

§89.1011 Referral for Full and Individual Initial Evaluation Frequently Asked Questions

Response to Intervention (Rtl)

1. What is meant by the phrase “response to scientific, research-based intervention”?

Response to Intervention (Rtl) is high-quality instruction or tiered intervention strategies matched to individual student needs that have been demonstrated through scientific research and practice to result in high learning rates for most students. Some helpful resources for Rtl on the TEA website include: [Response to Intervention \(Rtl\)](#), [Coordinated Early Intervening Services \(CEIS\)](#), [Instructional Decision-Making Procedures for Ensuring appropriate Instruction for Struggling Students](#) and [Positive Behavior Supports](#).

Standardization of Rtl

2. Will the State develop a standardized list of acceptable Rtl programs for all schools?

The State currently has no plan to develop a formal list of “approved” standardized Rtl systems. Local Education Agencies (LEAs) are encouraged to establish systems that fit their particular district population and needs. There is no “one size fits all” program for Rtl.

Denial of Special Education Referrals

3. Will the adoption of Rtl as a general education practice lead to a decrease in special education referrals?

Response to Intervention (Rtl) is intended to have a positive impact on the ability of LEAs to meet the needs of all struggling students. The strategies offered by Rtl can be used by educators to increase appropriate referrals and decrease inappropriate referrals to special education. The information provided by the Rtl process is a useful in determining school improvement activities, including activities prior to or in lieu of a special education referral.