

The articles that feature keywords from both the "Submissive/Dominant/Autism/ASD" and "Feminist/Robot/Social/Education" categories in the provided PDF are:

- **Abbo, G. A., et al. (2025):** "Can you be my mum?": Manipulating Social Robots in the Large Language Models Era. (p. 1)
- **Andriella, (2022):** Introducing CARESSER. (p. 2)
- **Arora, A.S. et al., (2024):** Managing social-educational robotics for students with autism. (p. 3)
- **Boch, A., & Thomas, B. R. (2025):** Human-robot dynamics: a psychological insight into the ethics of social robotics. (p. 4)
- **Brandizzi, N. (2024):** Conversational agents in human-machine interaction: reinforcement learning and theory of mind in language modeling. (p. 4)
- **Cano (2021):** Affective communication for socially assistive robots (sars) for children with autism spectrum disorder. (pp. 5-6)
- **Dennler, N., Kian, M., Nikolaidis, S., & Matarić, M. (2025):** Designing robot identity: The role of voice, clothing, and task on robot gender perception. (p. 8)
- **Gowing, L. (2013):** 'The Manner of Submission' Gender and Demeanour In Seventeenth-Century London. (p. 11)
- **Lee, U., Kim, H., Eom, J., Jeong, H., Lee, S., Byun, G., Lee, Y., Kang, M., Kim, G., Na, J., Moon, J., & Kim, H. (2026):** Echo-Teddy: Preliminary Design and Development of Large Language Model-Based Social Robot for Autistic Students. (p. 15)
- **Lockett, W. (2024):** Autistic Mental Schema and the\_Spring24\_Final. (p. 16)
- **Maj, K., Grzybowski, P., & Kopeć, J. (2024):** "No, I Won't Do That." Assertive Behavior of Robots and its Perception by Children. (p. 18)
- **Markelius, A. (2024):** An Empirical Design Justice Approach to Identifying Ethical Considerations in the Intersection of Large Language Models and Social Robotics. (p. 18)
- **Ostrowski, A. K., Walker, R., Das, M., Yang, M., Breazea, C., Park, H. W., & Verma, A. (2022):** Ethics, Equity, & Justice in Human-Robot Interaction. (p. 23)

- **Ratajczyk, D. J. (2024, May):** Dominant or Submissive? Exploring Social Perceptions Across the Human-Robot Spectrum. (p. 25)
- **Reutlinger et al. (2025):** Composing sensory neurodiverse- pedagogies-using-score-analysis. (p. 27)
- **Rizvi, (2024, May):** Are Robots Ready to Deliver Autism Inclusion. (p. 27)
- **Vekarić, G. V., & Jelić, G. B. (2025):** Decoding Markers of Submissiveness Strategy in Creating Group Identity Among Athletes. (p. 32)
- **Voultsiou, E., Vrochidou, E., Moussiades, L., & Papakostas, G. A. (2025):** The potential of Large Language Models for social robots in special education. (p. 32)
- **Zhu, Y., Wen, R., & Williams, T. (2024):** Robots for Social Justice (R4SJ) Toward a More Equitable Practice of Human-Robot Interaction. (p. 33)

Would you like a brief summary of **one of these specific articles?**

Arora, A.S. et al., (2024): Managing social-educational robotics for students with autism. (p. 3)

**Arora, A.S. et al., (2024): Managing social-educational robotics for students with autism**

is an article that focuses on the use of robots in special education (p. 3). The study uses the **business model canvas (BMC)** and customer discovery to explore the management of social-educational robotics (p. 3).

#### **Keywords and Mentions**

- **Keywords** associated with the article include: social-educational robots, robotic interventions, business model canvas (BMC), customer discovery, and autism spectrum disorder (ASD) (p. 3).
- The article mentions the word "**autism**" **41 times** and "**ASD**" **233 times** (p. 3).
- The word "**robot**" **appears 567 times**, while "**social**" **appears 307 times** and "**education**" **86 times** (p. 3).

Would you like details on another article from the document, or perhaps more information on the **business model canvas?**

how does this fit on the neurodivergent scale attached?

The article

**Arora, A.S. et al. (2024)** discusses how social-educational robots, which often have anthropomorphic or human-like features, can be effectively managed and designed for use with students with autism spectrum disorder (ASD).

The *Neurodivergent Scale for Interacting with Robots (NSIR)* you provided appears to be a tool used to **measure how neurodivergent individuals connect with and perceive robots** along three dimensions:

- **Anthropomorphic Connection/Kinship:** Items like "The robot is more like me than anyone else I know" and "I gave my robot a name" (p. 1) relate to the human-like attributes and personality that the Arora et al. paper notes influence robot likeability and successful human-robot interaction (HRI).
- **Social Comfort/Trust:** Questions such as "My robot can tell what I am feeling, when I am sad, it can tell I am sad" and "I believe that my robot is the same with me as it is with anyone" (p. 1) align with the paper's focus on how robots can help with social communication, interaction training, and emotional understanding for individuals with ASD.
- **Safety:** The item "I feel comfortable undressing in front of my robot" (p. 1) speaks to the need for a safe, predictable, and low-pressure environment that is a key benefit of using social robots in therapy and education for individuals with ASD.

Therefore, the scale provides a structured method to evaluate the **effectiveness of the human-robot interaction designs** discussed in the Arora et al. paper from the **perspective of the neurodivergent individual**.

Would you like to explore how these **scale items** might be used to measure the success of a specific **robot activity**?