

The **Neurodivergent Scale for Interacting with Robots (NSIR)** can be applied to the Reutlinger et al. paper as a user-centric tool to measure the outcomes of their proposed neurodiverse pedagogical approaches, specifically when interacting with technology like the "wearable music sensors" they used.

The paper introduces "score analysis" as a neuroqueer methodology to subvert neurotypical pedagogy for computational thinking education. The NSIR's dimensions help assess the subjective impact of these multi-sensory, embodied experiences on the user:

Anthropomorphic Connection/Kinship

- The Reutlinger paper emphasizes "embodiment" and "cross-sensory" experiences to challenge neuronormativity.
- The NSIR can measure if interacting with the technology in such an embodied way fosters a sense of kinship or personal connection. Items like **"The robot is more like me than anyone else I know"** could be used to see if the technology is perceived as an extension of the self or a relatable entity, moving beyond a simple tool.

Social Comfort/Trust

- The pedagogical approach aims for "cross-neurotype collaboration" and an inclusive environment, promoting "social integration".
- The NSIR items in this dimension (e.g., **"I believe that my robot is the same with me as it is with anyone"**) can assess the consistency and fairness of the technological interaction. This helps ensure the collaborative environment is perceived as equitable and trustworthy by the neurodivergent individuals, which is a core goal of the "design justice" approach the authors adopt.

Safety

- The paper advocates for addressing "epistemic injustice" and creating "inclusive" spaces, which implicitly prioritize the safety and well-being of neurodivergent students.
- The NSIR's **safety** dimension provides a crucial measure of the user's psychological and physical security during these new, technology-mediated sensory experiences, ensuring the pedagogical approach is non-threatening and respectful of boundaries.

The NSIR allows the researchers to ground their innovative, theoretical methodologies in concrete, user-reported data, ensuring that the "neurodiverse pedagogies" are truly beneficial and positively perceived by the individuals they are designed to help.

Would you like to examine how the concept of "**epistemic injustice**" is addressed by the scale?