
SocialMirror: Motivating Young Adults with Autism to Practice Life Skills in a Social World

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Abstract

In this video, we present *SocialMirror* [1], an interactive mirror connected to an online social network that allows young adults with autism to seek advice from a trusted and responsive network of family, friends and professionals. We depict three social scenarios that show the feasibility and applicability of SocialMirror.

Keywords

Autism, Social Networking, Collaborative Care

ACM Classification Keywords

H.5.3 Group and Organization Interfaces: Collaborative computing, Computer-supported cooperative work

General Terms

Design, Human Factors

Introduction

A video prototype of SocialMirror depicts three usage scenarios for David, a fictitious 22-year-old with High Functioning Autism. Like most of his peers, David also struggles to keep his life under control: keeping up with daily chores, social events, and managing his schedule.

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CSCW 2012, February 11-15, 2012, Seattle, Washington.

ACM 978-1-4503-1051-2/12/02.

Scenarios

SCENARIO1: GROOMING AND OTHER SELF-CARE ACTIVITIES

SocialMirror simplifies the act of asking others for advice by being embedded in a mirror. In this example, the individual requests advice from others concerning grooming. The responses from others can help the individual recognize potential problems to fix, such as, a wrinkled or dirty shirt, a messy room, or the need to do laundry.

David wakes up early in the morning and picks up a shirt he wore yesterday from the floor. He approaches the mirror and is reminded to take a picture and ask for advice from his family. He touches a button on the mirror to take a picture and share it with people connected to his SocialMirror network. Jennifer, David's sister, is alerted and receives the picture and notices a stain in his shirt. She sends him a quick comment, "Your shirt seems to be stained. If it's not clean, it will look and smell bad. Why don't you put on a clean shirt?" David sees the comment posted to the mirror, and decides to change his shirt.

SCENARIO2: PROFESSIONAL ETIQUETTE

SocialMirror enables collaboration of caregivers to provide the individual with more sophisticated advice based on the context of their daily schedule.

David recently landed his first job interview, but he has no idea how he should prepare for it. David sees the day's schedule on the mirror and notices that interview is at 1pm. He takes a picture and sends it to the social network to ask what he should wear for the interview. His friend Gabby sees the request and comments that the shirt is not suitable for the interview. She writes, "A white button-down shirt with a collar and a blazer

would be better for your interview." David's father also leaves a comment under Gabby's comment. "You don't need to wear the blazer all morning. Leave it in the car and put it on in the parking lot right before the interview."

SCENARIO3: LEARNING SUBTLE SOCIAL RULES

SocialMirror can also be portable, allowing for advice to be requested and received in different social situations. This scenario shows how SocialMirror can be used to provide advice on more subtle social rules. A calendar view helps caregivers send advice that will appear at the right time and on the go.

David is excited to attend his friend's potluck party. His mom checks David's schedule and sees the party on David's schedule for tomorrow. She writes, "You should take some food for the party. Your friends will be very happy if you bring a pizza to share with them!" David receives a reminder about his friend's potluck party with the advice from his mother. His teacher, Laura, knows that David is very prompt, and will arrive exactly when the party is scheduled to start. She writes a comment that will appear on David's phone a few minutes before the scheduled start. "It's okay if you are the first to arrive early. People are likely to arrive late to parties. You can spend some time talking to your host and helping him set up." David receives this advice shortly before arriving at his friend's place.

References

[1] Hong, H., Kim, J.G., Abowd, G.D., and Arriaga, R.I. Designing a Social Network to Support the Independence of Young Adults with Autism. *Proc. of CSCW 2012*, ACM Press (2012).