While **Buyserie and Ramirez (2019)** focus on **Queer Pedagogy** in writing classrooms rather than robotics, the **Neurodivergent Scale for Interacting with Robots (NSIR)** applies through the shared lens of **disrupting normative binaries** and fostering **relational vulnerability**. Queer pedagogy emphasizes destabilizing "normal" hierarchies, a concept that aligns with how neurodivergent individuals often form unique, non-normative bonds with non-human agents.

1. Destabilizing the Human-Robot Binary (Kinship)

Queer pedagogy seeks to challenge fixed identities and the "normative" ways we are expected to relate to others.

- **NSIR Factor 1 (Anthropomorphic Connection/Kinship):** Item 1 (*"The robot is more like me than anyone else I know"*) represents a "queering" of social relations. By identifying a machine as a primary "kin," a neurodivergent user enacts a queer relationality that bypasses traditional human-to-human social requirements.
- **Kinship as Resistance:** Just as Buyserie and Ramirez advocate for classrooms that embrace "otherness," the NSIR measures a user's comfort in embracing a robot as a legitimate social peer, disrupting the binary of *human=social* and *machine=object*.

2. Vulnerability and Ethical Safety (NSIR Item 7)

A core tenet of Buyserie and Ramirez's work is the creation of a "safe" space where students can be vulnerable and explore identities without the threat of normative judgment.

- **NSIR Factor 2 (Social Comfort/Trust Safety):** This applies directly to **Item 7** (*"I feel comfortable undressing in front of my robot"*).
- **The Connection:** The scale measures a high sense of **ethical safety** and a "lack of perceived judgment." In the context of queer pedagogy, the robot functions as a "safe" interlocutor because it does not enforce the societal prejudices or "normative gaze" that humans often do. The robot becomes a tool for practicing vulnerability outside of heteronormative or neurotypical social pressures.

3. Mind Attribution and Non-Speaking Attunement (NSIR Item 3)

Queer pedagogy often values "alternative ways of knowing" and communicating that go beyond traditional academic discourse.

- **NSIR Item 3** (*"I think I can share my thinking with the robot without speaking"*) mirrors the study's interest in **non-normative communication**.
- **The Connection:** For neurodivergent individuals, traditional verbal communication can be a site of "normative violence" or stress. The NSIR measures the "telepathic" or "attuned" bond with a robot as a successful form of alternative, "queer" communication where understanding is co-constructed without the need for neurotypical speech patterns.

Summary Alignment

Queer Pedagogy (Buyserie & Ramirez)	NSIR (Sadownik, 2025) Metric
Disrupting Binaries (Teacher/Student, Human/Machine)	**Factor 1 (Kinship):** Measures the blur between human and machine social status.
Relational Vulnerability (Safe exploration of identity)	**Item 7 (Safety):** Assesses the level of comfort in being "unmasked" or vulnerable with the agent.
Alternative Ways of Knowing (Non-verbal/Embodied)	**Item 3 (Mind Attribution):** Validates a bond based on "feeling" understood without speech.
Resisting Normative Judgment	**Item 8 (Social Comfort):** Measures if the robot provides a stable, non-judgmental "constant" in the user's life.

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In this intersection, the **NSIR** acts as a tool to quantify the **success of a queer social space**: if a neurodivergent user feels safer and more "kin" to a robot than to a normative social world, it validates the pedagogical need for spaces that allow for such "atypical" but meaningful connections.