



7 - 9 August 2026

Stockholm , Sweden

Attention To Diversity in The Early Childhood Education Classroom

Dr. ZURINE GAINZA

University Of the Basque Country, Spain

Abstract

Early childhood education is a distinct educational stage addressing children from birth to six years of age. During this period, learner heterogeneity is particularly pronounced: small age differences can entail significant variations in developmental trajectories, while classrooms include both children with diagnosed conditions and others displaying early signs of potential developmental difficulties that may not yet be identified. This diversity has substantial challenges for both professionals and families. So, to identify effective practices for responding to these needs, a case study was conducted focusing on a child throughout the 0–6 stage. The study involved the family as well as all professionals engaged in the child's care and education. Findings highlight that coordinated, interdisciplinary practices—particularly those led by early intervention services—are crucial in providing an appropriate and comprehensive response, as well as in supporting the family throughout the process. The conclusions emphasize the importance of collaborative work and point to the need to extend early intervention beyond the age of six, ensuring the continuity of a coordinated response from the educational, medical, and socio-family spheres.

Keywords: Disability; Early Intervention; Family; Interprofessional Coordination; Special Educational Needs