



Communication Models and Intervention Strategies for Children with Multiple Barriers: Literature Review

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Abstract: Children with multiple disabilities often experience communication difficulties due to a combination of sensory, physical, and cognitive barriers that affect their ability to interact socially. This article examines communication intervention models and strategies for children with multiple barriers through a literature review. The study was conducted on 20 scientific articles published over the last five years, obtained from various relevant sources. Then analyzed using content analysis. The results of the study show that effective communication interventions include direct communication approaches grounded in empathy, the development of intervention models through research and development (R&D) methods, and the use of Augmentative and Alternative Communication (AAC). Social environmental support, the roles of teachers and families, and adapting interventions to the child's individual characteristics are important factors in successful communication. Therefore, communication interventions need to be designed adaptively and holistically to support communication development and quality of life for children with multiple barriers.

Keywords: Multiple Barriers, Communication Patterns, Communication Interventions, AAC, Literature Review

Introduction

Essentially, humans are social beings who need interaction to survive and build social relationships thru effective communication. Communication is a fundamental skill that is crucial for every individual because it serves to convey ideas, information, and messages, both verbally and non-verbally (Beukelman & Light, 2020). However, communication abilities vary greatly, as not all individuals can communicate typically due to developmental disabilities (Brady et al., 2016). In children with multiple disabilities, these limitations become highly complex because they involve a combination of sensory, motor, and cognitive impairments that restrict their access to the environment (Miles, 2018).

Multiple disabilities refer to a condition where a person has more than one disability occurring simultaneously, creating educational needs that cannot be met by a single disability program alone. This condition often results in severe communication dysfunction, where children have difficulty expressing their feelings or responding to external stimuli (Widia, 2020). According to Van Dijk (2012), children with multiple disabilities are often

trapped in their own "internal world," requiring a highly personalized and body-movement-based communication approach. Therefore, these communication barriers are not merely a technical issue of language, but a problem of access to meaningful social interaction (Nelson et al., 2021).

Communication problems in this population are often not accurately identified by parents or educators because of the very subtle or unconventional forms of communication. A lack of environmental understanding of children's communication signals can lead to inappropriate handling or even neglect of a child's potential (Pratama, 2022). Researchers emphasize that to achieve optimal support, a comprehensive intervention strategy is needed, such as the use of augmentative and alternative communication (AAC) and tactile sign approaches (McLinden et al., 2016). This article will discuss various relevant communication intervention models and strategies, as well as supporting factors that influence the success of communication development in children with multiple disabilities (Bruce & Bashinski, 2017).

Methodology

This research uses a Literature Review approach, a research method that aims to search for, review, and analyze findings from previous research relevant to the study's focus. Literature Review is defined as a summary of various scientific sources, such as articles, journals, or books, that are relevant to the research topic, thereby providing a strong theoretical basis (Ridwan et al., 2021).

This study examines the limitations and communication patterns of children with multiple barriers. In the process of searching for sources, the strategy includes using several online platforms, such as Google Scholar and e-journals. This utilization aims to obtain articles with publication criteria within the last 5 years to ensure the data obtained is relevant and up to date.

The first step in writing this article is to determine the main topic and research objectives. The next stage is to search for and select literature sources based on keywords that match the study's focus. Next, determine which articles are relevant to the research topic by considering their relevance, suitability, and source quality. The selected articles are then analyzed using content analysis techniques to identify patterns, trends, and important findings related to the limitations and communication patterns of children with multiple barriers. The results of the analysis are then compiled and presented systematically as a basis for drawing conclusions from the research.

Result and Discussion

Based on a review of several previous studies, researchers found that communication problems among children with multiple barriers remain a relevant and recurring issue across contexts. Several articles analyzed show that communication barriers are not only related to individual limitations but are also influenced by interaction patterns, the way the environment responds, and the availability of adaptive communication strategies and media to support the needs of children with multiple communication barriers. These findings provide a basis for researchers to develop a more comprehensive understanding of communication patterns, strategies, and dynamics in children with multiple barriers.

No	Author, Year of Publication and Article Title	Methodology	Result
	Pengembangan Alat Komunikasi Interaktif untuk Tunanetra dan Tunarungu pada Proses Pembelajaran. <i>Didaktika: Jurnal Kependidikan</i> , 13(001 Des), 933-942.		understanding of teaching materials and communication skills by more than 85%. This tool utilizes sound, vibration, and touch sensor technology for two-way interaction, is easy to use, and can be integrated into the curriculum, making it an effective and adaptable tool for supporting the diversity of student needs.
6	Oktavianti, R. N., Sudarto, Z., & Budiyanto, B. (2022). Pengembangan Sistem Isyarat Kunci Komunikasi Sosial Bagi Peserta Didik Multi Disabilities With Visual Impairment. <i>GRAB KIDS: Journal of Special Education Need</i> , 2(2), 86-99.	Research and Development (R&D)	The research results show that the Key Social Communication Cue System Design is effective in helping MDVI children express basic needs such as eating, drinking, sleeping, dressing and toileting. This system uses key cues that emerge through the child's responses, both with and without prompts, and applies theories of social communication, stimulus-response, information processing, and attachment. The results of the feasibility test conducted by educational technology experts showed a 85.71% success rate, indicating that this design is feasible to implement.
7	Wardani, D. (2025). Pendekatan Komunikasi Guru Kepada Banyak Siswa Tunanetra Dalam Proses Pembelajaran Di Yayasan Harapan Baru Dwituna Pendidikan. <i>KESKAP: Jurnal Kesejahteraan Sosial, Komunikasi dan Administrasi Publik</i> , 4 (2),100-108.	Qualitative Descriptive	The research results show that teachers adapt their communication methods to students' needs and conditions through various methods such as touch, tools and routine activities. Five main things were found in the teacher's communication approach, namely openness, empathy, support, a positive learning atmosphere, and equality
8	Dina, M. F., & Harsiwi, N. E. (2025). Strategi Penanganan Anak Tunanetra dan Tunarungu Melalui Pendekatan Personal dan Penataan Lingkungan Belajar. <i>JPGENUS: Jurnal Pendidikan Generasi Nusantara</i> , 3(1), 120-129.	Qualitative Descriptive	The research results emphasize that a personal approach and the use of multisensory media are effective strategies for increasing the involvement of blind and deaf students. Teachers play an important role in adapting learning methods to students' needs and characteristics, while an adaptive learning environment and collaboration among teachers, families, and schools are the main factors in supporting the success of inclusive education.
9	Muanis, A., & Susetyo, B. (2023). Program Intervensi Dini dalam Meningkatkan Kemampuan Bina Bicara (Pengucapan Huruf Konsonan)	Exploratory research method mixed methods research	The research results show how to develop an early intervention program to improve the ability to pronounce consonants, through data collection, ranging from observations, interviews, to documents in formulating a

No	Author, Year of Publication and Article Title	Methodology	Result
	Pada Anak dengan Hambatan Pendengaran. <i>JIIP-Jurnal Ilmiah Ilmu Pendidikan</i> , 6(8), 6376-6382.		hypothetical program for hearing impaired children aged 5 years.
10	Taufiq, N. S., & Fitrananda, C. A. (2020). Bahasa Kasih Pada Tunanetra Anak Di Balai Rehabilitasi Sosial Penyandang Disabilitas Sensorik Netra (BRSPDSN). <i>Communication</i> , 11(2), 154-163.	Qualitative Descriptive	The results of the research show that the love languages of words of affirmation (Word of Affirmation) and service (Act of Service) are the love languages of blind children at BRSPDSN Wyata Guna Bandung. The love that blind children receive can influence how they interact with others.
11	Maulidina, C. A., Taboer, M. A., Zalfalia, E., Amani, D. A., & Jaya, I. (2024). Pola Komunikasi Siswa dengan Hambatan Majemuk. <i>Jurnal UNIK: Pendidikan Luar Biasa</i> , 9(1), 32-37.	Qualitative Descriptive	The results of the research show that there are children with multiple barriers whose communication skills are far below what they should be and need to receive programs to stimulate their communication skills.
12	Rahmania, L., Pratiwi, A. S., & Permana, R. (2020). Pemerolehan Bahasa Pada Anak Berkebutuhan Khusus. <i>Indonesian Language Education and Literature</i> , 6(1), 104-118.	Qualitative Descriptive	The results of the research aim to describe the language acquisition of children with special needs at SDIT Idrisiyyah Tamansari, Tasikmalaya City, West Java. Data were obtained by directly observing the research subject, one of the children. The documentation results obtained are based on recordings of activities both in class and outside of class for one of the children who were used as a research subjects. From these recordings, researchers can examine children's language acquisition in syntax, including single sentences, compound sentences, phrases, and clauses.
13	Mahendra, O. (2020). Komunikasi Nonverbal Pada Pola Interaksi Berkebutuhan Khusus Tunaganda Di Masyarakat. <i>Jurnal Khatulistiwa Informatika</i> , 20(1), 90-95.	Qualitative Descriptive	The research results show that their communication patterns are greatly influenced by the extent of their limitations and by the social environment's ability to understand and respond to this form of communication. Support from family, community and educational staff is an important factor in creating inclusive and meaningful interactions.
14	Naufal, M. F., & Husnita, H. (2022). Pola Komunikasi Interpersonal Penyandang Disabilitas Ganda. <i>Borobudur Communication Review</i> , 2(2), 67-73.	Qualitative Descriptive	The research results show that a responsive family and environment can help build the self-confidence and communication skills of people with multiple disabilities. Warm, empathetic interactions are the key to forming healthy, productive interpersonal relationships. This research also highlights

No	Author, Year of Publication and Article Title	Methodology	Result
15	Pramesti, I. G., Pienrasmi, H., & Poyo, M. D. (2025). Komunikasi Interpersonal Guru dan Murid (Studi Kasus Murid Tunarungu dan Tunawicara di SLB Pelita Kasih). <i>Edutik: Jurnal Pendidikan Teknologi Informasi dan Komunikasi</i> , 5(4), 1204-1216.	Qualitative	the importance of training people around people with disabilities so they can communicate effectively and inclusively. The research results show that interpersonal relationships built with empathy and attention can increase students' motivation to learn. Teachers not only act as instructors, but also as emotional companions who understand students' special needs. Effective communication between teachers and students creates a conducive learning atmosphere, where students feel valued and are able to express themselves even with limited verbal communication
16	Andreansyah, R., Purnomo, A. M., & Setiawan, K. (2024). Penerapan Komunikasi Non Verbal di Yayasan Penyandang Disabilitas. <i>Karimah Tauhid</i> , 3(1), 726-738.	Qualitative Descriptive	This research emphasizes the importance of understanding and implementing appropriate non-verbal communication in supporting the social participation and learning of children with hearing and speech disabilities. It is hoped that these findings will provide input for mentors, parents, and foundation managers to improve the quality of interactions and inclusive education.
17	Rensfeld Flink, A., Thunberg, G., Nyman, A., Broberg, M., & Åsberg Johnels, J. (2024). Augmentative and alternative communication with children with severe/profound intellectual and multiple disabilities: speech language pathologists' clinical practices and reasoning. <i>Disability and Rehabilitation: Assistive Technology</i> , 19(3), 962-974.	Mixed Methods	The research results show that there are many different augmentative & alternative communication methods & devices used
18	Rohadatul'Aisy, N., Nurkholifah, D. R., Nurfadilah, A., Homdijah, O. S., & Akhlan, R. N. R. (2024). J-NEEDS: Komunikasi Alternatif dan Augmentatif bagi Multiple Disabilities. <i>JlIP-Jurnal Ilmiah Ilmu Pendidikan</i> , 7(8), 8012-8017.	Quantitative Descriptive	The research results show that alternative & augmentative communication media/tools are effective for children with complex communication needs/multiple disabilities
19	Kibayasi, F. S., & Nihuka, K. A. (2025). Impact of Augmentative and Alternative Communication Devices in	Mixed Methods	The results of the research show that the use of Augmentative Alternative Communication has a significant impact, namely, increasing reading fluency, reading comprehension, and

No	Author, Year of Publication and Article Title	Methodology	Result
	Promoting Reading Skills in Pupils with Multiple Disabilities in Primary Schools in Morogoro Municipality, Tanzania. <i>Asian Journal of Education and Social Studies</i> , 51(10), 488-495.		interest in reading material among students with multiple disabilities.
20	Lancioni GE, Singh NN, O'Reilly MF, Sigafoos J, Alberti G, Fiore A. People with intellectual and multiple disabilities access leisure, communication, and daily activities via a new technology-aided program. <i>Front Psychol.</i> 2022 Sep 7;13:994416. doi: 10.3389/fpsyg.2022.994416. PMID: 36160503; PMCID: PMC9490367.	Quantitative	The research results show that technology program help students with multiple disabilities for access activities, perform phone calls, and communicate.

The results of the literature review, from articles 1 to 20, discuss intervention models and strategies for communication in children with multiple barriers.

Reviewing articles 1, 10, and 11, researchers can see similarities in the communication patterns of children with multiple barriers. This similarity lies in the emphasis on direct (primary) and interpersonal, relationship oriented communication interpersonal. These three articles show that effective communication with children with multiple barriers is achieved through a combination of verbal and nonverbal cues, such as body movements, helpful actions during daily activities, and adjustments in speaking style. Affection, empathy, and emotional attachment are the main factors so that children feel comfortable, are able to understand messages, and have the desire to be involved in the communication process, even with different communication abilities. In retrospect, the 1st article emphasizes a circular communication pattern with adjustments and feedback based on the child's mood and character. Then the 10th article focuses on the concept of love language for blind children.

Furthermore, in the 11th, 2nd, 3rd and 9th articles, there is more focus on children with single barriers, including children who are deaf, blind and other types of children with special needs. The main focus of these four articles lies in the acquisition of sentence structure in children, so language acquisition is certainly very late. Meanwhile, in the 4th, 5th, and 6th journals, researchers identified similarities in the methods used, namely the research and development (R&D) method as the primary approach for developing communication intervention models for children with multiple barriers. All three of these articles design intervention products such as UDL-based CSOM guides, interactive communication tools, and key signal systems. Apart from that, the three articles also

emphasize that the products developed have proven effective in improving children's communication skills and independence in everyday life.

The significant differences among the three articles above are the type of product developed, the target user, and the communication intervention technique. The fourth article focuses on the development of a UDL-based CSOM learning guide in audiobook form for MDVI students, with the aim of improving orientation, mobility, and social and communication skills. The fifth article focuses on technology-based interactive communication tools for children with visual and hearing impairments to support learning. Meanwhile, the 6th article places more emphasis on the key social communication signal system based on habits and children's basic needs for MDVI.

In the 7th, 8th, 13th, 14th, 15th, and 16th articles, researchers found the same relationship regarding the emphasis on the importance of the social environment among children with multiple barriers, although the contexts of the six articles need to be compared return. The 7th and 15th articles discuss interpersonal communication between teachers and students, where the learning motivation of students with multiple obstacles can increase when the teacher shows empathy, warmth, and understanding of the child's character, so that the child feels safe and can express himself. Meanwhile, articles 8, 13, 14, and 16 expand our perspective beyond the classroom by describing how approaches in the school environment and nonverbal communication at home and in the community can determine the extent to which children with multiple barriers can participate in the social environment.

Then, in the 17th, 18th, 19th and 20th articles, the discussion focuses on technology-based interventions, namely Augmentative and Alternative Communication (AAC). Explicitly, this method is indicated for children with severe intellectual disabilities and also children with multiple obstacles. The focus of Article 17 emphasizes selecting AAC that is tailored to the child's abilities. In the 18th article, the discussion focuses on how effectively AAC media is used for children with quite complex communication needs. The 19th article positions AAC as a reading aid rather than just a tool to meet basic needs for children. Meanwhile, in the 20th article, researchers Lancioni et al (2022) discuss the use of AAC to improve the quality of life more broadly, not just in the classroom.

Sunanto, (2013) emphasizes that communication is the main obstacle experienced by children with multiple barriers. The absence of effective communication can leave children isolated and increasingly helpless due to their inability to interact. If we look back at the 1st, 10th and 11th articles, researchers found a similar pattern showing a direct communication approach through a combination of simple verbal, such as speaking slowly "Want to drink?", and nonverbal through guiding gestures, smiles and eye contact.

From these three articles, it can be concluded that the love and empathy of parents/teachers can make children feel safe and understand the message more easily, as well as the desire to participate, even though their abilities are quite limited. Therefore, teachers must continue to provide more intensive guidance and stimulus through daily routines to improve communication and social interaction for children with multiple obstacles, as well as monitoring children's progress regularly so that they can reach their maximum potential.

Apart from that, another method that can be used to intervene with children facing multiple obstacles is the research and development (R&D) approach. This method aims to create, develop, and validate a product or model whose effectiveness has been tested. As said by Borg and Gall (1983/2003) R&D is part of a systematic process to produce effective products. This is in accordance with the findings of the 4th, 5th, and 6th articles, which both use the R&D method as the main approach to develop communication intervention models for children with multiple disabilities. From these three articles, researchers can see specific product results, including a CSOM Guide, interactive communication tools, and a system of key requirements. Therefore, researchers believe that the R&D method is the result of a model that is not just passing through. just a concept, but an effective tool that can be applied directly by teachers and parents.

After the intervention was developed through Research and Development (R&D), researchers obtained a technology-based method that was very relevant and tested for children with severe mental retardation and children with multiple obstacles, as mentioned in the 18th article. Augmentative and Alternative Communication (AAC). This method of communication is used by someone other than through verbal speech; it can take the form of pictures, signs, communication boards, or sophisticated electronic devices.

Sigafoos, O'Reilly, & Reichle (2008) emphasized that interventions must be evidence-based and tailored to the child's unique abilities. This is of course related to the discussion in article 17, regarding the emphasis on choosing the right AAC so that the communication system can actually be used by children. Apart from that, in the 19th article, a relationship is supported by a framework that suggests integrating AAC into the educational curriculum. Therefore, the researchers concluded that AAC is a technology-based intervention that is needed for children with multiple disabilities. Not only does it function as a basic communication tool, but AAC itself has evolved into a major facilitator that impacts four crucial aspects: personalization, complexity, literacy, and quality of life.

Conclusion

Communication problems in children with multiple barriers are a complex issue that is influenced by individual limitations, social interactions and social support from the surrounding environment. Communication barriers experienced by children are not only related to aspects of language ability, but are also closely related to emotional, social factors and the availability of communication strategies that suit the child's needs. The results of the study show that an effective communication intervention model for children with multiple barriers is delivered through a combination of simple verbal and nonverbal communication, oriented towards interpersonal relationships, empathy, and child comfort. Research and development (R&D) methods have proven relevant for developing applicable communication intervention models, such as learning guides and adaptive communication tools. In addition, the use of Augmentative and Alternative Communication (AAC) plays an important role in supporting children's communication, literacy and quality of life. Thus, communication interventions for children with multiple barriers need to be tailored to individual needs and supported by collaboration between teachers, families and the surrounding environment.

Based on these findings, practical recommendations include the consistent application of individualized communication strategies in educational and home settings, the integration of AAC tools into daily learning activities, and strengthened collaboration among teachers, families, and related professionals to ensure intervention continuity. Furthermore, future research is recommended to empirically examine the effectiveness of specific communication intervention models for different types of multiple barriers, to explore the long-term impact of AAC-based interventions on children's independence and social participation, and to expand research across diverse educational contexts to strengthen the generalizability of findings.

Communication problems in children with multiple disabilities are a complex issue influenced by individual limitations, social interaction, and environmental support. From these findings, the researchers want to emphasize that effective interventions should combine simple, empathy-based verbal and nonverbal communication. Based on these results, the researcher recommends consistently implementing individual communication strategies in both school and home environments, thru the integration of Augmentative and Alternative Communication (AAC) tools into daily activities. Additionally, strengthening multidisciplinary collaboration between teachers, families, and professional staff is necessary to ensure the sustainability of interventions. For future research, the researcher suggests empirical testing of the intervention model's effectiveness on more specific types of barriers, as well as longitudinal studies to explore the long-term impact of AAC use on children's independence and social participation in broader educational contexts.

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