

**GROUPING AND PACKAGE OF SERVICES FOR THE
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (CES)**

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1. Introduction

This document has 2 objectives: short account of the international and other jurisdictions experience regarding the financing base don formula of the children with special needs and grouping of the children with special needs according to the required support services for the educational inclusion.

Grouping of the children has been done on the basis of the specific methodology elaborated by a group of practitioners and specialists from the organizations that have the experience of more than 10 years in the inclusive education. 10 experts and practitioners have developed the most relevant and adequate package of the services for the children with the specific problems and difficulties start from the medical approach and finally obtaining a grouping of social character matching the educational inclusion needs. The result of the group is based on the needed support services to include children into the education. There are 4 generic categories. For each category we match a package of support services for the effective educational services. The final result is presented in Chapter 2 in a table.

A short account of the key financing approaches from the international and regional experience is provided.

2. Grouping and package of services

Classification of package of services from social perspective

	Nivelul de CES Level of SEN	Descrierea description	Pachetul și volumul de servicii de bază Package and volume of services (basic)	Pachetul și volumul de servicii recomandabile Package and volume of services (recommended)	Categorisirea medicală Medical categories	Comentarii Comments
1	Ușoară Weak	This category is the simplest one, institutionalised children make part of i ton social grounds, it is necessary e minimal package of services for 1-2 years	S0 (1 h) S1 (1 h) S7 (30 h per year) <i>2 h per week and 30 h per year</i>	S0 (2 h) S1 (2 h) S7 (40 h pe an) <i>4 h per week and 40 h pe year</i>	Not existent Number is not clear, at least 5-6 000 children	
2	Medie Medium	This category of children is a difficult one and is important to demonstrate positive effect of the educational inclusion, children require adaptation of the educational curricular	S0 (1 h) S1 (2 h) S2 (1 h) S3 (1 h) S5(1h) S6(4h) S7 (30 h per year) ME <i>10 h per year and 30 h per year</i>	S0 (2 h) S1 (4 h) S2 (2 h) S3 (5 h) S5(1h) S6(6h) S7 (40 h per year) ME <i>20 h per week and 30 h per year</i>	Could be comparable with disability grade III, 1 378 children	
3	Severă Severe	This category is a difficult one an dis important to demonstrate the positive effect of the educational inclusion, children would require adaptation of the educational curricular.	S0 (1 h) S1 (1 h) S2 (1 h) S3 (2 h) S5(1h) S6(6h) S7 (30 h per year) ME <i>12 h per week and 30 h per year</i>	S0 (2 h) S1 (2 h) S2 (2 h) S3 (9 h) S5(2h) S6(6h) S7 (30 h per year) ME <i>23 h per week and 30 h per year</i>	Could be comparable with disability grade II, 6 658 children	
4	Multiplă Multiple	This category is the most difficult for the full educational inclusion.	S0 (1 h) S1 (2 h) S2 (2 h) S3 (10 h) S4 (20 h) S5 (1 h) ME <i>36 h per week</i>	S0 (2 h) S1 (2 h) S2 (2 h) S3 (20 h) S4 (30 h) S5 (1 h) ME <i>59 h per week</i>	Could be comparable with disability grade I, 5 958 children	

Legend for services per child:

- S0 = hours of meditation, weekly basis
- S1 = speech therapist therapy, weekly basis
- S2 = psychological support, weekly basis
- S3 = assistance in learning (CDS), weekly basis
- S4 = personal support, weekly basis
- S5 = physiotherapy, weekly basis
- S6= teacher working to adapt curricula per each subject per child (CD), weekly basis
- S7= edcational recovery for SEN from residential institutions, annual basis
- S8= transport services foe SEN children, weekly basis
- ME = educational materials per child, annual basis

Cost pe hour at least 31 lei.

3. Methodological approach

Approach:

- 1) describing medical and social groups to understand the size and possible health implications of social integration, including that there is a clear diagnosis and a number of children,
- 2) detailed description of the difficulties and problems on the model below
- 3) describe and quantify the implications of service hours required for integration and adaptation
- 4) description of the materials necessary support and infrastructure.

Children with SEN are facing problems such as:

1. Knowledge and learning difficulties (difficulties specific medium difficulty)
2. Communication and interaction difficulties (language, autistic spectrum disorder (ASD), Asperger syndrome)
3. Sensory and physical difficulties (impaired sensory, multisensory disabilities, physical disabilities),
4. Social difficulties, emotional and behavioral (behavioral and emotional)

Legend for services per child:

- S0 = hours of meditation, weekly basis
- S1 = speech therapist therapy, weekly basis
- S2 = psychological support, weekly basis
- S3 = assistance in learning (CDS), weekly basis
- S4 = personal support, weekly basis
- S5 = physiotherapy, weekly basis
- S6= teacher working to adapt curricula per each subject per child (CD), weekly basis
- S7= educational recovery for SEN from residential institutions, annual basis
- S8= transport services for SEN children, weekly basis
- ME = educational materials per child, annual basis

Procesul de elaborare a formulei:

0). Ședințe săptămânale (miercuri și vineri) cu panelul de experți (reprezentanții din partea Speranta, CCF, Somato, Lumos, Keystone),

1) Gruparea se va face în baza serviciilor sociale, de suport și de asistență oferite generic pentru 3-5 grupuri de CES (având experiența Serbiei și Lituaniei, vezi literatura/sursele menționate în metodologia),

2) Discutarea pachetelor generice pentru fiecare grup, în baza prezentărilor din partea fiecărei organizații din panelul de experți. Provizoriu avem 5 grupuri și respectiv 5 pachete de servicii, adică:

- 1) copii cu dizabilități multiple cu necesități extinse de servicii,
- 2) copii cu dizabilități severe care afectează puternic capacitatea de învățare,
- 3) copii cu dizabilități severe dar care nu afectează puternic procesul de învățare,
- 4) copiii cu dizabilități medii și copiii neglijanți (mare parte din internate),
- 5) altele

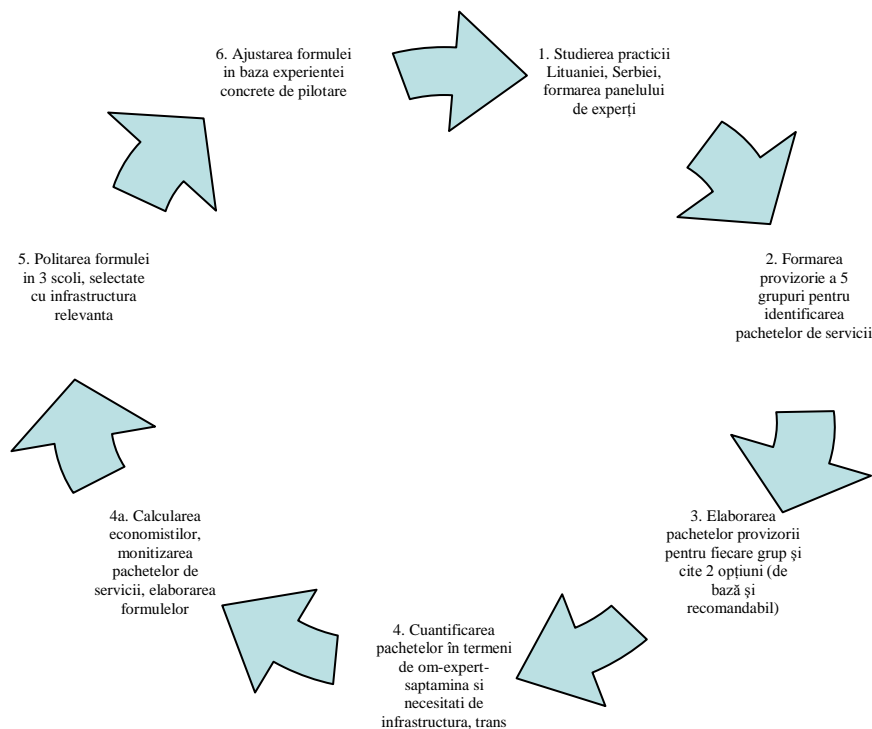
3) Se elaborează pachetele de servicii (tipul de servicii), discută cu un cerc mai larg de practicieni. Odată ce avem în principiu pachete de servicii acordate vom face cuantificarea efortului pentru fiecare serviciu (specialist/ore/săptămână), astfel vom avea tipurile de servicii și cuantificarea lor pentru pe copil exprimat în unități pasibile evaluării monetare. Vom avea și aparte estimarea necesităților de infrastructură calitativ. Vom avea câteva opțiuni: de baza, medii

si extinse. Va fi utilizată experiența organizațiilor practice si experiența Serbiei si Lituaniei la îndemâna.

4) Datele cu privire la pachetele de servicii cu cuantificările de efort vor transmite experților economiști (cuantificarea eforturilor pentru fiecare in expresia specialist/ora/saptamana/copil si necesitățile de infrastructura). Aceștia vor face calculele pentru 3 alternative pentru fiecare grup, cred in 2 săptămîni. Cifrele date se vor transforma in formule care odată ce se vor compara cu formulele generale vom obține coeficienții provizorii. Aceasta vom termina in noiembrie. La aceasta etapa din nou o sa consultam cu un grup mai larg de practicieni si specialiști.

5) Gruparea copiilor cu SEN a fost validată prin participarea a specialiștilor din domeniile vizate și a organizațiilor care practică acestea servicii de peste 10 ani în republica Moldova.

Reprezentarea grafică a metodologiei de elaborare a formulei



4. Medical services and categories on medical principles

Tabel cu pachete de servicii, conform categorisirii medicale:

Categoria de copii conform datelor medicale	Problema (dificultatea de integrare)	Servicii/terapie (pe săptămână ore specialist)	Materiale educaționale (pe an)	Infrastructura necesară
Neorologice (fără PCI) - epilepsie - însușirea lentă a materialului - hiperactivi, deficit de atenție - agresivitate - tulburări de comportament - În total sunt 1 149 de copii	P1: Dificultăți de învățare a) specifică (să citească, să scrie, să numere, să memorizeze însă este aplicabilă curricula generală), b) medie (nu este aplicabilă curricula generală) c) serioasă (curricula modificată și adaptată) d) mari-multiple (curricula modificată și adaptată)	a) S0(1-2 h) + S1(1-2 h) b) S0(1-2 h) + S1(1-2 h) + S2(1-2 h) + S3(1-5 h). c) S0(1-2 h) + S1(2 h) + S2(2h) + S3(4-9 h). d) S0(1-2 h) + S1(2 h) + S2(2h) + S3(10-20 h) + S4 (40h)+S5(1h).		
	P2: Dificultăți de comunicare, interacțiuni inclusiv între copii a) limbaj b) tulburare spectru (autism) c) Asperger	a) S1(1-2 h) + S3(4-9h) b) S1(1-2 h) + S2(1-2h) + S3(10-20 h) + S4 (40h). c) S1(1-2h) + S2(1-2h) + S3(4-9 h).		

Categoria de copii conform datelor medicale	Problema (dificultatea de integrare)	Servicii/terapie (pe săptămână ore specialist)	Materiale educaționale (pe an)	Infrastructura necesară
Paraliza cerebrală infantilă (PCI) - Cărucior - - Dificultăți învățare - Învățarea înceată - Probleme de auz, vâz, - Dificultăți exprimare - În total sunt 1 776 de copii	P1: Dificultăți de învățare a. specifică (să citească, să scrie, să numere, să memorizeze însă este aplicabilă curricula generală), b. medie (nu este aplicabilă curricula generală) c. serioasă (curricula modificată și adaptată) c)mari-multiple (curricula modificată și adaptată)	a) S0(1-2 h) + S1(1-2 h) b) S0(1-2 h) + S1(1-2 h) + S2(1-2 h) + S3(1-5 h). c) S0(1-2 h) + S1(2 h) + S2(2h) + S3(4-9 h). d) S0(1-2 h) + S1(2 h) +		

		S2(2h) + S3(10-20 h) + + S4 (40h)+S5(1h).		
	P2: Dificultăți de comunicare, interacțiune inclusiv între copii a) Limbaj b) tulburare spectru (autism) c) Asperger	d) S1(1-2 h) + S3(4-9h) e) S1(1-2 h) + S2(1-2h) + S3(10-20 h) + S4 (40h). f) S1(1-2h) + S2(1-2h) + S3(4-9 h).		
	P3 Dificultăți senzoriale și fizice a) vizuale b) auditive c) motorice d) comportamentale	a) S3 (10-20h) b) S3 (10-20h) c) S3 (10- 20h)+S4(40h) d) S3 (10- 20h)+S4(40h)		
	P4 Dificultăți sociale, emoționale și comportamentale a) neacceptarea b) comportamental c) emoțional	a) S2 (2h) b) S2 (2h) c) S2 (2h)		

5. Other jurisdictions

Considerente și criteriile pentru gruparea copiilor cu dizabilități în scopul educației incluzive:

- Factorii specifici elevilor: cerințe educative speciale (cu finanțare suplimentară în dependență de nevoi specifice)¹.
- Există abordări bazate pe clasă, cerințe, curriculum/program școlar și caracteristici ale școlii². Pachetul de servicii minime care ar permite elevilor cu nevoi speciale să participe în educația incluzivă³.
- Categoria A (copii cu dizabilități și multiple), categoria B (dificultăți de învățare care nu se încadrează în categoria A, C, categoria C datorită unor factori socio-economici, culturali, lingvistici)⁴

Exemple din alte jurisdicții

*Serbia*⁵

This study identified specific minimum services packages that are needed to enable students in one of three categories of special needs established by the Organisation for Economic Cooperation and Development (OECD) to participate in inclusive education—and then calculated the cost of providing them. In the study, students in Group 1 (disabilities), Group 2 (disorders), Group 3 (disadvantages), or Group 4 (some combination of characteristics from Groups 1-3) were assigned specific service packages based on current services available in Serbia and global norms for special needs education. This study identified specific per pupil costs for service packages. The per capita costs can then be integrated into a larger per capita funding design in Serbia.

OECD's Group 1 (disabilities), Group 2 (learning difficulties), Group 3 (disadvantages), and Group 4 (any combination of student factors from Groups 1-3). The packages of services were based on information provided by ten representative municipalities, service provisions already existing in Serbian municipalities, and global trends in inclusive education. The packages were based upon what is required to implement successfully inclusive education as required by law. These packages do not include capital investments such as ramps in buildings or technology purchases. The minimum standard costs for each category—Group 1 (G1), Group 2 (G2), Group 3 (G3), and Group 4 (G4) were used to calculate weights. These weights indicate how much it costs to provide the minimum services packages as compared to the cost of educating a typical student. The weights were calculated based only on costs attributed to Education (and did not include costs attributed to Social Welfare or Health).

Weights were calculated based on the following formula:

$$\text{Inclusive Education Weight} = \frac{\text{Cost of providing Minimal Standards Package for 1 student in a group}}{\text{Average per student cost in Serbia}}$$

¹ Levacec, 2006, Funding Schools by formula [Finanțarea școlilor prin formulă], Levacec 2002, Formula funding of schools in England and Wales, Students supplementary educational needs [Finanțarea prin formulă a școlilor din Anglia și Țara Galilor, Cerințe educative suplimentare ale elevilor]

² M.Fazekas, 2012, School Funding Formulas, OECD [Formulele de finanțare a școlilor, OCED]

³ Lazarus, et al, Per capita Financing of Inclusive Education [Finanțarea educației incluzive pe cap de locuitor], 2012

⁴ Proiectul Regulamentului de organizare și funcționare a serviciului de asistență psihopedagogică, 2002

⁵ S. Lazarus, Ch.Johnstone, and Predrag Lazetic, Per Capita Financing for Inclusive Education in the Republic of Serbia [Finanțarea educației incluzive pe cap de locuitor în Republica Serbia], 2012, Mijacic, D. (2009). Cost-benefit analysis of implementation of index for inclusion in the education system of Republic of Serbia.[Analiza cost-beneficiu a implementării indicelui de incluziune în sistemul educațional al Republicii Serbia]

For G1, G2, G3, and G4 students, the weights were calculated based only on costs attributed to Education (and did not include costs attributed to Social Welfare or Health). The calculation of weights provide an indication of how the cost of the minimum standards packages for inclusive education compares with the cost of the basic educational program for a student with no additional needs. For example, for a G1 student, in addition to the cost of providing regular programming, it would cost 1.62 times what it costs for the typical student to provide the minimum services package (i.e., 96,072 X 1.62 = 155,637).

Table 13. Weights for Inclusive Education (Minimum Standards Package) for Serbia (National Weights)

Category	Weight
G1	1.62
G2	0.76
G3	0.22
Additional for G3 who is Roma	0.21
G4	1.65

*The weights are based only on Ministry of Education and Science (MOES) costs. (Health and Social Welfare costs were not included in the calculations.)

Table 14. Adjustment Coefficients for Inclusive Education (Minimum Standards Package) for Serbia

Category	Adjustment Coefficient
Typical Student in Setting	1.00
G1	2.62
G2	1.76
G3	1.22
G3 who is Roma	1.43
G4	2.65

*The weights are based only on Education costs. (Health and Social Welfare costs were not included in the calculations.)

Coefficients for child in special class in regular schools - 1,6 – 5,29

Coefficients for Child in special schools - 2,61 – 5,68

Examples of teaching for SEN in Serbia by UNICEF

Group	National level	Low Investment Level (Novi Pazar)	Medium Investment Level (Valjevo)
Typical Student (Basic Package)	1.00	1.00	1.00
G1 - disability	+2.73	4.55	+2.70
Additional for G1 with physical disability	+0.83	1.39	+0.82
G2 – learning difficulty	+1	1.04	+0.99
G3 – disadvantaged students	+0.14	0.23	+0.14
Additional for G3 who is Roma	+0.76	1.26	+0.75
Additional for G3 who is national minority	+0.14	0.23	+0.14

G4 – combined G1/G2 G2/G3	G1/G3	+3	4.03	+2.98
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The weights are additive. For example, for a G1 student in Valjevo with physical disability, the adjustment coefficient would be calculated as follows:

$$\text{Basic package} + \text{G1 weight (disability)} + \text{additional weight for physical disability} =$$

$$1 + 2,73 + 0,83 = \mathbf{4,54} \text{ (adjustment coefficient)}$$

Group	National average	Low Investment Level (Novi Pazar)	Medium Investment Level (Valjevo)
G1 – disability	3.73	5.55	3.70
G1 with physical disability	4.54	6.94	4.52
G2 – learning difficulty	2	2.27	1.99
G3 – disadvantage (poverty)	1.14	1.23	1.14
G3 who is Roma	1.90	2.50	1.89
G3 who is national minority	1.27	1.46	1.27
G4 (combined G1, G2 and G3)	4	5.03	3.98

Conclusion: Provision of additional inclusion support to SEN children requires additional financial resources (depending on type of service package from 14% more to 4 times more in medium investment level municipality).

OCDE⁶

OECD's Group 1 (disabilities), Group 2 (learning difficulties), Group 3 (disadvantages), and Group 4 (any combination of student factors from Groups 1-3).

Categoria A/Dizabilități: Elevii cu dizabilități sau afecțiuni privite în termeni medicali ca dereglări organice atribuite la patologii organice (de ex., în raport cu deficiențe senzoriale, motorii sau neurologice). Se consideră că cerința educativă apare în primul rând din problemele atribuite acestor dizabilități.

Categoria B/Dificultăți: Elevii cu dereglări comportamentale sau emoționale sau dificultăți specifice de învățare. Se consideră că cerința educativă apare în primul rând din problemele de interacțiune dintre elevi și contextul educațional.

Categoria C/Dezavantaje: Elevii cu dezavantajele ce apar în primul rând din factori socio-economici, culturali și/sau lingvistici. Cerința educativă constă în a compensa dezavantajele atribuite la acești factori.

Cross-national category A – students receiving additional resources for disabilities

When the number of students receiving additional resources for disabilities is expressed as a percentage of all students there is considerable country to country variation. The range is from below 1% to above

⁶ M.Fazekas, 2012, School Funding Formulas, OECD, [Formulele de finanțare a școlilor, OCED]

Elevii cu dizabilități, dificultăți de învățare și dezavantaje în țările baltice, Europa de Sud-Est și Malta, Politici și indici educaționali, OCED

4% for all phases of education. Suggestions as to possible factors or mechanisms underlying these differences follow, with a commentary. There is, of course, no suggestion that a single factor or mechanism is involved.

- *Differences reflect differential incidence or prevalence of disabilities.* While such a possibility cannot be discounted, it is perhaps best addressed at the level of specific disabilities such as blindness. It is clear that there are large between country variations in prevalence in individual disability categories.

- *Some countries provide additional resources for disabilities which are not so resourced in other countries.* The difficulties involved in assessing this possibility. The number, labelling, and definition of categories of disability vary widely from country to country in a manner which obscures any linkage with overall proportions of students given additional resources.

- *Some countries do not provide additional resources for disabilities at particular phases of education.* Thus Ireland appears not to provide additional resources for disabilities at pre-primary level.

- *Differences reflect policy differences.* Some countries, for instance for reasons of equity, may make the additional resources for students with disabilities an educational priority. Note that this is not a simple question of the relative wealth of countries. The very high United Kingdom (Eng) percentage at pre-primary and upper secondary (relative both to other countries, and to United Kingdom [Eng] percentages for the middle years of schooling) may well represent policy considerations.

Cross-national category B – students receiving additional resources for difficulties

The curriculum is such that no students (other than those with disabilities or social disadvantages) have difficulty in accessing it. While this possibility appears close to utopian it would be of great interest if any countries making this claim could explain how their educational system effectively eliminates behaviour, learning and other difficulties affecting access to the regular curriculum.

- *Students have difficulties but additional resources are not provided.* If this explanation is put forward it is reasonable to request a rationale. Note that if there are national categories of difficulties for which no additional resources are provided they are expected to have been declared in the data collection exercise (and further declared as falling outside the resources definition).

- *Students have difficulties and additional resources are provided but relevant data are not available to data providers.* If this is the case the expectation is that appropriate categories falling within B are declared in the data collection exercise and coded as “data not available”. This provides a flag that the data are out there somewhere and indicates that a different methodology of data collection (perhaps more locally based) may have to be employed. Alternatively, the data may be collected by some other agency than that directly responsible for the provision of data, calling for cross-agency liaison.

- *Countries are not prepared to declare national categories falling within B for educational, policy or other reasons.* Such possibilities are recognised and respected. However, the data collection exercise is not dependent on the existence of national categories. If it is accepted that students have difficulties in gaining access to the regular curriculum and additional resources are made available to support such students, it would be expected that some form of classification would be adopted to either allocate, or account for, such resources.

The range for difficulties is typically from 0% to above 10% for all phases of education although reaching above 25% in some countries in some phases of education.

Cross-national category C – students receiving additional resources for disadvantages

Some countries have no national categories falling within cross-national category C. Again interpretation of this fact is problematic, with possibilities including:

- *The curriculum is such that students with social disadvantages have no particular problems in accessing it.*

- *The social system is such that no students are disadvantaged to the extent that they have problems in accessing the regular curriculum.* While these possibilities again appear close to utopian it would be of great interest if any countries making either or both of these claims could explain how their educational and/or Social systems effectively eliminate social disadvantage affecting access to the regular curriculum.

- *Students have disadvantages but additional resources are not provided.* If this explanation is put forward it is again reasonable to request a rationale. Note that if there are national categories of

disadvantages for which no additional resources are provided they are expected to have been declared in the data collection exercise (and further declared as falling outside the resources definition).

- *Students have disadvantages and additional resources are provided but relevant data are not available to data providers.* If this is the case the expectation is that appropriate categories falling within C are declared in the data collection exercise and coded as “data not available”. This provides a flag that the data are out there somewhere and indicates that a different methodology of data collection (perhaps more locally based) may have to be employed. Alternatively, the data may be collected by some other agency than that directly responsible for the provision of data, calling for cross-agency liaison.

- *Countries are not prepared to declare national categories falling within C for educational, political or other reasons.* Such possibilities are again recognised and respected. However, the data collection exercise is not dependent on the existence of national categories. If it is accepted that students have disadvantages in gaining access to the regular curriculum and additional resources are made available to support such students, it would be expected that some form of classification would be adopted to either allocate, or account for, such resources.