Based on your interest in how **Neurodivergent (ND) scales** facilitate human-robot interaction (HRI) and your request for a "historical look" at psychology for the organizations identified, here is a breakdown of the specific scales, their psychological foundations, and a draft cover letter.

1. Specific ND Scales for HRI and Their Psychological Logic

To move beyond the "Clever Hans" effect—where a user (or robot) simply mirrors the observer's expectations—researchers use specific scales to measure the **authentic** quality of the interaction.

- **The RoSAS (Robotic Social Attributes Scale):** This measures *Warmth*, *Competence*, and *Uncomfortableness*.
    - **How it helps:** For an ND user, a robot that scores high on "Warmth" (NT-defined social cues) might actually increase "Uncomfortableness." An ND scale recalibrates this: it acknowledges that "Competence" (predictability and hard determinism) is a higher-value signal for many ND individuals than social mimicry.
- **The Interaction Rating Scale (IRS):** Often used in developmental psychology (linking back to your UVic work on **Piaget and Werker**), this scale measures the synchrony between two partners.
    - **How it helps:** In HRI, the IRS can identify if a robot is forcing a "role enactment" (Spencer's PVEST). If the robot's cues are too rigid, the ND user may start "masking" to complete the task. The scale helps developers see this "mask" as a failure of the robot's "Environmental Fit" rather than a deficit in the user.
- **The Godspeed Questionnaire (Recalibrated):** Originally designed to measure anthropomorphism and likability.
    - **How it helps:** A "historical" look at this scale shows it is rooted in **Wundt's Introspection**. By using an ND version, we allow users to report their internal "Meaning-Making" rather than just their external behavior. This prevents the counselor/developer from falling into the "Clever Hans" trap of assuming a quiet, compliant user is a "satisfied" one.

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2. Tailoring the "Historical Look" for Organizations

You asked which organizations would be interested in the historical tables from your UVic coursework (e.g., the transition from **Darwin's observations of Jenny** to modern **Nondeterminism**).

- **The British Columbia Teachers' Federation (BCTF):**
    - **Focus:** Your work on **Project L.I.N.K.S.** and Grade 7 transitions.
    - **Historical Angle:** Use your table on **Piaget's Stages of Development**. Explain how "Conservation of Volume/Number" tasks are not just cognitive milestones but "Lenses" through which teachers judge student readiness. Suggest that

"Neurotypical Lens Bias" in these historical tests may overlook the "Truth" of an ND student's processing.

- **UNESCO (Creative Cities / Sustainable Gastronomy):**
  - **Focus:** The **Lethbridge** application and **Sustainable Food Selection**.
  - **Historical Angle:** Connect **Darwin's Naturalism** (from your UVic Q&A) to sustainable consumption. Argue that humans, as "Universal Listeners" (Werker), are naturally attuned to their environment, but modern "Clinical Masking" (social pressure) makes us choose unsustainable "meat-mimicry" products to fit in.
- **The Office of the Information and Privacy Commissioner (BC):**
  - **Focus:** Your **Surveillance and Privacy** literature reviews.
  - **Historical Angle:** Link **Heisenberg's Uncertainty Principle** (the act of observing changes the behavior) to your research on "The Death of Privacy." Argue that government monitoring is a modern "Clever Hans" loop—people change their "Meaning-Making" because they know they are being watched.

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3. Draft Cover Letter (Sample for BCTF or UNESCO)

Subject: Submission of Research: Recalibrating the Clinical Lens through Historical and Mathematical Psychology

To the [Selection Committee / Board of Directors],

I am writing to share research derived from my academic work at the University of Victoria and my recent publications regarding [Project L.I.N.K.S. / The Lethbridge UNESCO Application]. My research addresses a critical gap in [Educational / Sustainable / Clinical] settings: the suppression of "Authentic Meaning-Making" through "Clinical Masking."

In my analysis, I utilize the **Brunswik Lens Model** and the **Phenomenological Variant of Ecological Systems Theory (PVEST)** to demonstrate how neurotypical standards often act as a flawed lens. By looking back at the historical foundations of our field—from **Wundt's soft determinism** to **Piaget's conservation tasks**—we can see how the "Clever Hans Effect" has been inadvertently built into our assessment tools.

My findings suggest that:

1. **Measurement Bias:** Current assessment scales often measure "compliance" rather than "health" or "truth," especially in neurodivergent populations.
2. **Environmental Fit:** A "lack of fit" in our clinical and educational environments (Spencer, 2006) forces individuals into "role enactment," leading to traumatic endings.
3. **Future Solutions:** The adoption of **Neurodivergent-scaled HRI (Human-Robot Interaction)** and "Neuro-Affirming" lenses can mitigate these risks and foster genuine humanistic growth.

Included with this letter are tables detailing the evolution of these psychological models and the mathematical frameworks (Lens Model Equation, Signal Detection Theory) required to verify these interactions. I believe this "historical look" is essential for your organization to ensure that [student support / sustainable initiatives / privacy protections] are rooted in the authentic phenomenology of the individual.

I look forward to the possibility of discussing how these models can be applied to your current initiatives.

Sincerely,

Stephanie Sadownik, PhD (Candidate) *University of Victoria / University of Lethbridge*

Would you like me to adjust this letter for a specific person or add the HEXACO/Personality Model table results from your PSYC 333 project to the appendices?