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The Potentials and Limits of Integration Analogy: Inclusive Education for Students with  
Disabilities in *Boston Public Schools*

I. Introduction

Integration matters: it not only exists in the racial desegregation process, but also serves as an effective example for the desegregation of special education. The parallel between racial integration and the inclusion of students with disability in education manifests itself as intellectually intriguing. The concept of education equality applies when it comes to students with special needs, and the purpose is not to drag them to the same height as students without disabilities, but rather to provide equal opportunity to participate in an inclusive classroom setting.

Apart from its theoretical complexity, the integration analogy also epitomizes great significance in its practical value for policy-making. Despite the least restrictive learning environment proposed by the federal legislation, still, quantities of students with disabilities find it difficult to achieve social inclusion without inclusive education. Just as students of color will have a significant boost in an integrated school, similar methods can be used to analyze the problem to figure out a better way to improve the status quo and avoid the insufficiencies in racial integration.

This research intends to show that the analogy between racial integration and inclusive education has its potentials and limits. Oftentimes, the analogy will be of great help in understanding the possible solutions to achieve better inclusion of students with disabilities.

However, perils also emerge if the analogy has been stretched too far. Similar to racial integration, the coverage of inclusive education for students with disabilities also varies from state to state, and the research intends to zoom in on the state of Massachusetts with a special focus on Boston Public Schools to find out where the integration analogy applies and where it breaks.

The structure of the research will start with a clarification of important conceptual definitions, a literature overview of important legal documents, and the parallel legal obligations of racial integration and inclusive education will be analyzed, then a methodology of empirical evidence including data collection and qualitative conclusions will be put forward, and lastly the research will explain in details about the reasons why the analogy may apply in some aspects and will fail in other areas. In the concluding remarks, the significance of the research will be emphasized, and the scope for further research will be proposed.

## II. Key Definitions of Concepts

There are 13 categories under the Individuals with Disabilities in Education Act (IDEA), including Specific Learning Disabilities (SLD) such as dyslexia, and dyscalculia, other health impairments such as ADHD, Autism spectrum disorder (ASD), Emotional disturbances such as depression, anxiety disorder, Speech or language impairment, visual impairment, deafness, hearing impairment, deaf-blindness, orthopedic impairment, intellectual disability, traumatic brain injury, and multiple disabilities.

Students with disabilities will showcase significant learning outcomes when they are treated with specific instructional approaches under different education settings and methods. The term "special education" broadly refers to educational programs that support children with mental, physical, emotional, and behavioral disabilities. In actual operation of the term, it is defined in

IDEA as specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. However, the traditional interpretation of the term, despite the existence of “least restrictive learning environment”, does not specifically include the inclusion of students with disabilities in the general education classroom.

Therefore, with the development of inclusionists’ theories, two other kinds of education modes conducive to students with learning disabilities emerge: integrated education and inclusive education. Compared to special education or separate classroom, these two educational modes serve as a relatively more advanced form of special education advocated by educators and reformers. Despite debates over the actual understanding of the two terms, the major difference exists in the actual classroom setting of education for students with special needs. For integrated education, students in most cases are only physically present in the classroom and adapt themselves to pedagogical activities not specifically designed for their needs, although sometimes the term can also be used to describe relatively diverse realities, varying from simple physical integration to pedagogic integration and social integration (Thomazet 554). For inclusive education, students are not only present in the classroom but actually participate in the academic programs in mainstream classes with differentiated objectives, and they also receive extra assistance for their disabilities if needed.

From 1989 onwards expressions regarding inclusive education appear much more frequently in public discourse of education for students with disabilities, where students are present in the classroom and actually participate in the academic programs in mainstream classes with differentiated objectives. Students also receive extra assistance for their disabilities. The use of inclusive classrooms and inclusive education (S.B. Stainback and W.C. Stainback) implies that

academics and educators recognized that an inclusive approach entailed a paradigmatic change, shifting responsibility for the special needs from the individuals to the schools (Thomazet 556).

Since this research paper tries to shed light on the analogy between inclusive education and racial integration, the definition of racially diverse school, in other words, integrated school, is also worth examining. The most recent definition of racially diverse school comes from The Century Foundation (TCF), which defines the term as consisting of no more than 70% of any single racial group. Yet the definition provided by TCF neglects the public requirement of white enrollment in a racially diverse school, and therefore, Schneider et al. proposed that the working definition of a racially diverse school is one in which no more than 70% of students are from a single racial group, and at least 25% are white (Schneider et al. 4).

### III. Literature Overview

The analogy between racial integration and inclusive education becomes much more distinctive when it is placed upon a legal context. In other words, while comparing the legal obligations for desegregation and inclusive education respectively, similarities and differences between them will contribute to the analytical purpose of this paper. For desegregation and education for students with disabilities, different yet similar legal obligations exist at the federal and state levels, generating various legal consequences for the local manifestations of treatment for students of color under the desegregation context and students with disabilities under the inclusive education context.

#### 1. Federal and Massachusetts State Legal Obligations for Desegregation

In order to provide a brief recount of major legal obligations in the desegregation process held by federal and Massachusetts state government, important federal laws and regulations, landmark

cases, and state regulations will be examined. With almost 60 years passed, racial segregation in public schools has witnessed a change from *de jure* segregation that was deemed unconstitutional since the *Brown v. Board of Education of Topeka* (1954) case to the current *de facto* segregation that results from judicial decisions and policies. School policies that address race-consciousness are intended to address segregation, but sometimes they actually aggravate racial inequalities and hinder voluntary desegregation efforts. Different from the legal encouragement of inclusive education for students with disabilities, active desegregation process has been constantly obstructed due to complex interplay between judicial decisions and policies.

After the *Brown* case, nationally, white opposition to court-ordered desegregation mandates prevailed. Desegregation efforts were impeded by state legislation, and school boards provided ostensibly racial-neutral enrollment policies to perpetuate racial segregation. Yet the Court has been actively involved in the desegregation process from the 1960s to 1970s. In *Green v. County School Board of New Kent County* (1968), the Supreme Court ruled that the "freedom of choice" plan was unconstitutional because it maintained a dual system of schooling. In *Swann v. Charlotte-Mecklenburg Board of Education* (1971), the U.S. Supreme Court further ruled that school districts can use busing as a tool to tackle intractable residential racial segregation (402). This decision gave school districts broad discretion in how to deal with racial segregation.

Nonetheless, since the 1970s, a series of precedents were set to let public schools take hold of resegregation, from *Keyes v. School District No. 1* (1973), *Milliken v. Bradley* (1974), to *Board of Education of Oklahoma City Public Schools v. Dowell* (1991), *Freeman v. Pitts* (1992), and *Missouri v. Jenkins* (1995). The rulings abolished the requirement for comprehensive desegregation plans and eliminated strict court supervision, relieving school districts of active desegregation remedies previously ordered by the courts.

Massachusetts, and *Boston Public Schools* in particular, have become more racially segregated than they were in the 1960s due to a disproportionate enrollment of black students. Although Judge Wendell Arthur Garrity Jr. found the Boston School Committee's attempts to maintain segregation unconstitutional in the *Morgan v. Hennigan* case and demanded active desegregation of schools by busing white students to black schools and vice versa, the responsibility of overseeing the busing system was ultimately returned to the Boston Schools Committee, leading to the resegregation of Boston's schools.

## 2. Federal and Massachusetts State Legal Obligations for Students with Disabilities

Although there are a few differences, the legal duties held by the federal and state governments of Massachusetts reflect those held for racial integration to a large extent. The legal protection of the right to education for students with disabilities evolved from total exclusion to the current legal philosophy of “zero reject”, in which all students with disabilities shall be entitled to access to public education, much like the history of segregation and the desegregation process.

The 1954 *Brown v. Board of Education of Topeka* Supreme Court decision overruled the doctrine of “separate but equal” (495) education for African American students in Kansas and four other states, pursuant to the Fourteenth Amendment of the Constitution, suggesting that separate education was fundamentally unequal because it came with discriminatory stigma and prevented students from interacting with those of different races. Following *Brown* case, various litigations were brought in years regarding separation of students with disabilities in public education, such as *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania (PARC)* in 1971 and *Mills v. Board of Education (Mills)* in 1972. Due to case law constraints, schools are no

longer allowed to turn away students who have intellectual disabilities, also known as mental retardation at that time.

However, from the standpoint of Congress, even while these rulings offered students with disabilities access to public school, it will also be highly advantageous to promote high-quality special education through federal funding, and laws should be passed to create a relatively uniform process for states to execute. In 1973, federal policies for students with disabilities emerged with the Rehabilitation Act, which is still effective nowadays and requires programs that are federally funded shall not discriminate on the basis of students' disabilities.

In 1975, the Education for the Handicapped Children Act (EAHCA), which later is renamed the Individuals with Disabilities in Education Act (IDEA) in 1990, requires schools to provide an appropriate education in the least restrictive environment with an individualized plan to each student's need and no reject will be allowed for eligible students. The meaning of free appropriate public education has been constantly addressed in judicial decisions and federal legislation. To guarantee that education is suitable and that students with disabilities have equal opportunity to participate in extracurricular activities, appropriate education should involve offering extended learning hours or any other individualized assistance to such students (Rothstein and Irzyk §2:11).

The Act's effectiveness has been further supported by a substantial body of subsequent judicial decisions made since 1975 that have dealt with its interpretation and explanation in the courts. The Americans with Disabilities Act, which went into effect in 1990, was amended by the ADA Amendments Act of 2008, clarifying that students with a wide range of mental health conditions and learning difficulties will also be protected under the ADA, Rehabilitation Act, and Section 504.

At the Massachusetts state level, in Chapter 71 of the General Laws of Massachusetts, the term “least restrictive environment” is defined as the maximum extent of educating children with disabilities alongside children without disabilities, and the special classes or separate schooling will only be adopted when regular classes with supplementary aids and services cannot cater to the needs of the students.

The half-century Odyssean journey of legal obligations shows the efforts made to protect the right to public education with a trend in inclusive education for students with disabilities. The least restrictive learning environment serves as a marker for educators to ponder upon the significance of inclusive education. Differing from the mere prohibition of *de jure* segregation in racial integration, there is a clear positive encouragement in the federal and state’s legal obligations for students with disabilities to be included in general learning environments.

### 3. Correlation and Implications between Parallel Legal Obligations

Legal obligations for students with disabilities began with a rationale that mirrored the 1960s racial integration movement, legal obligations for students with disabilities were established. The *Brown* case served as a catalyst for the disability rights movement, which is based on the idea that “separate but equal” is wrong. Similar to the protection of black students' right to receive an equal education to that of their white counterparts in racial integration, the right to an appropriate and free public education that caters to children’s special needs is upheld in inclusive education. The connection is further persuasively supported by the fact that the initial stages of advocacy for both racial integration and the inclusion of students with disabilities share similarities in terms of legal responsibility.



However, the subsequent judicial decisions and policies rendered the legal implications of these two concepts diverge in later times – few active court-ordered mandates for racial desegregation are maintained, and the resegregation of public schools nationwide continues to be a severe problem, exacerbating systematic racism and racial segregation. On the contrary, although much scope exists for further improvement in legislative and judicial efforts for inclusive education, the policies have been encouraging the provision of quality education for students with disabilities that is as close as to general education as possible. The promotion of the right to education for students with disabilities is generally supported by policies, legislation, and judicial decisions. In contrast to students of color who are stuck in a disadvantageous situation in segregated public schools, families with disabled children who are properly taught about their legal rights are considerably more likely to obtain support and remedies in education for their children.

#### IV. Methodology

##### 1. Research Design

Since this research aims at analyzing the potentials and limits of the application of integration analogy in the inclusive education field, groups of data regarding the comparison between student enrollment rate, learning environment, and academic performances will contribute to the analysis and the discussion at hand. Apart from the quantitative presentation of relevant data, qualitative conclusions will be induced to analyze the integration analogy. All the data presented in the following section are collected from the report and graphics of *Boston Public Schools*, Massachusetts Department of Elementary and Secondary Education, National Center for Education Statistics, and relevant news reports.

The empirical component of the methodology focuses on the data collection of: a) a comparison between the enrollment rates of students of color and students with disabilities in *Boston Public Schools* (BPS), b) a comparison between different learning environments for students of color and students with disabilities, and c) academic performance results for students of color and students with disabilities in BPS.

## 2. Status Quo and Trends in Racial Integration and Inclusive Education in BPS

### 1) Comparison between the enrollment rates of students of color and students with disabilities in BPS

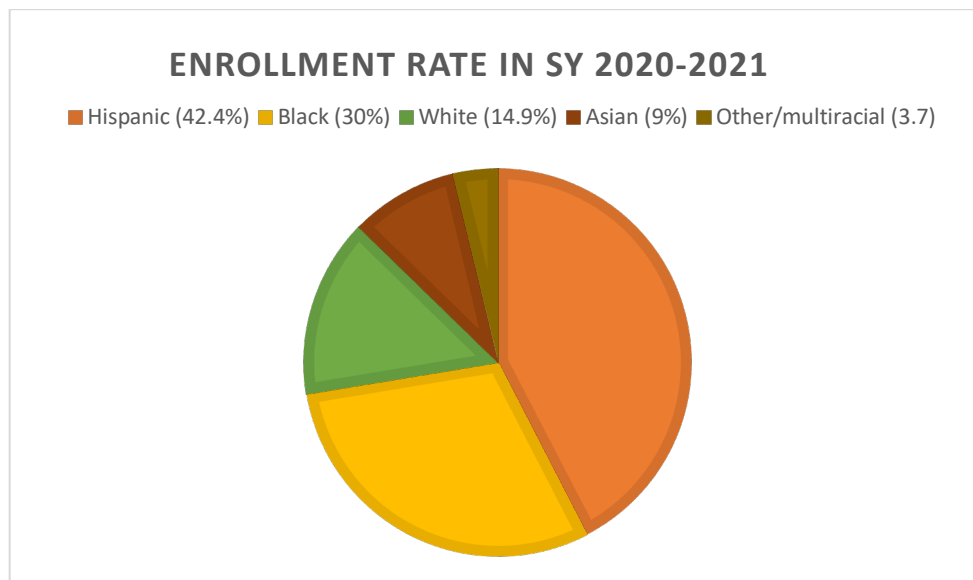
In School Year 2020 to 2021, around 42.45% of the students enrolled in BPS were Hispanic, and 30% of the students enrolled were black, whereas white and asian only made up 23.9% of students enrolled in total. BPS has a high degree of racial segregation: While a few schools, such as the King K-8, David A. Ellis Elementary School, and Higginson, have a white student population of 2% or fewer, a rising number of schools in affluent areas of the city have substantially larger white student counts. One such institution is the North End's Eliot School, which enrolls 59.7% white students (Miller). A review of enrollment statistics from 2018 by the Boston Globe found that nearly 60% of the city's schools are extremely segregated, with children of color making up at least 90% or more of the student body, up from 42% two decades earlier (Miller).

As for the enrollment rate of students with disabilities in BPS, in School Year 2020 to 2021, students with disabilities made up 21.3% of the student body. Within special education programs, as of October 1, 2020, about 11,350 students aged 3-21 with disabilities are enrolled in special education programs in BPS, of whom 49.8% are educated in fully inclusive settings, spending 80%

or more of the school day with their general education peers; 10.6% of them are educated in partially inclusive settings, spending 60% or less of the school day outside of the general education classroom; 30% of them are educated in substantially separate classrooms, spending 60% or more of the school day outside of the general education classroom, and 7.3% of them are enrolled in special schools in public or private day or residential settings.

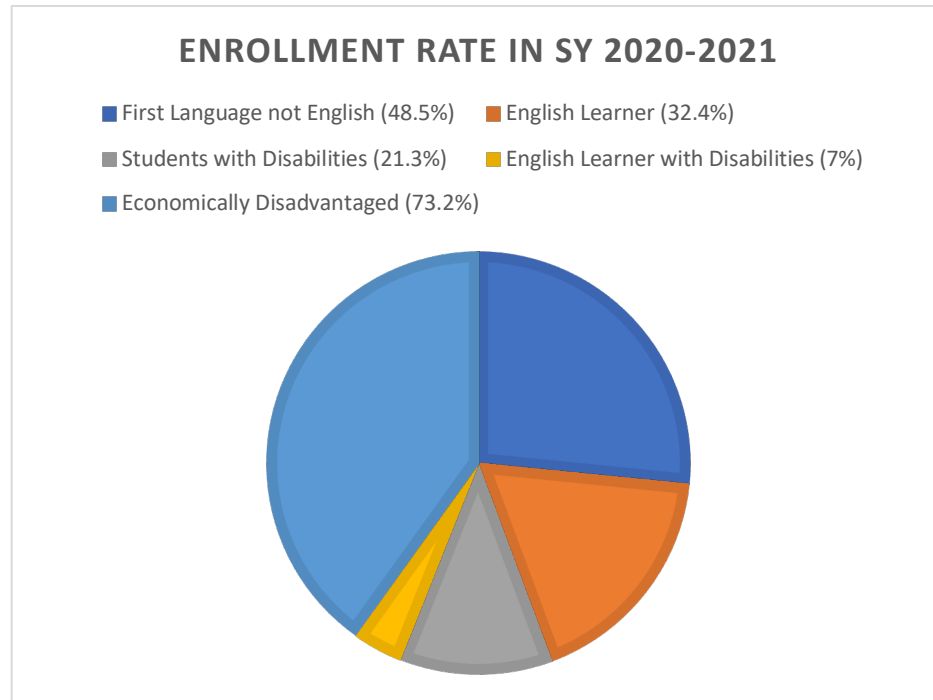
According to the study's findings, children with disabilities in the racially segregated BPS had a learning environment that was relatively more inclusive than that of minority students. Although there is a growing similarity between the enrollment rates of black and white children in BPS and those of the Boston population, there are still several Boston public schools where the majority racial group is still a minority, leading to educational disparities.

Fig. 1 Enrollment Rate in BPS School Year (SY) 2020-2021 Based on Racial Demographic<sup>1</sup>



<sup>1</sup> Boston Public Schools at a Glance, 2020-2021, accessed link: <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/187/BPS%20at%20a%20Glance%202020-2021.pdf>

Fig. 2 Enrollment Rate in BPS SY 2020-2021 Based on Social Demographic<sup>2</sup>

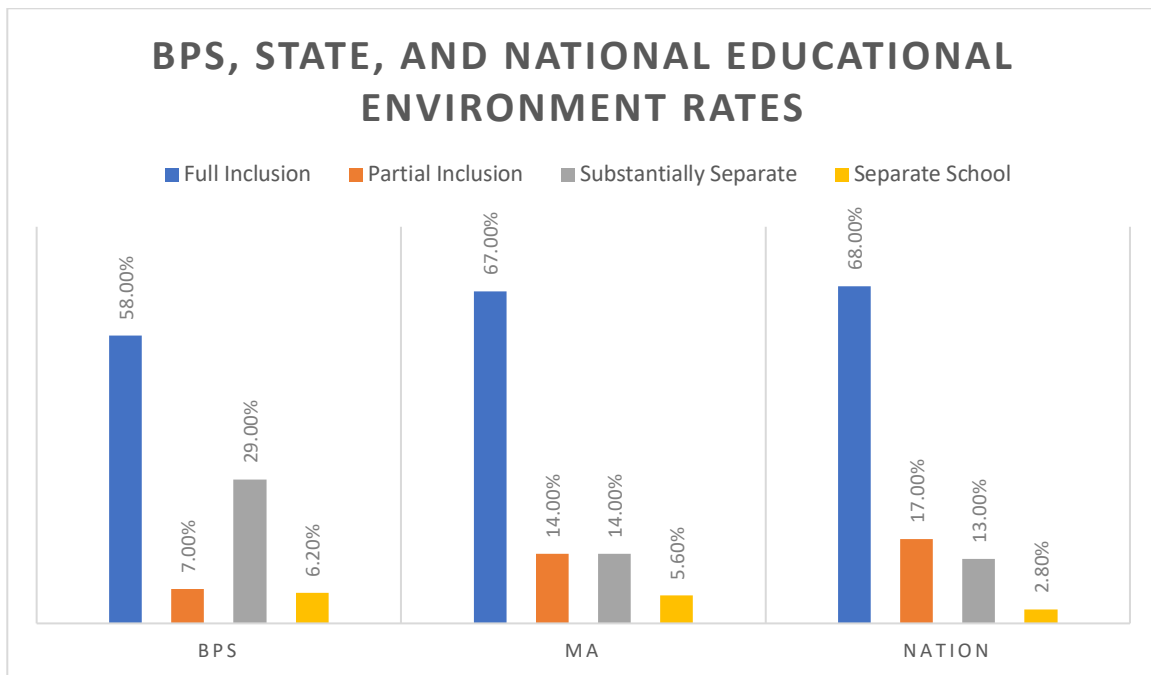


## 2) Comparison between learning environment for students of color and students with disabilities

Compared to the nationwide educational environment, the coverage of inclusive education in BPS seems moderately lower than national education environment rates, while the educational environment rate in the State of Massachusetts is almost the same as that of the nation. The degree of inclusiveness in education for students with disabilities has been greatly achieved in BPS even when compared with that of the nation.

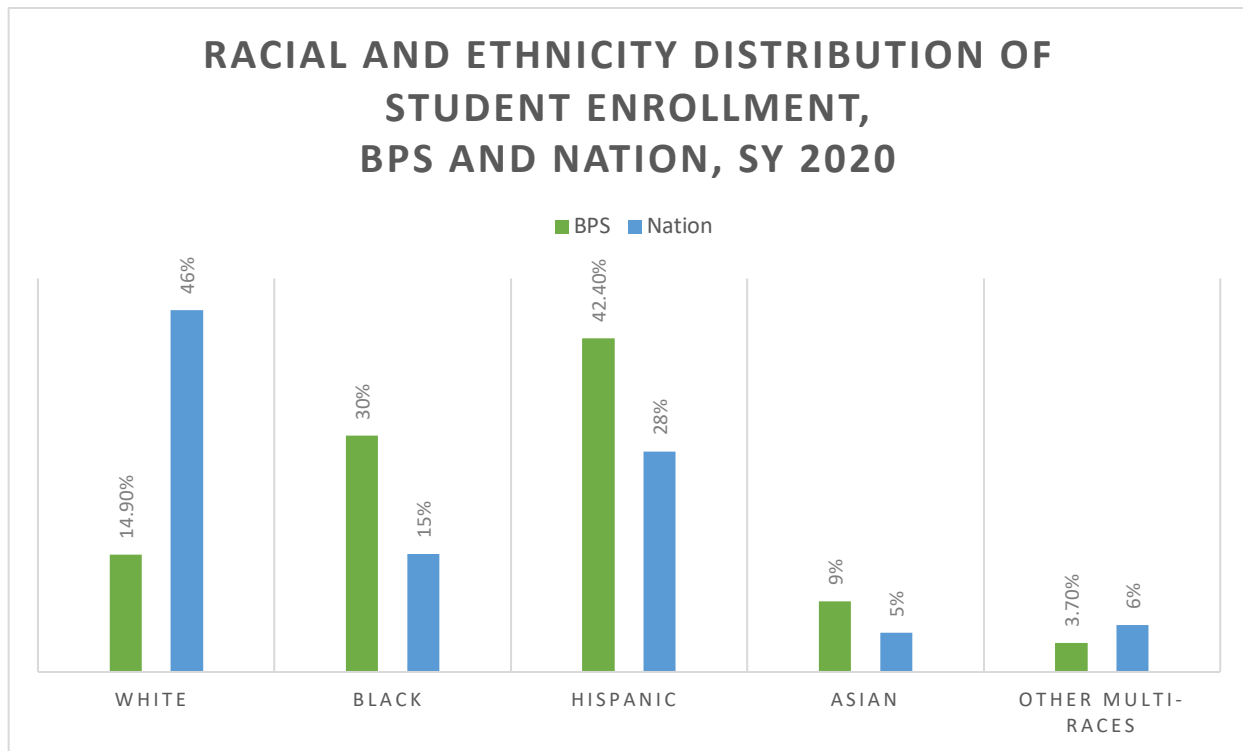
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<sup>2</sup> *Ibid.*

Fig. 3 BPS, State, and National Educational Environment Rates in SY 2020-2021<sup>3</sup>

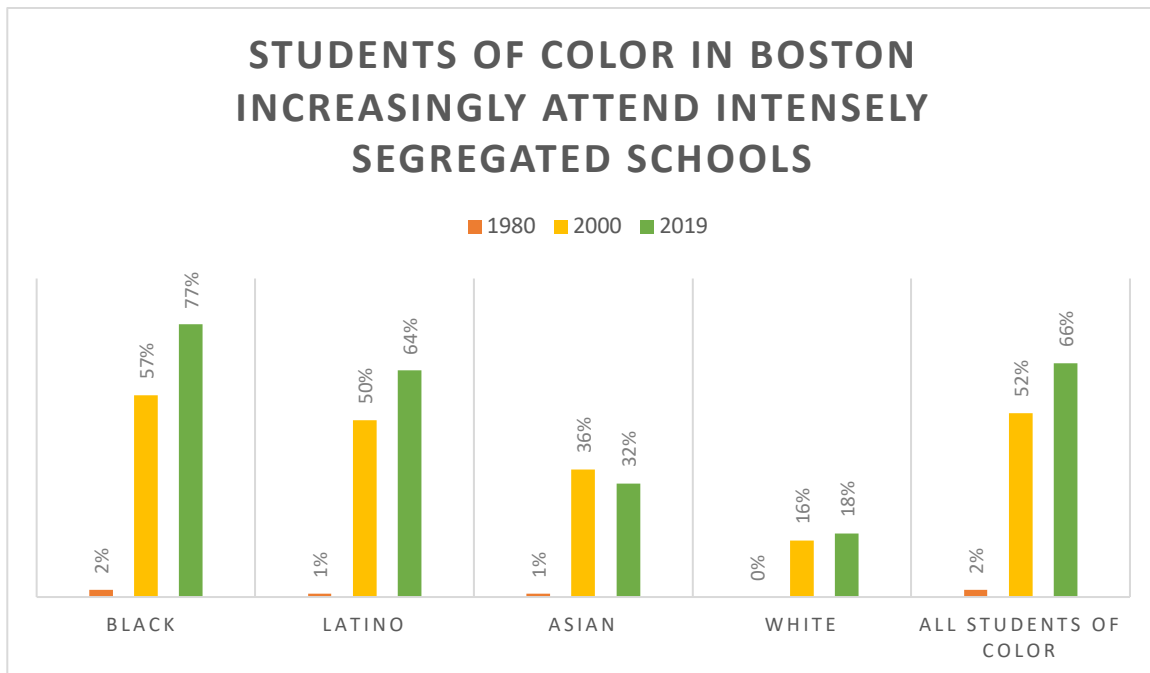
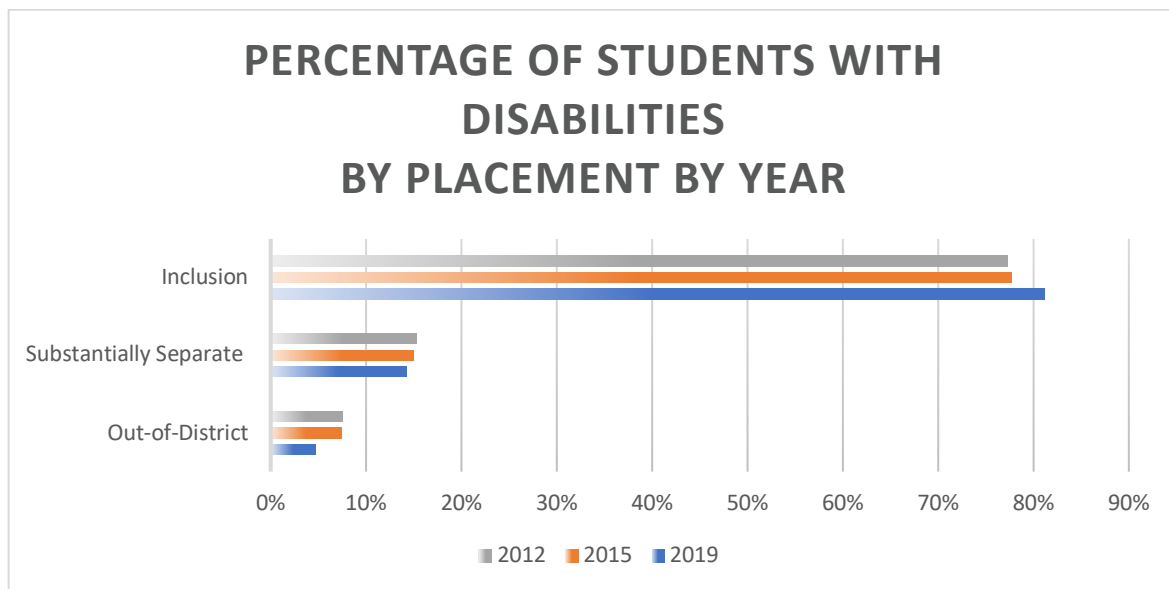
However, the situation has been quite different when it comes to racial integration. In BPS, the degree of segregation in public schools significantly exceeded that of the nation. Throughout the nation, the average racial and ethnicity distribution has been relatively equally distributed compared to BPS, where non-white students accounted for more than 70% of the student population.

<sup>3</sup> For the data, see *Building A Unified System of Service Delivery: Inclusive Education That Improves Outcomes for Students with and Without Disabilities by the Council of the Great City Schools*, Council of the Great City Schools, p48, accessed link: <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/162/Boston%20Special%20Education%20SST%20FinalReport.pdf>

Fig. 4 Racial and Ethnicity Distribution of Student Enrollment in BPS and Nation, SY 2020<sup>4</sup>

Also demonstrated is the fact that from 1980 to 2019, Boston's minority students increasingly attended schools with high levels of segregation. Black and hispanic students' percentages have been consistently rising over time, while Asian and White students' percentages have been declining. As the years pass from 2012 to 2019, more students with disabilities are included in inclusive educational placements, which is a trend that contrasts sharply with the one for racial integration situation in BPS. The contrast between these two patterns indicates that, while inclusive education has advanced significantly over the past few years, the desegregation process has stalled and racial integration has slowed.

<sup>4</sup> For national data of racial and Ethnic Enrollment in Public Schools, see National Center for Education Statistics, <https://nces.ed.gov/programs/coe/indicator/cge/racial-ethnic-enrollment>.

Fig.5 Students of Color in Boston Increasingly Attend Intensely Segregated Schools in SY 1980 -2019<sup>5</sup>Fig.6 Percentage of Students with Disabilities by Placement in SY 2012 - 2019<sup>6</sup>

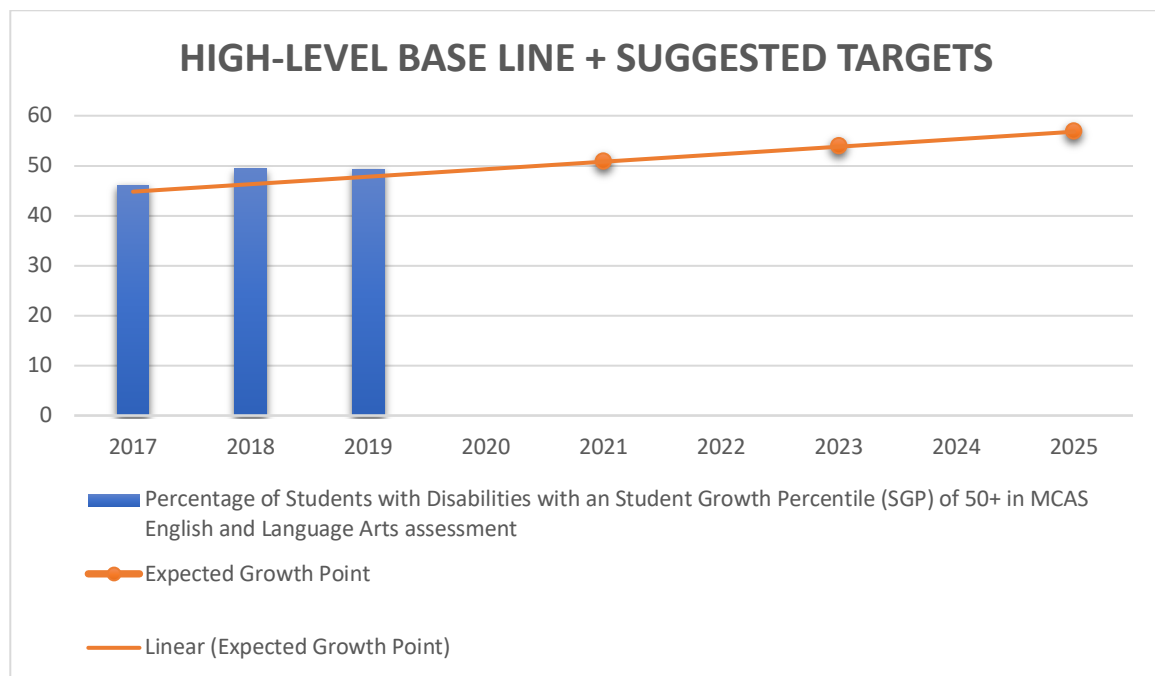
<sup>5</sup> Percentage of students by race/ethnicity attending schools in which at least 90 percent of students are of color. For the source of the data, see Kids Today from Boston Indicators, accessed link: <https://www.bostonindicators.org/reports/report-website-pages/kids-today>, Massachusetts Department of Elementary and Secondary Education, Enrollment by Race/Gender, and Boston Public Schools.

<sup>6</sup> For detailed data, see Massachusetts Department of Elementary and Secondary Education, accessed link: [https://profiles.doe.mass.edu/gis/sped\\_map.aspx?orgcode=00350000](https://profiles.doe.mass.edu/gis/sped_map.aspx?orgcode=00350000)

### 3) Comparison of academic performance results for students of color and students with disabilities in BPS

For students with disabilities, Boston School Committee tested three years of academic performance by using Massachusetts Comprehensive Assessment System (MCAS) English and Language Arts (ELA) assessment. The statistics showcase that the percentage of students with disabilities having more than 50 Student Growth Percentile (SGP) in MCAS ELA assessment has been gradually increasing for three years, indicating that the learning outcomes for students with disabilities have been improving from 2017 to 2019.

Fig 7. High-Level Base Lin with Suggested Targets in SY 2019<sup>7</sup>

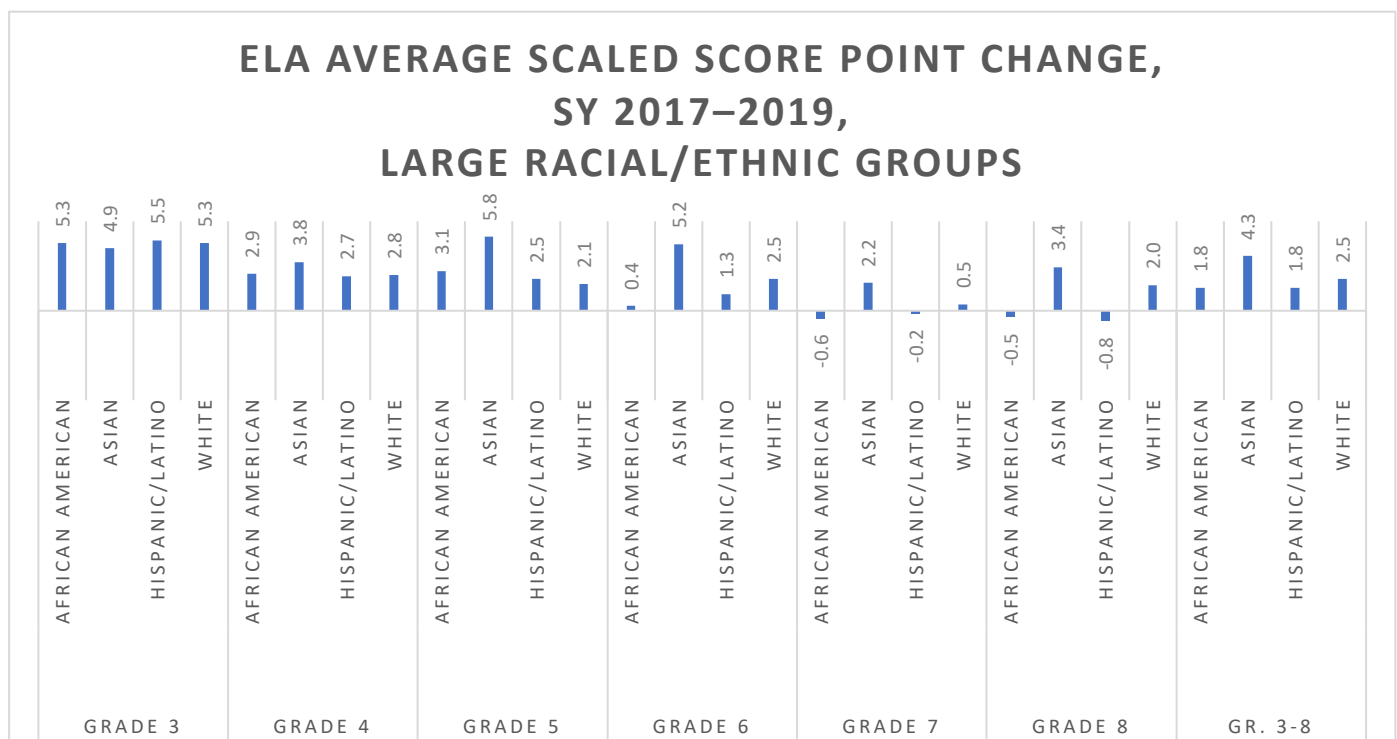


<sup>7</sup> For detailed data, see Dr. Hardin Coleman, Monica Hogan's presentation on Boston School Committee Goals, accessed link: <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/162/SC%20Goal%20Measures%20PPT%203%2017%2021.pdf>



According to the summary report of the results from the Spring 2019 MCAS Tests, data indicate that although positive changes occurred for African Americans in lower grades from 2017 to 2019, such as in Grades 3 to Grade 6, consistent negative changes existed for Grades 7 and 8, indicating that a decline in test scores in MLA appear as a pattern for African American students. The situation has worsened for students of color in BPS because of the online educational learning mode during the pandemic. Although the online learning mode also caused problems for students with learning disabilities, the relative drops in test scores appear more salient under the racial context.

Fig 8. ELA Average Scaled Score Point Change, SY 2017-2019, Large Racial and Ethnic Groups <sup>8</sup>



<sup>8</sup> For detailed data, see Massachusetts Comprehensive Assessment System, accessed link: <https://www.doe.mass.edu/mcas/default.html>

### 3. Findings and Qualitative Conclusions

Based on the aforementioned statistics and graphics, several key findings can be drawn to form qualitative conclusions about the status quo and current trends in racial integration and inclusive education respectively, which will also provide insight into the potentials and limits of the application of the integration analogy.

The first finding is that the degree of separation in racially segregated schools has been more serious compared to the separation in special education for students with disabilities. When it comes to enrollment rates, the trend of non-white students' attendance rate at racially segregated schools does not appear particularly encouraging in comparison with the promotion of inclusive education for students with disabilities.

The second finding indicates that unlike racial integration, residential segregation will not be as crucial to inclusive education. Even if there may be some separation between students with disabilities and students without impairments due to the accessibility of public transit and infrastructure, racial segregation in housing is still far more severe.

As for the third finding, it is demonstrated that racial integration and inclusive education have different tendencies for progressive development. According to facts and statistics, racial segregation has been worse over time while the proportion of students with disabilities who are placed in inclusive learning environments appears to be rising.

Lastly, academic learning outcomes vary between students of color and students with disabilities in BPS. Despite the relative growth percentile provided in figure 7, the tendency to produce better academic performance exists in education for students with disabilities, indicating the effectiveness of placing more disabled students in inclusive education.

#### 4. Methodological Limitations

The time constraints of the research process, which limit the collecting of primary data and the use of interviews and surveys, are the first of three methodological restrictions that may apply to the current study. Second, while considering how geography may impact the application of integration analogy in inclusive education, Boston, the most populous city in Massachusetts and the economic and cultural hub of New England, may have unique characteristics that will influence the outcome of the comparison between these two concepts. Boston residents might not hold the same opinions on racial integration and inclusive education as people from other cities. They may even showcase a strong preference for one concept over another. The final limitation is the use of MCAS ELA as a tool for evaluating academic performance and learning outcomes. Standardized testing is not a perfect predictor of learning outcomes, but it is currently the best possible method that can be used effectively.

However, none of these three drawbacks will significantly impair the validity of the research findings and conclusion. Although primary data collection or conducting in-person interviews are more original and intriguing in both quantitative and qualitative methods, they may also have sample and selection biases that significantly exceed the limitations of the current research. All of the data used in the previous section came from the dataset and reports of Boston Public Schools. The geographical feature of Boston will also, not be a primary factor contributing to the inaccuracy of the research. The analytical conclusions drawn from Boston Public Schools may not be scalable in southern regions, but it still has their theoretical value. Therefore, none of them will constitute a major defect for the research.

## V. The Potentials and Limits of Integration Analogy

### 1. The Potentials in the Application of the Analogy

Inclusion and racial integration can be made analogous through several common aspects of the two concepts. When it comes to the positive learning outcomes resulting from desegregation or de-separation, both racial integration, and inclusive education make logical analogies. Just as students of color can obtain a significant boost in their learning outcomes in racially integrated schools, students with disabilities will also benefit from inclusive education. Separation has a negative effect on both conceptions' performances. Additionally, participation in racial integration and inclusive education is beneficial for students of color and students with disabilities because it encourages social contacts that lead to subsequent social inclusion and integration.

The second analogous part between racial integration and inclusive education lies in the root causes of discrimination in both cases. Segregation comes as a result of racial prejudices and systematic racism towards people of color. In the past, people of color were labeled as others and thus excluded from the white community to maintain the superiority of the white group. In education, although few parents have the courage to admit it, racism emerges under the guise of concerns for their children's safety in schools. White parents oppose school desegregation and cite security as a justification, which is essentially an outward manifestation of racial discrimination and prejudice. Similar to the difficulties encountered throughout the integration process, inclusive education will also face resistance from parents who think their children's academic performance will be negatively impacted by the inclusion of students with disabilities in regular classrooms. This form of opposition also naturally results from certain biases and systematic discriminations based on the idea of ableism in a meritocratic society, according to

which a disability is equivalent to the incapacity to succeed in society, making disabled people social outcasts.

Thirdly, when held to high standards and allowed to be involved in integrated education, students of color will see a significant improvement in both their academic performance before entering the integrated learning environment and the achievement gap between them and their White counterparts. The hypothesis can also be used to explain how students with mild disabilities will considerably narrow their achievement gaps after actively participating in inclusive learning environments. However, it is important to remember that high standards do not necessarily translate into high objectives; in other words, teachers should not undervalue the abilities of students with disabilities in the learning process and set low standards for them, although the students are not actually required to meet challenging goals.

## 2. The Failures in the Application of the Analogy

Oftentimes the analogy between racial integration and inclusive education does not work in some situations, despite its applicability in others. First off, the analogy breaks when the racial integration and inclusive education have different legal obligations, though they started in a rather similar position from the ruling of the *Brown* case. Students with disabilities and their families will find it easier to seek remedies and appropriate education if properly informed about the use of certain support and educational programs – the laws set for students with disabilities are written with a strong promotion of inclusive educational ideals in using terms such as least restrictive learning environment, free appropriate public education and so forth.

On the contrary, the legal obligations for racial integration only prohibit *de jure* segregation, not *de facto* segregation. The entrenched racial segregation in residential areas, which

correspondingly results in segregated education, makes it extremely difficult to eradicate racial segregation and step forward to the integration process. Since the failing neighborhoods create failing public schools, students of color in these schools do not enjoy the same educational resources as their White or Asian peers.

Secondly, educational needs as well as curriculum design differ between students participating in racially integrated education and inclusive education. In the former case, as long as minority students are physically included in the classroom and study alongside their white peers, they will be exposed to positive group influence and showcase a significant reduction in the achievement gap between their performance and that of white students. However, for inclusive education, the situation might be different due to the uniqueness of students with disabilities, for whom it will be necessary not only to physically be present in a general education classroom, but also to actively participate in the pedagogical activities provided by teachers. If appropriately supported by skilled experts, therapists, and other assistance, the actual participation in classroom teaching activities will considerably help the social inclusion of students with disabilities and achieve their learning effectiveness.

Lastly, For students with disabilities, the requirements for faculty also change significantly. There is no set standard for teaching faculty in terms of racial integration, and no training will be required, yet sometimes the usage of racially inclusive language should be observed by the teachers. To provide a suitable education for students with disabilities, teachers should indeed, however, be trained and work in collaboration with teams of experts, therapists, and other staff members. The IDEA's Individualized Education Plan (IEP) definition may serve as a good illustration of how inclusive education can be tailored to each student's unique requirements while also integrating them into the general classroom.

## VI. Conclusion

It is possible to draw comparisons between racial integration and inclusive education due to their many parallels and contrasts. The theoretical significance of this analogy in the field of disability studies in education and its practical application in terms of policy and legislation are what give it its relevance, not the process of creating it. It will positively alter people's perceptions of issues pertaining to disabilities on an individual basis as well. Future studies could concentrate further on the intricate interactions between these two ideas in the public's perspective and how individuals treat students with disabilities in inclusive classrooms differently from how they treat children of color in racially integrated schools.

**Word Count: 5143 words**

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