to mindfulness. Given the categories developed by this focused coding, we can now expand our definition of pausing to a temporary interruption between the perception of a stimulus and the reaction to the given stimulus which may be described as temporal (time out) or spatial (widened perspective).

**Discussion**

Originally, when focused coding began, I expected that participants would discuss the timing of pausing rather than how they paused. I presumed participants would discuss when they paused in their reactive process, times they forgot to pause until it was too late, or times they did not pause at all but later wished they had. When Kabat Zinn and Santorelli discuss pausing, they mainly mean what was identified in this study as Suspending Reactivity. There was no indication by previous theorists that there may be more types of pausing, or that it could function in multiple ways. The chosen methodology of Grounded Theory (Irving, Park-Saltzman, Fitzpatrick, Dobkin, Chen & Hutchinson, 2012) allowed the participants’ reports of their experiences of pausing to be heard clearly, contrary to my initial expectations of some sort
of sequential depiction of pausing. A quantitative methodology would have imposed categories prematurely, rather than allow such an in-depth understanding of this under-studied process. While another qualitative approach may have not allowed me to work with transcribed data from a former project. The analyses enabled a preliminary definition of pausing which should facilitate much needed operationalizing for future research.

The Grounded Theory analysis led to identification of two separate categories, Taking a Moment and Taking Some Space. These categories relate to MBSR as possible mechanisms for reducing both reactivity and autopilot. When pausing is mentioned in research or by theorists, it is typically discussed in the context of Suspending Reactivity, simply because pausing is discussed primarily using temporal metaphors and the reduction of reactivity. This made the sub-category Recognizing Habituation surprising to see. While participants do discuss pausing in terms of a temporal metaphor, this category was not dependent on reactivity or a more conscious reaction to the stressor, but instead discovering internal and external stimuli that they have become habituated to, regardless of whether they are perceived positively or negatively. Based on the analysis, pausing is a clear concrete mechanism, despite the lack of literature surrounding it. This lack of understanding has led many researchers to see pausing as something that does not need proper operationalization or explanation, such as the case in Shapiro et al., (2006). This research has both helped define this concept, but also aimed to assert the importance of pausing. One important implication of this study relates to the mindfulness inventories, discussed earlier. Both the FFMQ and MAAS utilize pausing as a way of measuring mindfulness, yet they seem to presume only one aspect (suspending reactivity) seen here. Future research may indicate that such inventories should add items related to the other subcategories identified in this study.

Similarly, books about mindfulness imply the usefulness of pausing is important [cf., A World of Pausabilities: An Exercise in Mindfulness by Frank J. Sileo (2017)], yet they too do not differentiate among the types of pauses. Such applications of mindfulness pedagogy, in addition to the lack of studies noted in the literature review, support the need for continued research on this topic.

One limitation of this study is the lack of diversity of participants and the fact that they were all taught by the same instructor. While this ensures that participants have a similar frame of reference and consistency in the data, a study of practitioners who trained with differing instructors should be done to ensure the categories presented here are representative of a broader range of mindfulness practitioners. It is possible that the training of these participants led to the perception of pausing found. A second limitation was that the interview questions did not ask directly about pausing. As the larger study was meant to address how participants learned mindfulness, no questions were designed to clarify or bring up pausing. While the data were sufficient for developing preliminary categories, perhaps more detailed representations of pausing would have been obtained if interview questions directly aimed at the concept at pausing. Relatedly, the interviewer would have followed up more carefully when participants alluded to pausing indirectly.

The implications of this study relate to clinical practice, to teaching mindfulness practices, and to research on MBIs. As mindfulness and MBSR continue to be incorporated in clinical settings, more information regarding their usefulness will be needed. By having this information clinicians could advise patients more accurately on ways to reduce reactivity in their lives. Research into mindfulness practice will be helped in a similar way. Further studies may help practitioners understand different options they have to stay in the moment and better reduce reactivity. This research study is a leaping off point to both understand mindfulness better in the context of pausing and to also further understand this complex phenomenon.

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**About the Author:**

Benjamin G. Feldman graduated in 2018 with a major in Psychology and minor in Biology. His research, mentored by Dr. Michelle Mamberg (Psychology), was presented at the Student Arts and Research Symposium (StARS) at Bridgewater State University.
## Appendix A

### Pause-Related Items Found in Mindfulness Inventories.

<table>
<thead>
<tr>
<th>Source</th>
<th>Direct mention of Pausing</th>
<th>Indirect mention of a lack of pausing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAAS(^1)</td>
<td>Item 1. I could be experiencing some emotion and not be conscious of it until sometime later.</td>
<td>Item 3. I find it difficult to stay focused on what’s happening in the present.</td>
</tr>
<tr>
<td></td>
<td>Item 7. It seems I am “running on automatic,” without much awareness of what I’m doing.</td>
<td>Item 10. I do jobs or tasks automatically, without being aware of what I'm doing.</td>
</tr>
<tr>
<td></td>
<td>Item 13. I find myself preoccupied with the future or the past.</td>
<td></td>
</tr>
<tr>
<td>FFMQ(^2)</td>
<td>When I have distressing thoughts or images, I ‘step back’ and am aware of the thought or image without getting taken over by it</td>
<td>I watch my feelings without getting lost in them</td>
</tr>
<tr>
<td></td>
<td>In difficult situations, I can pause without immediately reacting</td>
<td>It seems I am “running on automatic” without much awareness of what I’m doing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I do jobs or tasks automatically without being aware of what I’m doing</td>
</tr>
</tbody>
</table>

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1 MAAS; Brown, & Ryan, 2003.  
2 FFMQ; Baer, Smith, Hopkins, Krietemeyer & Toney, 2006.
Appendix B
Discursive Transcription Scheme.

| Identify speakers |
|-------------------|--------------------------------------------------|
| I: Interviewer; **Note: one tab after colon before speech.** | I: How regularly do you engage in formal meditation practice? |
| P: Participant *(1 tab after)* | P: I really have found meditation very empowering. |

| Stressed Speech |
|-----------------|--------------------------------------------------|
| CAPS Amplified speech; usually single word or syllable of a word louder than surrounding speech. | P: I found it VERY helpful |
| :: Lengthened syllables | P: I really did not like the body scan |
| ? Rising intonation, raised pitch (not a punctuation mark). | P: and how much I care for my family? |
| ! Stressed / exclaimed utterance followed by pause. | P: And then wham! it just hit me |

| Pause Length |
|--------------|--------------------------------------------------|
| () Just noticeable pause (untimed, ~ 1 sec.) | P: () I think I think it was the support of my family |
| (#) Timed Pause, given in seconds (>1 sec). | P: Well (4) I don’t know, it’s hard to explain |
| . Full stop, falling intonation contour (ending) | P: I just found myself sitting and watching the sun set. |

| Interruptions / Overlaps |
|--------------------------|--------------------------------------------------|
| -- Truncation, self-editing marker where speaker stops abruptly, either to interrupt self or yielding to other. | T: So, I was wondering -- if you don’t mind me asking |
| … Trailing off. | P: I was going to do it but… |
| [ ] Placed at beginning and end of verbal overlap | P: I meditate [and find--] |
| | T: [How often] do you meditate? |

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<table>
<thead>
<tr>
<th>Meta-transcription Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(text) Inaudible words; guess at words</td>
<td>P: I think (my) whole, my (family) is</td>
</tr>
<tr>
<td>( ) Unintelligible speech, transcriber unable to guess</td>
<td>P: I meditate once ( ) but not as often as I would like</td>
</tr>
<tr>
<td>[ ] Non-lexical action which interrupts the text (e.g., [cough] or [knocking])</td>
<td>T: So tell me more about that [cough] experience</td>
</tr>
<tr>
<td>&lt;vc&gt; Voice change; usually indicates speaker is mimicking or quoting someone else – place at beginning and end of stretch of talk that differs from speaker’s normal voice</td>
<td>P: So she was like &lt;vc&gt; WHAT?! You so CRAzy! &lt;vc&gt; and so I said…</td>
</tr>
<tr>
<td>Audible Breathing</td>
<td></td>
</tr>
<tr>
<td>, -h, Inspiration (In-breath) or any breath (can’t discern in vs. out), set off with commas</td>
<td>P: This is hard to talk about, –h, I guess it really bothered me</td>
</tr>
<tr>
<td>, h, Aspiration (Out-breath), set off with commas</td>
<td>P: What a relief, h, that was something I had trouble with</td>
</tr>
<tr>
<td>(h) Small laugh, chuckle; Note: can be placed within a word, as well</td>
<td>T: (h) It sounds like that was quite an exper(h)ience</td>
</tr>
<tr>
<td>(h, h) Laughter</td>
<td>P: I was walking to class when I saw it (h,h)</td>
</tr>
</tbody>
</table>