

Hull, K., Capone, A., Giangreco, M. F., & Ross-Allen, J. (1996). Through their eyes: Creating functional, child sensitive, individualized education plans. In R. McWilliam (Ed.), *3 F U I J O L J O H Q V M M P V U T F S W J Q S P G F T T J P O B M S F T P V S D F* (pp. 103-119). Baltimore: Paul H. Brookes

& Cripe, 1992; Bruder, 1993). Deficit-driven models of special education focusing on what a child cannot do are being replaced with practices that build on more positive characteristics such as the child's abilities and interests. Several program-quality indicators support the underlying characteristics

of inclusive, play-centered environments, it will be important to examine existing practices that may be incongruent with a play-centered philosophy. This chapter describes briefly the philosophic beliefs that shape the play-centered approach guiding many inclusive early childhood special

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