

ABSTRACT

Down syndrome child is a child with special needs classification in the specification of mentally disabled who have limited ability to speak, the ability to focus on something and the ability to learn which can adversely affect their development. These deficiencies make the education given to children with down syndrome will vary with education for other children. The purpose of this research is to know how the interpersonal communication process carried out by special-ed teacher and students with down syndrome in learning life skills that the child is able to help themselves in the future so it does not depend on others. This study used case study method. The key informants in this study amounted to 5 people consisting of 2 special-ed teacher and three students with down syndrome in SLB - C Sukapura Bandung. Learning life skills activities to vocational skills are not applied for Down syndrome children in primary school. There are four learning activities life skills in SLB - C Sukapura is proficiency in self-knowledge, proficiency in rational thinking, proficiency in socializing and proficiency in academic each - each requiring interpersonal approach to the principle of learning for children with down syndrome is the principle of love, the principle keperagaan and habilitation and rehabilitation principles.

Keywords: Interpersonal Communication, Children with Special Needs, Down Syndrome.