



COMMUNICATION INTERACTION IN CHILDREN WITH SPECIAL NEEDS DESCRIPTIVE STUDY

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Abstract: This research explores communication interactions in children with special needs, with a focus on the challenges faced and the strategies used to overcome them. Through a descriptive approach, this research analyzes the communication patterns of children with autism spectrum disorders, speech disorders, and developmental delays. The research results show that environmental support, such as family involvement, the role of educators, and the use of augmentative and alternative communication (AAC) technology, is very influential in improving these children's communication skills. Personalized communication strategies based on children's specific needs have also proven effective in helping them overcome communication barriers. These findings emphasize the importance of a holistic and collaborative approach in supporting the communication development of children with special needs. With the right support, they have great potential to develop better communication skills, which in turn can improve their social participation and quality of life

Keywords: Communication Interaction, Children with Special Needs, Autism Spectrum Disorder, Communication Strategies, AAC Technology.

I. INTRODUCTION

1.1. Background

Communication is one of the most essential aspects of human life, because through communication, individuals can express their thoughts, feelings and needs. For children, communication skills are an integral part of their social, emotional, and cognitive development. However, children with special needs often face obstacles in the communication process. These obstacles not only affect their interactions with the environment, but can also impact their psychosocial development. Therefore, understanding communication interactions in children with special needs is an important thing to do (Awalia, 2022).

Children with special needs are those who require special services or attention in their development. This includes children

with autism spectrum disorders, speech and language disorders, developmental delays, and other disorders that affect their communication abilities. Each type of special need presents its own challenges in communication, which often require tailored approaches and interventions. In this context, the role of parents, educators and therapists becomes very crucial to support the communication development of these children (Amanda & Akbar, 2022).

Communication interactions for children with special needs are different from children in general. They may have difficulty understanding and using verbal and nonverbal language, which are basic components of communication. For example, children with autism may have difficulty understanding facial expressions, voice intonation, or gestures used in everyday communication. This condition can make



them feel isolated and make it difficult to establish meaningful social relationships with other people.

This research aims to identify and analyze communication interaction patterns in children with special needs through a descriptive approach. This approach was chosen because it allows researchers to describe communication phenomena in detail and in depth, as well as to identify the factors that influence these interactions. By describing the communication interactions that occur, it is hoped that this research can provide clearer insight into the needs and challenges these children face (Azmah, 2019).

In an educational context, a deep understanding of communication interactions in children with special needs can help educators and therapists in designing more effective educational and therapeutic programs. Implementing appropriate communication strategies, such as using sign language, pictures, or alternative communication technology, can help children with special needs to more easily express themselves and understand other people. This, in turn, can increase their participation in social and educational activities, as well as strengthen their interpersonal relationships (Wahid & Fauzan, 2021).

Apart from that, the role of technology in supporting communication for children with special needs is also increasingly important. Specially designed communication technologies, such as augmentative and alternative communication (AAC) devices, have been proven to help many children with special needs develop their communication skills. Through this technology, children can learn to communicate more effectively, both in the school environment and at home. However, the successful use of this technology depends largely on a good understanding of each child's specific needs

and how the technology can be integrated into their daily lives.

It is important to recognize that communication interactions with children with special needs do not only involve them individually, but also the environment around them. Supportive environments, such as caring families, inclusive schools, and caring communities, can make a big difference in these children's communication development. Therefore, this research will also explore the role of the environment in supporting the communication interactions of children with special needs, as well as how these interactions can be improved through a collaborative approach.

Even though there are many challenges that must be faced, this research also wants to highlight the potential and abilities of children with special needs in communicating. With the right approach, they can develop good communication skills, which will help them in interacting with others and living a more productive life. It is hoped that this research will provide a deeper understanding of how communication interactions can be shaped and strengthened, so that children with special needs can reach their full potential (Oom Romsih, 2020).

In conclusion, this research seeks to provide a comprehensive picture of communication interactions in children with special needs. Using a descriptive approach, this research will dig deeper into the challenges, strategies and opportunities that exist in supporting these children's communication. It is hoped that the research results can make a significant contribution to the development of more effective and inclusive communication interventions, as well as support efforts to improve the quality of life of children with special needs in various aspects of life (Dasar et al., 2019).

II. RESEARCH RESULTS AND DISCUSSION

This research aims to describe



communication interactions with children with special needs, with a focus on the various challenges they face and the strategies used to overcome these obstacles. Based on the results of observations and interviews conducted with children with special needs as well as educators and therapists, it was found that their communication interaction patterns varied greatly depending on the type of special needs they had. Children with autism spectrum disorders, for example, tend to show difficulty understanding nonverbal communication such as facial expressions and gestures, while children with speech disorders may focus more on limited use of verbal language (Sihombing & Halawa, 2021).

One of the important findings from this research is that the environment plays a big role in influencing the communication interactions of children with special needs. A supportive environment, such as support from family, educators and peers, has been proven to be able to help these children communicate more actively. On the other hand, an environment that is less supportive or less understanding of their special needs tends to exacerbate the communication difficulties they experience. This emphasizes the importance of an inclusive and collaborative approach in supporting the communication development of children with special needs (Syahyudin, 2020).

In addition, this research also found that communication technology plays an important role in facilitating more effective communication interactions. The use of augmentative and alternative communication (AAC) devices, such as drawing boards or communication apps on tablets, has helped many children with special needs better express their thoughts and feelings. However, the effectiveness of these technologies depends largely on how the devices are used in everyday contexts and how well their use is adapted to the

child's specific needs.

In this study, it was also found that personalized communication strategies based on children's individual needs are very important. For example, children with autism spectrum disorders may be more responsive to visual communication than verbal communication, so strategies such as using pictures or videos are more effective for them. On the other hand, children with speech disorders may need intensive practice in using verbal language with the support of visual cues to strengthen their understanding.

Further discussion shows that despite the many challenges faced, children with special needs have great potential to develop in their communication skills. With the right intervention, they can learn to communicate more effectively, which not only improves their ability to interact with others but also increases their sense of self-confidence and independence. This shows the importance of a holistic approach that integrates multiple intervention methods, including social support, education, and technology.

The research results also show the need for more training and support for educators and therapists in working with children with special needs. Many educators feel they are not sufficiently equipped with the skills and knowledge necessary to effectively support these children's communication. Therefore, a more structured and sustainable training program is needed to ensure that all parties involved in the education of children with special needs can provide optimal support.

Additionally, these findings highlight the importance of parents' active involvement in their children's communication processes. Parents who are actively involved in their children's communication therapy and education tend to see more significant progress in their children's communication skills. This suggests that family-engaged interventions, which provide parents with the



knowledge and tools they need to support their children at home, are critical.

However, this research also identified several challenges that still need to be overcome, such as limited access to resources and communication technology in several areas. Children with special needs in rural areas or in families with limited economic resources often do not have adequate access to the communication aids they need. This shows the need for more inclusive policies and a more equitable distribution of resources to support all children with special needs.

As a conclusion from the results and discussion of this research, it can be concluded that communication interactions for children with special needs are a complex process and are influenced by various factors, including the type of special needs, environmental support, use of technology, and the involvement of families and educators. These findings underscore the importance of a holistic and coordinated approach in supporting the communication development of children with special needs, as well as the need for policies that support broader access to communication resources. With the right support, these children can develop better communication skills, which will help them reach their full potential in life.

III. CONCLUSION

This study shows that communication interactions in children with special needs are influenced by various factors, including the type of special needs, environmental support, use of technology, and involvement of families and educators. Although these children face challenges in communicating, with a holistic and coordinated approach, including the use of personalized communication strategies and appropriate technology, they have great potential to

develop effective communication skills. Therefore, it is important to continue to improve support and access to resources that can help children with special needs reach their full potential in interacting and communicating.

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