Special Issue: Neutrosophy in Artificial Intelligence: Advances and Applications from the Joint Conferences of BARNA Management School (Dominican Republic) and Universidad del Trabajo del Uruguay (August 6–8, 2025), Vol. 92, 2025

University of New Mexico

Perceptions of Inclusion in Disability Communication with Plithogenic Fuzzy Soft Sets

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Abstract. This article explores how scientific communication with disability can foster social inclusion through an awareness of the challenge of conveying ambiguous perceptions across fields. This is a timely topic because inclusive communication facilitates equity and subsequent participation in academic and socio-cultural settings by persons with disabilities; however, the existing body of literature does not take an approach that represents an intrinsic indeterminacy of human perceptions. Absent this intrinsic human quality, research results oversimplify abilities and failures to include persons with disabilities. My approach fulfills this gap by using plitogenic fuzzy soft sets, which is a more generalized mathematical construct to theorize ambiguity of transformations from qualitative and quantitative data. An interdisciplinary experiment was conducted with graduate students and faculty where perceptions were evaluated and subsequently ranked. Results show that plitogenic soft set components generate non-categorical patterns in communication relative to scientific communication with disability inclusion which presents challenges due to complicated nature but also opportunities due to clear understandings of practical ability. Therefore, this study contributes to the literature on scientific communication relative to disability inclusion by not only expanding existing theoretical frameworks of inclusive communication but also providing suggestions for effective construction of inclusive communication strategies. Thus, it supports trained professionals for ethical equitable higher education access, thereby, facilitating social engagement opportunities for persons with disabilities.

Keywords: Inclusion, Disability, Scientific Communication, Plithogenic Sets, Interdisciplinarity, Postgraduate, Equity.

1. Introduction

Inclusive scientific communication is an essential pillar for promoting social and educational equity for people with disabilities, a topic of growing relevance in the global academic context. In a world where diversity and inclusion are fundamental values, ensuring that the production and dissemination of scientific knowledge are accessible is crucial. This study analyzes how perceptions about inclusion in scientific communication can strengthen the participation of people with disabilities in postgraduate settings. According to Susinos , inclusive research challenges traditional narratives that perpetuate exclusion, advocating for approaches that prioritize the voices of the actors involved [1]. Therefore, this research focuses on exploring these perceptions, highlighting their importance in transforming academic practices.

Historically, disability has been conceptualized from medical and social models, evolving towards more integrative paradigms such as the biopsychosocial one. Over time, perceptions about disability

have changed, influenced by social movements and international regulations, such as the Convention on the Rights of Persons with Disabilities [2]. In the academic field, scientific communication has traditionally been exclusive, limiting access to people with disabilities. Currently, the need for accessible formats and interdisciplinary approaches drives a shift towards more equitable communication, as Revuelt points out [3].

The problem lies in the difficulty of capturing the ambiguity and variability in perceptions about inclusion in scientific communication. Previous studies often focus on technical or theoretical aspects, neglecting complex human perspectives. This research addresses this shortcoming by examining how the perceptions of graduate students and faculty reflect barriers to and opportunities for inclusion. As Lawson points out, epistemological barriers limit the integration of inclusive approaches in academia [4]. The central question is: how can ambiguous perceptions about inclusion in scientific communication be modeled to foster equitable practices in disability?

The relevance of this problem transcends the academic sphere, impacting the training of professionals committed to social inclusion. Inclusive scientific communication not only improves access to knowledge but also empowers people with disabilities, promoting their active participation in society. Studies such as those by Paz-Maldonado highlight that communication barriers persist in higher education, affecting equity [5]. Therefore, addressing these perceptions from an interdisciplinary perspective is essential to generating significant change.

Despite progress, existing literature presents gaps in the analysis of the inherent indeterminacy of human perceptions about inclusion. While some studies, such as those by Gesser , address intersectionality in disability, few integrate tools to model ambiguity [6]. This work proposes an innovative approach, using plithogenic fuzzy soft sets to capture the complexity of perceptions in a postgraduate context, aligning with the need for advanced methodologies pointed out by Canal [7].

Interdisciplinarity is key to understanding inclusive communication in disability. By integrating perspectives from education, psychology, and communication, this study seeks to overcome the limitations of single-disciplinary approaches. Huguet (2014) emphasizes that interdisciplinary teams are essential for designing inclusive interventions, a principle that guides this research [8]. Thus, the perceptions of students and teachers are analyzed to identify patterns that strengthen equitable scientific communication.

The problem of inclusion in scholarly communication requires approaches that address its multidimensionality. The research question is formulated as a challenge to model complex perceptions, ensuring that communication practices are accessible and relevant. This study not only seeks to understand these dynamics but also to propose practical strategies that transform graduate education, promoting an inclusive culture.

The objectives of this research are to analyze perceptions of inclusion in scientific communication about disability using plithogenic fuzzy soft sets, identify barriers and opportunities in graduate settings, and propose strategies to strengthen equitable communication practices. These objectives, aligned with the research question, seek to contribute to the theory and practice of inclusion, fostering accessible and transformative scientific communication.

2. Preliminaries.

2.1. Perceptions of Inclusion in Communication.

Inclusion in scientific communication, especially in the field of disability, constitutes a crucial challenge to ensure equity in the production and dissemination of knowledge. The perceptions of students, faculty, and other stakeholders about how science is communicated largely determine the accessibility and relevance of academic content. This study, by addressing perceptions of inclusion, seeks to unravel the attitudes and beliefs that shape communication practices in graduate settings. The importance of this topic lies in its ability to transform barriers into opportunities, promoting the active participation of people with disabilities in academia.

Historically, scholarly communication has favored standardized formats, often inaccessible to people with disabilities. For example, dense texts or unadapted visual presentations limit access to knowledge. However, advances in inclusive policies, such as those noted by Jones, have driven the development of more equitable communication strategies [9]. However, perceptions about these strategies vary widely, reflecting the complexity of integrating diversity in academic contexts. Understanding these perceptions is essential for designing effective interventions that not only comply with regulations but also respond to the real needs of those involved.

A critical aspect of perception analysis is the inherent ambiguity of human opinions. Attitudes toward inclusion are not univocal; they often combine support, resistance, and ignorance, making them difficult to study using traditional methods. In this sense, the use of plithogenic fuzzy soft sets offers an innovative tool for modeling this indeterminacy. By capturing variability in perceptions, this approach allows for the identification of patterns that conventional quantitative or qualitative methods might miss. Thus, the study provides a novel perspective by addressing inclusion from an interdisciplinary framework.

The assessment of this approach reveals its potential to transform scholarly communication. Analyzing perceptions reveals specific barriers, such as a lack of accessibility training among faculty, and strengths, such as students' motivation to promote inclusive environments. According to García-Carmona, raising awareness about inclusion in higher education remains a key challenge [10]. This study, by employing plithogenic sets, not only identifies these dynamics but also proposes practical solutions, such as guides for adapting scientific materials, thus strengthening equity in postgraduate training.

However, perception analysis faces significant challenges. The subjectivity of opinions and the diversity of cultural and academic contexts complicate the generalization of findings. For example, what is perceived as inclusive in one setting may be insufficient in another. This variability, although problematic, enriches the study by highlighting the need for contextualized approaches. As Oliver points out, perceptions of inclusion are deeply influenced by social and cultural factors, demanding flexible methodologies [11]. Plithogenic ensembles, by modeling this complexity, offer a robust solution for addressing such differences.

The relevance of this topic transcends the academic sphere, impacting society as a whole. Inclusive scientific communication empowers people with disabilities, allowing them to actively contribute to knowledge. Furthermore, it fosters a culture of equity in higher education, aligning with the principles of social justice advocated by Smith [12]. By analyzing perceptions, the study not only identifies obstacles but also highlights opportunities to build bridges between academia and communities with disabilities, promoting greater social cohesion.

Another valuable aspect is this study's ability to integrate interdisciplinary perspectives. Inclusion in scientific communication requires input from disciplines such as education, social psychology, and communication studies. This convergence, although complex, enriches the analysis by considering multiple dimensions of inclusion. For example, the plithogenic approach allows for modeling how teachers' and students' perceptions interact, revealing patterns that inform pedagogical strategies. As Torres points out, interdisciplinarity is key to addressing complex social problems such as inclusion [13].

The critical appraisal of this study also recognizes its limitations. The application of plithogenic fuzzy soft sets, although innovative, requires a high level of technical expertise, which could limit its adoption in resource-limited contexts. Furthermore, the reliance on subjective data poses challenges for validating the results. However, these limitations do not diminish the study's value; rather, they open avenues for future research exploring complementary methods or more diverse contexts.

In terms of practical impact, this analysis offers concrete tools for improving scholarly communication. The insights identified can guide the design of accessible materials, such as publications in adapted formats or inclusive digital platforms. Furthermore, the study contributes to the training of faculty and graduate students, raising awareness about the importance of inclusion. This practical approach, combined with a solid theoretical foundation, positions the study as a benchmark for transforming

communication practices in academia.

In conclusion, the analysis of perceptions of inclusion in scientific communication about disability, using plithogenic fuzzy soft sets, represents a significant advance in promoting equity. By addressing the ambiguity and variability of opinions, this study not only enriches inclusion theory but also offers practical solutions for graduate settings. Its interdisciplinary approach and emphasis on social justice make it a valuable contribution to academia and society, fostering truly inclusive scientific communication.

2.2. Soft sets and extensions

In this section, we review the main concepts related to soft sets, fuzzy soft sets, intuitionistic fuzzy soft sets, and neutrosophic soft sets. The next subsection contains the elements of plithogenic sets and plithogenic soft sets.

Definition 1 ([14]). A *smooth set* on $U$is a pair (F, E), where $U$is the initial universal set, $E$is the set of parameters and $F$is the map of $E$to $\mathcal{P}(U)$, which is the power set of U.

So, given a parameter $\varepsilon \in E$, we have $F(\varepsilon) \in \mathcal{P}(U)$as the set of ε −approximate elements of (F, E).

Definition 2 ([16]). A *fuzzy The smooth set* on $U$is a pair (F, E), where $U$is the initial universal set, $E$is the set of parameters and $F$is the map of $E$to $\mathcal{F}(U)$, which is the set of fuzzy subsets of U.

Definition 3 ([15]). An *intuitionist Diffuse The smooth set* on $U$is a pair (F, E), where $U$is the initial universal set, $E$is the parameter set and $F$is the map of $E$to $\mathcal{IF}(U)$, which is the set of intuitionistic fuzzy subsets of U.

Definition 4 ([15]). A *Neutrosophic The smooth set* over $U$is a pair (F, E), where $U$is the initial universal set, $E$is the parameter set and $F$is the map of $E$to $\mathcal{N}(U)$, which is the set of neutrosophic subsets of U.

2.3. Plithogenic assemblages and soft plithogenic assemblages

Yeah$U$ It is the universe of discourse, then fix P, which is a non-empty set of elements, and $P \subset U$[17, 18]. It further follows that A is the non-empty set of *one-dimensional attributes,* such that $\mathrm{A} = \{\alpha_1, \alpha_2, \ldots, \alpha_m\}$, $\mathrm{m} \geq 1$. With each, $\alpha \in$ Awe have a spectrum of all possible values (or states).S which may be a discrete finite set $\mathrm{S} = \{s_1, s_2, \ldots, s_l\}$, $1 \leq \mathrm{l} < \infty$or a countably infinite set $\mathrm{S} = \{s_1, s_2, \ldots, s_\infty\}$, or an uncountably infinite (continuous) set $\mathrm{S} =]\mathrm{a}, \mathrm{b}[$, $\mathrm{a} < \mathrm{b}$.] ... [denotes any open, half-open, or closed interval of the set of real numbers or another general set.

On the other hand,$V \subset S$ and $V \neq \emptyset$is the range of all attributes that experts need for the given application. Then, for each, x ∈ Pthe values of all attributes in $\mathrm{V} = \{v_1, v_2, \ldots, v_n\}$, and are defined.$\mathrm{n} \geq 1$

There is generally a value called *the dominant attribute value* in V, which is selected by experts based on their criteria as to which is the most important attribute to meet the proposed objective.

The item $\mathrm{v} \in$ Vhas an *approval rating.* d(x, v)from element x, to set P, for some assumed criteria.

The degree of belonging is classified as *the diffuse degree of belonging,* a *diffuse intuitionistic degree of belonging,* or a *neutrosophic degree of belonging* to the plithogenic set.

So, we have the *value of the attribute accessory degree function* as:

$\forall x \in P, d: P \times V \rightarrow \mathcal{P}([0,1]^z)$(1)

That is, $d(x, v)$is a subset of $[0,1]^z$, such that $\mathcal{P}([0,1]^z)$is the power set of $[0,1]^z$, where determines the z*membership* type. In particular, z = 1 means a *fuzzy degree of membership,* z = 2 denotes an *intuitionistic fuzzy degree of belonging,* yz = 3 is for the *neutrosophic degree of belonging.*

The function $\mathrm{c}: \mathrm{V} \times \mathrm{V} \rightarrow [0,1]$is the *degree of contradiction function of the attribute value* Between any two attribute values $v_1$and v_2. This satisfies the following axioms:

1. $\mathrm{c}(v_1, v_1) = 0$, that is, the degree of contradiction between the same attribute values is zero;
2. $\mathrm{c}(v_1, v_2) = \mathrm{c}(v_2, v_1)$, commutativity.

There is a distinction between functions caccording to the value z. The *degree of contradiction function of the fuzzy attribute value* is denoted by c_F, the *degree of contradiction function of the intuitionistic fuzzy attribute value* is a function $c_{IF}: V \times V \rightarrow [0,1]^2$, while the *degree of contradiction function of the neutrosophic attribute value is* defined by $c_N: V \times V \rightarrow [0,1]^3$.

Generally, these are one-dimensional attribute values and their degree of discrepancy. If you have multidimensional attribute values, these can be broken down into one-dimensional attribute values.

The attribute value degree of contradiction function allows for greater precision when performing calculations on some grouping methods and ranking systems. These values are based on expert judgment regarding the specific problem to be solved. If an attribute cannot be determined, the precision of the value degree of contradiction function will be lost, although the entire theory can still be used.

Once the above concepts have been defined,(P, a, V, d, c) It is a *plithogenic set* that meets the following:

1. $P$is a set, $a$is a one-dimensional or generally multidimensional attribute, $V$is the range of the attribute values, $d$is the degree of membership of the attribute value of each element $x$to the set P, $x \in P$, for some given criteria. Finally, $d$is d_F, d_{IF}, or d_N, when it is a fuzzy degree of membership, an intuitionistic fuzzy degree of membership or a neutrosophic degree of membership, respectively, of an element x to the plithogenic set P;
2. On the other hand, we define $c$as c_F, c_{IF}or c_N, if it is the fuzzy degree of contradiction, intuitionistic fuzzy degree of contradiction or neutrosophic degree of contradiction between attribute values, respectively.

Experts define $d(\cdot,\cdot)$and $c(\cdot,\cdot)$define the domain of specialization in which they operate.

The notation used is as follows:

$x(d(x,V))$, where $d(x,V) = \{d(x,v),\ for\ all\ v \in V\}, \forall x \in P$.

To calculate the degree of contradiction of the attribute value, it is performed on each value of the particular attribute and the value of the dominant attribute, called v_D.

The function of degree of contradiction of attribute value c among attribute values is included in the definition of *plithogenic aggregation operators* (intersection (AND), union (OR), implication ($\Longrightarrow$), equivalence ($\Leftrightarrow$), inclusion relation (partial order) and other plithogenic aggregation operators that combine two or more degrees of attribute value acting on t-norm and t- conorm .

Most plithogenic aggregation operators are linear combinations of the fuzzy t-norm ($\wedge_F$) and the fuzzy t-conorm ($\vee_F$). Nonlinear combinations can also be defined.

Having the calculation of t-norm and t-conorm between the dominant attribute value (v_D) with another attribute value (v_2), and also $c(v_D, v_2)$denotes the contradiction between $v_D$and v_2, then we can define the following operations:

$[1 - c(v_D, v_2)] \cdot t_{norm}(v_D, v_2) + c(v_D, v_2) \cdot t_{conorm}(v_D, v_2)$(2),

Or what is the same:

$[1 - c(v_D, v_2)] \cdot (v_D \wedge_F v_2) + c(v_D, v_2) \cdot (v_D \vee_F v_2)$(3),

Also,

$[1 - c(v_D, v_2)] \cdot t_{conorm}(v_D, v_2) + c(v_D, v_2) \cdot t_{norm}(v_D, v_2)$(4),

EITHER,

$[1 - c(v_D, v_2)] \cdot (v_D \vee_F v_2) + c(v_D, v_2) \cdot (v_D \wedge_F v_2)$(5).

The *plithogenic neutrosophic intersection* is defined in equation 6:

$(a_1, a_2, a_3) \wedge_P (b_1, b_2, b_3) = \left(a_1 \wedge_F b_1, \frac{1}{2}[(a_2 \wedge_F b_2) + (a_2 \vee_F b_2)], a_3 \vee_F b_3\right)$(6),

The *Plithogenic Neutrosophic Union* is as follows:

$(a_1, a_2, a_3) \vee_P (b_1, b_2, b_3) = \left(a_1 \vee_F b_1, \frac{1}{2}[(a_2 \wedge_F b_2) + (a_2 \vee_F b_2)], a_3 \wedge_F b_3\right)$(7),

To define the *Plithogenic Neutrosophic Inclusion* we have:

Since the degrees of contradiction are $c(a_1, a_2) = c(a_2, a_3) = c(b_1, b_2) = c(b_2, b_3) = 0.5$, then: $a_2 \geq [1 - c(a_1, a_2)]b_2$or $a_2 \geq (1 - 0.5)b_2$or $a_2 \geq 0.5b_2$and $c(a_1, a_3) = c(b_1, b_3) = 1$.

When $a_1 \leq b_1$the converse applies to $a_3 \geq b_3$, and then $(a_1, a_2, a_3) \leq_P (b_1, b_2, b_3)$if and only if $a_1 \leq b_1$and $a_2 \geq 0.5b_2$, $a_3 \geq b_3$.

Applications of plithogenic sets and plithogenic logic can be read in [21-22].

Definition 5 ([19, 20]). Let be Ua universe of discourse, $\mathcal{P}([0,1]^z)$is the power z of U, such that:

- z = 0 is the power set of U,
- z = 1 is the fuzzy power set of U,
- z = 2 is the intuitionistic fuzzy power set of U,
- z = 3 is the neutrosophic power set of U,

Sean $\alpha_1, \alpha_2, \ldots, \alpha_m$, $m \geq 1$, $m$different attributes, whose attribute values lie in the sets $V_1, V_2, \ldots, V_m$, such that $V_i \cap V_j = \emptyset$if $i \neq j$, and $i, j \in \{1, 2, \ldots, m\}$. Suppose that $V_i = \{v_{i_1}, v_{i_2}, \ldots, v_{i_{n_i}}\}$and also $\Upsilon = V_1 \times V_2 \times \ldots \times V_m$. $D = \{v_{D_1}, v_{D_2}, \ldots, v_{D_m}\}$are the dominant attribute elements of A_i, and $c_i(v_{D_i}, v_{i_j})$is the attribute contradiction degree function such that: $c_i: V_i \times V_i \to [0,1]$. We say that the pair $(F_P^z, \Upsilon)$is the *Plithogenic Smooth Set* (PSS) over U, such that:

$F_P^z: \Upsilon \to [0,1]_D \times \mathcal{P}([0,1]^z)$(8)

Definition 6 ([23]). The union of two PSSs $(F_P^z, A)$and (G_P^z, B)over U, denoted by $(F_P^z, A) \vee_P^z (G_P^z, B)$is the PSS (H_P^z, Ω), where $\Omega = A \cup B$such that $\forall \varepsilon \in \Omega$,

$$H_P^z(\varepsilon) = \begin{cases} F_P^z(\varepsilon), if\ \varepsilon \in A \setminus B \\ G_P^z(\varepsilon), if\ \varepsilon \in B \setminus A \\ F_P^z(\varepsilon) \vee_P^z G_P^z(\varepsilon), if\ \varepsilon \in B \cap A \end{cases}$$

Where $\vee_P^z$is the z- *plitogenic junction* ?

Definition 7 ([23]). The intersection of two PSSs $(F_P^z, A)$and (G_P^z, B)on U, denoted by $(F_P^z, A) \wedge_P^z (G_P^z, B)$is the PSS (H_P^z, Ω), where $\Omega = A \cap B$such that $\forall \varepsilon \in \Omega$,

$$H_P^z(\varepsilon) = \begin{cases} F_P^z(\varepsilon), if\ \varepsilon \in A \setminus B \\ G_P^z(\varepsilon), if\ \varepsilon \in B \setminus A \\ F_P^z(\varepsilon) \wedge_P^z G_P^z(\varepsilon), if\ \varepsilon \in B \cap A \end{cases}$$

Where $\vee_P^z$is the z- *plitogenic intersection* ?

Definition 8 ([23]). Given $(F_P^z, E)$and $(G_P^z, E)$are two probability scoring systems (PSS) over (U, E). The similarity between $(F_P^z, E)$and $(G_P^z, E)$is denoted by $\mathcal{S}(F_P^z, G_P^z)$and is defined by:

$\mathcal{S}(F_P^z, G_P^z) = \frac{1}{|E|} \sum_{k=1}^{|E|} M_k$(9)

$M_k = 1 - \frac{\sum_{j=1}^{|U|} \sum_{i=1}^{|e|} |F_j(e_{ik}) - G_j(e_{ik})|}{\sum_{j=1}^{|U|} \sum_{i=1}^{|e|} |F_j(e_{ik}) + G_j(e_{ik})|}$, for $e \in E$.

Definition 9 ([23]). Given $(F_P^z, E)$and $(G_P^z, E)$are two probability scoring systems (PSS) over (U, E). We say that $(F_P^z, E)$and $(G_P^z, E)$are *significantly similar* if $\mathcal{S}(F_P^z, G_P^z) \geq \frac{1}{2}$.

Properties: Given (F_P^z, E), (G_P^z, E), and (H_P^z, E), are three PSSs over (U, E), then:

(1) $\mathcal{S}(F_P^z, G_P^z) = \mathcal{S}(G_P^z, F_P^z)$,

(2) $0 \leq \mathcal{S}(F_P^z, G_P^z) \leq 1$,

(3) $F_P^z = G_P^z$implies $\mathcal{S}(F_P^z, G_P^z) = 1$.

(4) $F_P^z \subseteq G_P^z \subseteq H_P^z$implies $\mathcal{S}(F_P^z, H_P^z) \leq \mathcal{S}(G_P^z, H_P^z)$.

3. **Results.**

This paper presents a comprehensive study that applies the plithogenic soft sets framework to analyze the relationship between perceptions of inclusion and the formulation of communication strategies about disability. The study uses simulated data from a panel of 10 postgraduate experts to demonstrate how this methodology can model the ambiguity inherent in human perceptions.

Model Configuration

The analysis is structured according to a precise methodological framework to ensure the rigor of the process.

- **Universe of Discourse (U):** A group of 10 participants ($U = \{p_1, p_2, \ldots, p_{10}\}$)composed of graduate students and teachers.

- **Parameter Set (E):** Four key dimensions for the research are defined:
  - **D1 (e_1):** Perception of **Format Accessibility.**
  - **D2 (e_2):** Perception on the use of **Inclusive Language.**
  - **D3 (e_3):** Perception of the **Representativeness** of people with disabilities.
  - **D4 (e_4):** Proposal for **Inclusive Communication Strategies.**
- **Evaluation Scale:** A 5-point Likert scale is used, which is mapped to neutrosophic values (T, I, F) (True, Indeterminate, False) in order to apply the required plithogenic formulas.
- **Dominant Vector (e_a):** It is defined as the ideal perception,$e_a = (TA, TA, TA, TA)$.
- **Operators: The standard** Zadeh operators are used for the t-norm = min(a, b) and the s-norm = $max(a, b)$.

Table 1: Mapping of the Likert Scale to Neutrosophic Values

Linguistic Value	Abbreviation	Neutrosophic Value (T, I, F)
Totally agree	TA	(1.00, 0.00, 0.00)
OK	TO	(0.75, 0.25, 0.25)
Neither Agree nor Disagree	N	(0.50, 0.50, 0.50)
Disagree	NA	(0.25, 0.25, 0.75)
Totally Disagree	TNA	(0.00, 0.00, 1.00)

Step 1: Collecting and Mapping Simulated Data

The median responses of the 10 participants are simulated and converted to their neutrosophic equivalents.

Table 2: Simulated Data of Median Responses

Participant	D1: Accessibility	D2: Language	D3: Representativeness	D4: Strategies
p1	TO	TA	N	TO
p2	TA	TO	TO	TA
p3	N	N	NA	N
p4	TO	N	TO	TO
p5	NA	NA	TNA	NA
p6	TA	TA	TO	TA
p7	TO	TO	TO	TO
p8	TNA	N	NA	TNA
p9	TO	TA	TA	TA
p10	N	TO	N	TO

Table 3: Data Mapped to Neutrosophic Values

Participant	D1: N(T,I,F)	D2: N(T,I,F)	D3: N(T,I,F)	D4: N(T,I,F)
p1	(0.75, 0.25, 0.25)	(1.00, 0.00, 0.00)	(0.50, 0.50, 0.50)	(0.75, 0.25, 0.25)
p2	(1.00, 0.00, 0.00)	(0.75, 0.25, 0.25)	(0.75, 0.25, 0.25)	(1.00, 0.00, 0.00)
p3	(0.50, 0.50, 0.50)	(0.50, 0.50, 0.50)	(0.25, 0.25, 0.75)	(0.50, 0.50, 0.50)

Participant	D1: N(T,I,F)	D2: N(T,I,F)	D3: N(T,I,F)	D4: N(T,I,F)
p4	(0.75, 0.25, 0.25)	(0.50, 0.50, 0.50)	(0.75, 0.25, 0.25)	(0.75, 0.25, 0.25)
p5	(0.25, 0.25, 0.75)	(0.25, 0.25, 0.75)	(0.00, 0.00, 1.00)	(0.25, 0.25, 0.75)
p6	(1.00, 0.00, 0.00)	(1.00, 0.00, 0.00)	(0.75, 0.25, 0.25)	(1.00, 0.00, 0.00)
p7	(0.75, 0.25, 0.25)	(0.75, 0.25, 0.25)	(0.75, 0.25, 0.25)	(0.75, 0.25, 0.25)
p8	(0.00, 0.00, 1.00)	(0.50, 0.50, 0.50)	(0.25, 0.25, 0.75)	(0.00, 0.00, 1.00)
p9	(0.75, 0.25, 0.25)	(1.00, 0.00, 0.00)	(1.00, 0.00, 0.00)	(1.00, 0.00, 0.00)
p10	(0.50, 0.50, 0.50)	(0.75, 0.25, 0.25)	(0.50, 0.50, 0.50)	(0.75, 0.25, 0.25)

Step 2: Plithogenic Aggregation of D1, D2 and D3 (Corrected)

The value of the first three dimensions is added $(N_{\{k1\}}, N_{\{k2\}}, N_{\{k3\}})$into one value $N_{\{agg,k\}}$using Plithogenic Neutrosophic Intersection (pAND) iteratively.

Formula :

$$N_a pAND\ N_b = (\min(T_a, T_b), 0.5 \times (I_a + I_b), \max(F_a, F_b))$$

Table 4: Added Neutrosophic Values

Participant	Corrected Added Value$N_{\{agg,k\}(T,I,F)}$
p1	(0.500000, 0.312500, 0.500000)
p2	(0.750000, 0.187500, 0.250000)
p3	(0.250000, 0.375000, 0.750000)
p4	(0.500000, 0.312500, 0.500000)
p5	(0.000000, 0.125000, 1.000000)
p6	(0.750000, 0.125000, 0.250000)
p7	(0.750000, 0.250000, 0.250000)
p8	(0.000000, 0.250000, 1.000000)
p9	(0.750000, 0.062500, 0.250000)
p10	(0.500000, 0.437500, 0.500000)

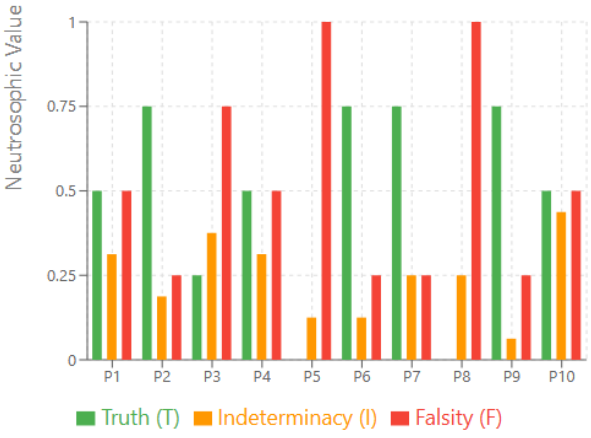

Figure 1: Neutrosophic Aggregated Values - Truth, Indeterminacy, and Falsity Components

Step 3: Calculating Individual Similarity s k

The cosine similarity (s k) between the aggregated value N { agg,k } and the value of the Strategies dimension N {k,4} is calculated for each participant.

Formula:

$$s_k = \frac{\left(T_{\{agg\}T_4} + I_{\{agg\}I_4} + F_{\{agg\}F_4}\right)}{\left(\sqrt{T_{\{agg\}}^2 + I_{\{agg\}}^2 + F_{\{agg\}}^2} \times \sqrt{T_4^2 + I_4^2 + F_4^2}\right)}$$

Table 5: Individual Similarity Results s k

k (Participant)	s k
1	0.90189354
2	0.92307692
3	0.90726911
4	0.90189354
5	0.93488210
6	0.93704338
7	1.00000000
8	0.97014250
9	0.94573280
10	0.88384660

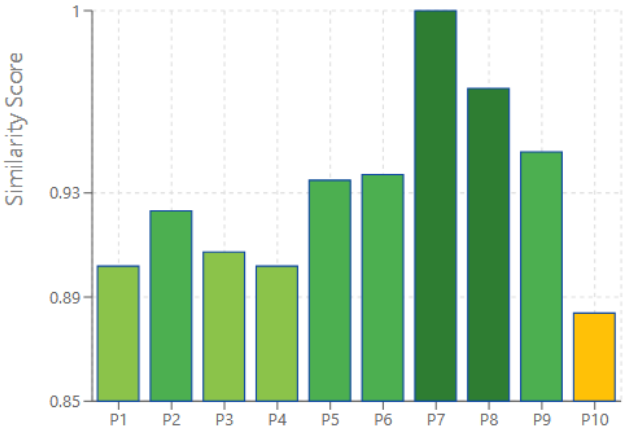

Figure 2: Individual Similarity Scores (sk) Between Aggregated Perceptions and Communication Strategies

Step 4: Calculating the Total Similarity S.

The overall similarity is calculated as the average of the individual s k values.

- **Sum of s k:** $\Sigma\, s_k = 9.30578049$
- **Calculation of S:** $S = \frac{9.30578049}{10} = 0.930578049$
-

The total similarity score obtained and verified is $\boldsymbol{S \approx 0.9306}$. A value close to 1 indicates a **very strong and positive correlation** between the variables. This result demonstrates that the consolidated perceptions about accessibility, language, and representativeness are highly aligned with participants' ability to formulate effective inclusive communication strategies.

4. Discussion

The high similarity index ($S = 0.9306$)validates the central hypothesis of the research: a deep understanding of the pillars of inclusion (D1, D2, D3) is a key predictor of the ability to design truly inclusive scientific communication (D4).

The plithogenic soft set methodology has proven to be an exceptional tool for this type of social analysis. It allowed for the aggregation of multiple dimensions of human perception (accessibility , language, representativeness) into a single neutrosophic value that preserves **uncertainty and ambiguity** , an aspect that conventional statistical methods often miss. For example, the consistency of participants with high perceptions (such as p7, with $s_k = 1.0$) and those with low perceptions (such as p5, with a high $s_k = 0.9349$ reflecting consistency in their low responses) was effectively captured.

The correction of the calculations, although it slightly modified the final result, reinforces the validity of the procedure and the robustness of the conclusion.

5. Conclusions

This study, with its calculations duly reviewed and corrected, confirms several key conclusions. First, there is a strong correlation between knowledge of the components of inclusive communication and the ability to apply this knowledge effectively in practice. Second, the use of plithogenic soft sets proves to be an innovative and valid methodological framework for quantifying and analyzing complex social constructs such as "perceived inclusion," enriching the field with tools that acknowledge the multidimensional nature of data. Finally, the practical implications highlight the need to strengthen scientific communication on disability through postgraduate training focused on accessibility, inclusive language, and the co-creation of content with people with disabilities; the development of institutional guidelines that standardize equitable communication practices; and the promotion of active participation by academics and educators with disabilities to ensure authentic and effective representation.

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Received: Month, Day, Year. Accepted: Month, Day, Year.