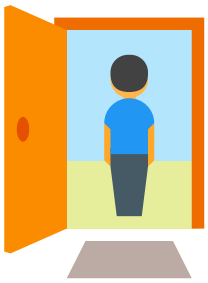
# 10 WAYS SCHOOL LEADERS CAN RESPOND WHEN "DISTRACTIBLE" IS USED TO JUSTIFY PULL-OUT



**1. Ask for specifics (not labels).**
"What exactly is happening, when, and during what tasks?"

**2. Treat distraction as a support signal, not a placement decision.**
Redirect the team from "where" to "what supports."

**3. Require evidence of classroom-based attempts first.**
Ask: "What have we tried in the classroom to maintain access?"

**4. Keep the focus on access to grade-level instruction.**
Re-center the conversation on general education content, curriculum, and peers.

**5. Call out instructional mismatch (without blaming teachers).**
"If the task is unclear, too long, or mismatched, removal doesn't fix it."

**6. Protect instructional time as a non-negotiable.**
Name the cost: "Pull-out means lost core instruction."

**7. Insist on generalization as the goal.**
"If the skill needs to show up in class, it must be taught and supported in class."

**8. Prioritize independence (and demand fading plans).**
"Our goal is independence in the classroom—not adult dependence elsewhere."

**9. Bust the 'quiet room' myth.**
"Separate spaces aren't inherently less distracting—and transitions are costly."

**10. Hold the line on inclusion as the default.**
"Our starting assumption is that the student belongs in the classroom."

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