# A GUIDE TO MINDFUL SCENARIO TASK ANALYSIS

# About MinD

The aim of the European project MinD "Designing for People with Dementia: Designing for mindful self-empowerment and social engagement" is to help people with early to mid-stage dementia engage in social contexts to improve psychosocial wellbeing through design. The project has considered both personal needs as well as environmental contexts and influences.

In order to do so, MinD has applied mindfulness thinking and practices to both the design development process and its outcomes. Bringing together practices of co-design, co-production and public engagement, MinD has further developed processes for engaging with people with dementia in the research and design process from beginning to end, including design decision making stages.

The outcomes and benefits of the MinD project include: the development of a holistic mindful model of designing; the development of new uses of mindful design to help people with dementia engage socially and improve subjective wellbeing and empowerment; the presentation of a robust methodological co-design framework for the development and evaluation of the designs in relevant settings, to give people with dementia a central voice and influence in the development of the designs.

## What this guide offers

Why do Mindful Scenario Task Analysis (MSTA)?

People with dementia often encounter difficulties in ordinary situations. It is not always easy to recognise these situations, what causes them and find solutions for them. That is why we need MSTA to help think through the scenarios and establish what can be done.

This booklet provides a brief introduction to co-design, mindfulness and MSTA.

# Mindful co-design for dementia

This guide to Mindful Scenario Task Analysis (MSTA) should be used in conjunction with the Mindful Co-design for Dementia Toolkit[1]. The Co-design Toolkit offers guidance for a holistic co-design approach, providing information and advice for designers and experts with lived experience of dementia to work together to design a better future.

[1.] https://designingfordementia.eu/resources/mind-tools/co-design-toolkit

# Co-design

Co-design means inclusion of all user groups in a collaborative and joint design process. In a truly shared approach, co-design means 'designing with' rather than 'deciding for' people who the design will be for. Therefore, at the beginning of the design process, it is important to find out from experts with experience what problem(s) design can help with, rather than starting with a problem and/or solution already decided[1].

[1]Dening, T., Gosling, J., Craven, M., & Niedderer, K. (2020). Guidelines for Designing with and for People with Dementia, MinD, https://designingfordementia.eu/wp-content/uploads/2020/02/Design-Guidelines-v3.pdf
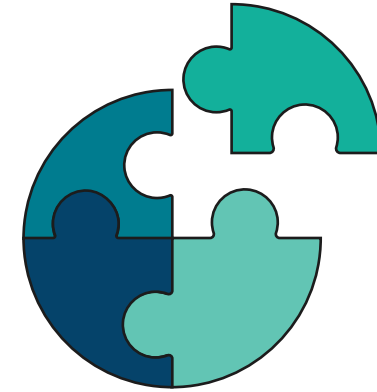
## Mindfulness

Mindfulness can be defined as 'awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment'[1].

Mindfulness can help with awareness and self-awareness of emotions, relationships situations and perspectives that can be beneficial for working together[2].

[1]. Kabat-Zinn, J. (2003), Mindfulness-Based Interventions in Context: Past, Present, and Future. Clinical Psychology: Science and Practice, 10: 144-156.

[2]. Langer, E.J. (1989). Mindfulness. Wokingham, UK: Addison-Wesley

# Mindful Scenario Task Analysis (MSTA)

The Mindful Scenario Task Analysis (MSTA) integrates mindfulness into traditional scenario task analysis to allow designers and experts with lived experience of dementia to better identify and reflect on situations and feelings where design can improve peoples quality of life.

The MSTA was developed in response to interviews with people with lived experience that identified some examples of potentially challenging social situations such as going out to a party, family event, group leisure activity or meeting in order to improve their experinces.

The MSTA helps to analyse real-world scenarios and user stories, breaking them down into small sections and using mindfulness to discover where design can be used to empower people within specific situations.

# Adding mindfulness to Scenario Task Analysis



## Scenario Task Analysis

Scenario Task Analysis (STA) uses the elaboration of everyday situations to understand better the individual tasks involved:

'Scenarios are at once concrete and flexible, helping developers manage the fluidity of design situations. Scenarios afford multiple views of an interaction, diverse kinds and amounts of detailing, helping developers manage the many consequences entailed by any given design move.'[1]

## Why is it useful?

STA helps to break down a given scenario into smaller parts allowing designers to pinpoint specific problems and solutions.

## What is missing?

In order to offer a person centred approach, a reflective lens is needed. The addition of mindfulness provides this lens, which ensures any solutions developed cater for the needs and wishes of the person with dementia.

[1]Carroll, J.M. (2000). Five reasons for scenario-based design. Interacting with Computers, 13, pp. 43-60

## Principles of MSTA

MSTA offers a framework for analysing everyday situations through a mindful-reflective lens to identify specific problems and solutions to empower all the people involved.

There are five key points for mindfully analysing scenarios and considering them step-by-step:

- Identifying and casting awareness on all **activities**, including planning and reflecting on them.

- Noticing **experiences and emotions**, sensations, thoughts and reactions - accepting them and reflecting on them.

- Identify **things that may hinder** in the environment, practical organisation or social interaction.

- Consider **mindful strategies and perspectives** that could be employed to mitigate the challenges and improve experiences.

- Identify **things that may help** in the environment, practical organisation or social interactions.

| Define and complete for each scenario | Stage 1 | Stage 2 | Stage 3 | Etc. |
|---|---|---|---|---|
| Activities including planning and reflection | | | | |
| Experiences and emotions | | | | |
| Things that may hinder | | | | |
| Mindful strategies | | | | |
| Things that may help | | | | |

MSTA supports the step by step analysis of a chosen situation. It helps to think through perceived problems and to identify potential solutions.

The MSTA is best completed jointly by experts with lived experience of dementia, care partners, designers and other relevant stakeholders. The voice of all participants should be considered as equally important.

The following pages offer a step-by-step guide with example scenarios and one case study.

The MSTA can be completed simply using a pen and paper. Start by drawing five rows across the paper and add the five principles from the previous page at the beginning of each row.

Activities including planning and reflection

Experiences and emotions

Things that may hinder

Mindful strategies and perspectives

Things that may help

Other tips for successful collaboration include:

- Consider using the shared language of 'we' rather than 'us and them'.

- Make sure everybody receives enough clear information about the task and their involvement.

- Ensure everyone is comfortable to ask if they don't understand and to say if they disagree or feel uncomfortable.

- Put multiple pens on the table so everyone can write something if they think of something new.

- Consider using alternative materials for enhancing communication (e.g. pictures, objects, sounds).

Step two is to identify a relevant real-world scenario. The scenario should be drawn from lived experience of individuals in your group.

It should be one that has previously been experienced as difficult or troublesome, and that is expected to happen again.



*Example scenarios:*

*Meeting an old friend for a coffee*

*Attending a formal occasion with lots of people, such as a birthday party or seasonal celebration*

*Making dinner for the family*

*Going shopping for a present for someone*

*Going to the cinema*

*Unexpected guests arriving at the house*

Once a scenario has been identified, the group works on breaking it down into individual stages. This will help identify specific issues associated with each stage.

The stages identified are written along the top row of the form.

There can be as few or as many stages as necessary.

For this guide, we use the example of Anna, a woman diagnosed with dementia, who attends a family party. She loves going but feels apprehensive about some aspects.

Thinking about the birthday party, lets break it down into its stages. Tell us what you did?

Well first, I had to get ready, then there is the journey to my daughter's house. Once I was there, we had the meal. When it got late, we then travelled back and I was dropped off at home.

| Define and complete for each scenario | Preparation | On the way | While there | Going home | |
|---|---|---|---|---|---|
| Activities including planning and reflection | | | | | |
| | | | | | |

The first row of the MSTA is all about exploring what activities are completed during each stage of the scenario.

In the group, identifiy all activities that you can think of that have to be completed in each stage.

Repeat this for each of the stages until the whole first row is filled in with as much detail as possible.

In our case study of Anna attending the family party, we considered what activities are involved in the preparation of going there. Together with Anna, we thought of everything she may want to consider before travelling, while at the party and for going home.

| Define and complete for each scenario | Preparation | On the way | While there | Going home | |
|---|---|---|---|---|---|
| Activities including planning and reflection | • How am I getting there?<br>• What time to leave<br>• What to wear<br>• Put on make-up<br>• Who else is going?<br>• Do I have my glasses, hearing aid, keys? | • What route is being taken?<br>• Chatting with the person driving<br>• Needing a comfort break | • Talking to people<br>• Dancing to music<br>• Getting a drink and eating dinner<br>• I'm feeling tired | • What time do I want to leave<br>• Who is driving<br>• Do I have my keys and other belongings? | |
| | | | | | |

| Define and complete for each scenario | Preparation | On the way | While there | Going home | |
|---|---|---|---|---|---|
| Activities including planning and reflection | 〰〰〰 | 〰〰〰 | 〰〰〰 | 〰〰〰 | |
| Experiences and emotions | • Excited to have fun<br>• Nervous about forgetting something<br>• Anxious of having forgotten peoples names | • Excitement is building<br>• Nervous as I don't recognise the route taken<br>• Worried about not being able to keep up with conversation in the car<br>• Worried about having to go to the loo | • Lovely to see everybody<br>• Fun dancing<br>• Can't remember peoples names<br>• Getting tired and frustrated because of the noise and not being able to hear people | • Glad to be going – I'm feeling tired<br>• Feeling anxious about forgetting to take belongings with me | |
| | | | | | |

The second row of the MSTA is about reflecting on the emotions, sensations, worries, thoughts, and reactions experienced at each stage of the scenario.

When completing this step, it may be a good idea to ask the person with lived experience of dementia to close their eyes, think back to their experience of the scenario, and try to remember how they were feeling at each stage. Questions such as "how did you feel as you were getting ready?" can help work through their experiences and emotions.

Mindfully noticing your experiences and emotions relating to the different stages is important because this is where you will most likely find places for improvement, particularly relating to negative emotions.

For example, even though Anna was looking forward to going to the party, she felt anxious about meeting family and friends because she might not remember them. She also couldn't always hear what people said which quickly left her tired and frustrated.

The next row of the MSTA is about things that may hinder the person with lived experience of dementia to enjoy the activity to its fullest.

These obstacles could include things such as the environment, practical organisation or social interaction.

Based on Anna's experiences in step 5, step 6 found two potential issues while being at the party:
- Not recognising people or remembering their names, causing her embarrassment
- The noisy environment causes a sensory overload and impedes the social interaction

Both of these issues might cause Anna to withdraw.

| Define and complete for each scenario | Preparation | On the way | While there | Going home | |
|---|---|---|---|---|---|
| Activities including planning and reflection | ~~~ | ~~~ | ~~~ | ~~~ | |
| Experiences and emotions | ~~~ | ~~~ | ~~~ | ~~~ | |
| Things that may hinder | • Forgetting things because of last minute changes or because driver arrives early<br>• Consider turning down invitation because afraid of not recognising people | • Unfamiliar route<br>• Can't think of anything to talk about<br>• Needing to go to the loo | • Seeing people and not remembering their name<br>• Can't hear people over the noise – finding it overwhelming | • Staying too long, making me tired and frustrated<br>• Forgetting where I've put my things and leaving my belongings behind | |
| | | | | | |

# Mindful Strategies

| Define and complete for each scenario | Preparation | On the way | While there | Going home | |
|---|---|---|---|---|---|
| Activities including planning and reflection | 〰〰〰 | 〰〰〰 | 〰〰〰 | 〰〰〰 | |
| Experiences and emotions | 〰〰〰 | 〰〰〰 | 〰〰〰 | 〰〰〰 | |
| Things that may hinder | 〰〰〰 | 〰〰〰 | 〰〰〰 | 〰〰〰 | |
| Mindful strategies and perspectives | • Make choices about clothing, food and drink in advance<br>• Take time to prepare for the visit mentally | • Focus on the present moment experience of the journey<br>• Take time to prepare things I worry about in advance to help give me peace of mind | • Party host to make family members aware of Anna's needs regarding remembering their names<br>• Find a quiet spot to go to if needed | • Decide what time I want to leave in advance but allow for flexibility as necessary.<br>• Decide on a safe place to leave my belongings when I arrive so I can find them when leaving. | |
| | | | | | |

The next step is to develop mindful strategies and perspectives that could be employed to mitigate the challenges and improve experiences.

As a group, brainstorm ideas that could help alleviate any hinderances. Mindful strategies could include focusing on the moment or making mindful choices.

Anna has has a number of strategies that she can employ to help her address the various problems that have been identified. Anna's dislike of noise and her potential forgetfulness have emerged as possible solutions to be explored through forward planning.

| Define and complete for each scenario | Preparation | On the way | While there | Going home | |
|---|---|---|---|---|---|
| Activities including planning and reflection | ~~~ | ~~~ | ~~~ | ~~~ | |
| Experiences and emotions | ~~~ | ~~~ | ~~~ | ~~~ | |
| Things that may hinder | ~~~ | ~~~ | ~~~ | ~~~ | |
| Mindful strategies and perspectives | ~~~ | ~~~ | ~~~ | ~~~ | |
| Things that help | • Write a list of things to take and lay out clothing the night before<br>• Go through photos before arriving to remind you of names | • Focus on the scenary outside as you travel to the venue to help relax and enjoy the moment<br>• Think about what you may like to talk about in advance<br>• Plan for a loo break by finding out in advance where there is a service station en route | • Ask people to wear name badges to aid remembering their names<br>• Take time out in a quiet room if feeling overwhelmed, so you can calm down again and rejoin the party. | • Tell the host in advance what time you intend to leave<br>• Set an alarm on phone<br>• Tell someone where you are leaving your belongings when you first arrive | |

The final row of the MSTA is about the tangible things that may help make the chosen activity easier or more enjoyable, based on the mindful strategies.

Anna is going to try two things at the next party.
• Look at photographs before arriving to refamiliarise herself with people she will meet.
• Find a quiet space at the venue that she can go to retreat for a short time if it is too noisy.

The group should now have a completed MSTA form, full of various problems and potential solutions. It may be that your group has discovered multiple suggestions to improve the scenario, or you may have only come up with one suggestion.

If you found multiple improvements, the final step as a group, is to chose the solution(s) that you would like to try out. This choice should be made jointly, considering which solution might be most relevant, simple or effective.

Try your solution in real life. Does it work?

For a full evaluation of your solution, go back through the MSTA from the beginning to establish if your design is successful or if further changes need to be made. This is an iterative process and can be completed as many times as necessary to achieve a result that works for you.

In our scenario, we discovered that one aspect that hindered Anna attending the party was her anxiety around forgetting people's names. One potential solution was to look at photographs before arriving to refamiliarise herself with the names. However, when we tried this, it didn't work as the photographs she had didn't have names attached and some people's appearance had changed since the photos were taken. Therefore when the MSTA process was repeated, this problem still persisted. A new solution of asking guests to wear a name badge was then suggested instead.

The second aspect we tried to impliment for Anna was finding somewhere at the house she could go when things became too loud and overwhelming. A 'practice visit' was made to the house the day before the party, so Anna could be familiar with where she would be going the next day. A small sitting room was found which would be quieter with less people inside. On the day of the party, this proved to be successful, as Anna could sit for a few moments to collect her thoughts when the party became too loud. It alleviated her anxiety, allowed her to rest when necessary and more fully enjoy the party.

# Acknowledgements / References

## Universities



## Dementia care & policy



## Design