

ABSTRACT

This study aims to explore the implementation of family communication in enhancing the intellectual independence of children with special needs, specifically those with intellectual disabilities, at the SLB C Terate Foundation. The background of the study identifies the issue of congenital abnormalities in newborns in Indonesia, as well as the increasing number of people with disabilities, particularly those with intellectual disabilities, both nationally and globally. The theory utilized is the Family Communication Pattern Theory (FCPT) to understand family communication patterns in this context. The research method employs a qualitative approach with interviews as the data collection instrument. The results of the study indicate variations in family conversation orientations toward children with intellectual disabilities, with high, low, and collaborative conversation orientations affecting their development differently. Effective communication implementation involves consistent emotional support, direct guidance in completing tasks, providing space for children's initiatives, creating an open and warm communication environment, collaboration between families and teachers, and the appropriate use of communication strategies. The implications of these research findings provide practical guidance for families and educational institutions in facilitating the intellectual independence of children with intellectual disabilities. This research contributes to understanding the importance of family communication in supporting the development of children with special needs, highlighting the need for a holistic and collaborative approach to providing support for them. Thus, this study has significant implications in the field of inclusive education and the development of a more equitable society for all individuals.

Keywords: *Family communication, Independence, Children with intellectual disabilities*