

Detailed literature review on the information and artificial intelligence technologies for autism

Chuqiao Yi, Feng Ruan, Yayu Gao✉, Xiaojun Hei, Chengwei Zhang

School of Electronic Information and Communications, Huazhong University of Science and Technology, Wuhan, China

Email: {yichuqiao, ruanf, yayugao, heixj, zhangcw}@hust.edu.cn

I. RELATED WORK

In this section, we provide a detailed literature review on the information and artificial intelligence technologies for autism education. Firstly, we will introduce some information technologies applied in autism education. Secondly, the artificial intelligence methods have used in autism rehabilitation and education will be introduced. Finally, we will review the structure of MobileNet and transfer learning.

A. Information Technology for Autism Education

Applying information technologies to autism education has always been a research direction. As early as 1973, Colby intervened in the form of computer games on autism children with weak language ability, and achieved good results [1]. At the same time, the application (APP) has been proved to be able to improve the academic participation and social adaptability of autism patients, and promote the implementation of early intervention and health management [2], [3].

B. Artificial Intelligence for Autism Education

The combination of artificial intelligence and autism education was mainly for family education and rehabilitation system, which provides a better teaching environment for autism children and their parents [4]. Artificial intelligence technologies relayed on wearable motion sensors to collect atypical postural or motor behaviors data from autism children and uploaded it to cloud server, and then applied deep learning models to detect stereotypical motor movement [5]. Robots also have played an important role in autism education, which automatically selected personalized learning courses suitable for different children through deep learning models [6], [7].

C. Overview of MobileNet and Transfer Learning

The mainly difference between MobileNet and other deep neural networks was that it transformed standard convolution into depthwise and pointwise convolution [8]. The number of parameters in standard convolution was $D_K \times D_K \times M \times N$, while the number of parameters of depthwise and pointwise convolution was $D_K \times D_K \times M + M \times N$ which becomes

$1/N + 1/D_K^2$ times of the standard one [8]. Such massive reduction of parameters in MobileNet structure was the mainly reason for it to be an efficient network and easy to be embedded into various mobile devices [9].

It is very difficult to train MobileNet from blank by our own data set because of computing source or storage. When the distribution of data on source and target task were close to each other, sometimes even they were completely unrelated, we can use transfer learning to build deep learning model in short time [10]. The MobileNet trained on the *ImageNet* performed excellent, and we can transferred the prior knowledge it has learned to the classification task we have to complete [11].

REFERENCES

- [1] K. M. Colby, "The rationale for computer-based treatment of language difficulties in nonspeaking autistic children," *Journal of Autism and Childhood Schizophrenia*, vol. 3, no. 3, pp. 254–260, Jul. 1973.
- [2] K. L. Withey, "Using apps to develop social skills in children with autism spectrum disorder," *Intervention in School & Clinic*, vol. 52, no. 4, pp. 254–260, Jul. 2016.
- [3] G. C. Law, M. Neihart, and A. Dutt, "The use of behavior modeling training in a mobile app parent training program to improve functional communication of young children with autism spectrum disorder," *Autism*, vol. 22, no. 4, p. 424–439, Mar. 2017.
- [4] D. Satterfield, et al, "Preferences for online course delivery methods in higher education for students with autism spectrum disorders," in *Proc. AFHE*, pp. 3651–3656, 2015.
- [5] H. T. Chen, et al, "Cloud computing-based smart home-based rehabilitation nursing system for early intervention," *Advanced Science Letters*, vol. 20, no. 1, pp. 218–221, Jan. 2014.
- [6] E. Barakova, et al, "Long-term LEGO therapy with humanoid robot for children with ASD," *Expert Systems*, vol. 32, no. 6, pp. 698–709, Nov. 2014.
- [7] B. Vanderborcht, et al, "Using the social robot probio as a social story telling agent for children with ASD," *Interaction Studies*, vol. 13, no. 3, pp. 348–372, Jan. 2012.
- [8] Howard, G. Andrew, et al, "Mobilenets: Efficient convolutional neural networks for mobile vision applications," *arXiv preprint arXiv:1704.04861*, Apr. 2017.
- [9] Y. He, et al, "Amc: Automl for model compression and acceleration on mobile devices," in *Proc. ECCV*, pp. 784–800, 2018.
- [10] S.J. Pan, Y. Qiang, "A survey on transfer learning," *IEEE Transactions on knowledge and data engineering*, vol. 22, no. 10, pp. 1345–1359, Oct. 2009.
- [11] M. Taylor, S. Peter, "Transfer learning for reinforcement learning domains: A survey," *Journal of Machine Learning Research*, vol. 10, no. 7, pp. 1633–1685, Jul. 2009.