

ABSTRACT

SLB-C is a special school primarily designated for students categorized as intellectually disabled. However, SLB-C Sumber Sari in Bandung City, in practice, accommodated a broader range of special needs, including autism, Down syndrome, ADHD, ADD, and multiple disabilities. Due to inherent limitations in teaching staff, a single teacher often managed students with diverse conditions within the same classroom. This study, therefore, aimed to meticulously analyze how communication was effectively facilitated through the strategic implementation of various learning media by teachers for these children with special needs at SLB-C Sumber Sari's high school level. A qualitative research approach was meticulously employed. The compelling results of this study indicated that the forms of learning media consistently applied by teachers to children with special needs at SLB-C Sumber Sari were remarkably diverse. These included graphic media, audio media, still projection media, and various game-simulation media. The strategic utilization of these learning media in communication by the four high school level teachers with students with special needs at SLB-C Sumber Sari distinctly represented the four established classifications of learning media according to Jalinus & Ambiyar. This underscored that teachers at SLB-C Sumber Sari functioned as highly adaptive users and innovative creators of media in their dynamic interactions with their special needs students.

Keywords: *Communication, Learning Media, SLB Teacher*