

ABSTRACT

Children with special needs are children who have physical, mental, or social differences compared to typical children. Children with special needs require the same educational support to develop their potential and achieve optimal growth. In West Java, there are approximately 400 Special Education Schools (SLB) spread throughout the region. Just like regular schools, teaching and learning processes also occur in SLB-B, with interactions between teachers and students. However, what sets SLB-B apart is the more intense interpersonal communication. This research is qualitative, following a constructivist paradigm. Data collection techniques for this study include observation, interviews, and documentation. The data obtained from these techniques will be presented in narrative form. The findings of the study show that the interpersonal communication process between teachers and students at SLB Filial in Bekasi City utilizes a total communication approach. In the teaching and learning process, the teacher plays the role of the main communicator. The teacher is key to the success of communication in learning. Meanwhile, students at SLB Filial Bekasi City act as communicants, with the focus on the learning process guided by communication approaches that adhere to the rules set by the school.

Keywords: *Children with Special Needs, Interpersonal Communication, Communication Patterns.*