

Counseling Guidance for Children with Special Needs

Widiya Aris Radiani

Univeristas Islam Negeri Banjarmasin

Abstract

Children with special needs have many conditions, such as specific disabilities, autism spectrum disorders, attention and hyperactivity disorders, learning disorders, and other conditions that affect their ability to learn and interact with their environment. Guidance counseling for children with special needs plays an important role in helping them face challenges and optimize their potential. Children with special needs face challenges in education and social-emotional development that require special attention. The integration of counseling services in an inclusive education system can improve the academic achievement and psychological well-being of children with disabilities. This research examines the evaluation of counseling services for children with special needs. The method used was a literature study with the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) approach to review relevant literature from 2014 to 2024. The results showed that only a small proportion of children with special needs have adequate access to appropriate counseling services. There is an urgent need to improve the quality and accessibility of these services. The counselor to student ratio is far from ideal. In addition, there is a shortage of trained professionals, limited resources and social stigma or lack of understanding of children with disabilities in the community, limited school budgets and a lack of collaboration between schools, families and mental health professionals. The right counseling approach can improve the adaptability and social skills and emotional development of children with disabilities. In providing guidance and counseling to children with disabilities, understanding and adjusting to the needs and characteristics of children is a priority to provide maximum results. In addition, there are ways to improve the accessibility of guidance and counseling services by utilizing technology such as digital devices and online platforms.

Key words: Guidance, Counselling, Children with Special Needs

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INTRODUCTION

Children with special needs are a group that requires special attention, both in education and social-emotional development. Children with special needs have many conditions, such as specific disabilities, autistic spectrum disorders, attention and hyperactivity disorders, learning disorders, and other conditions that affect the child's ability to learn and interact with their environment.

Recent research shows that counselling plays an important role in helping children with disabilities face challenges and optimize their potential. Research has also found that the right counseling approach can improve the adaptability and social skills of children with disabilities and support their emotional development.

Counseling for children with disabilities is becoming increasingly important in inclusive education. Counseling services can improve the academic performance of children with disabilities and their psychological well-being. It is proven that a holistic approach that combines academic, social and emotional support helps children with disabilities adjust to the regular school

environment.

The use of digital tools and online platforms during the counseling process can increase the accessibility of services and enable more personalized and timely interventions. However, it is crucial to use these technologies with consideration of each child's unique needs and limitations.

Although there have been advances in counseling for children with special needs, there are still challenges to overcome. Some of the main issues identified include the lack of specially trained professionals, limited resources and the persistence of social stigma towards children with disabilities. Therefore, continuous efforts are needed to improve the quality and accessibility of counseling services for children with disabilities, as well as educating the community to create a more inclusive and supportive environment.

In addition to the challenges mentioned, there are a number of common issues in counseling practice for children with special needs that require special attention. A comprehensive study showed that there are difficulties in effective communication, with children with disabilities often experiencing language or cognitive barriers. In addition, there are limitations in adapting standard counselling methods to meet the unique needs of children with special needs, a lack of collaboration between counsellors, educators and families, and challenges in dealing with complex behavioural issues. Further emphasis was placed on the importance of developing more adaptive and evidence-based strategies to address these issues and increasing specialized training for counselors working with this population.

Several important findings related to the implementation of counseling for children with special needs are significant. Longitudinal studies in several developing countries reveal that only 30% of children with disabilities have adequate access to counseling services that meet their needs. In addition, research has also found that schools that successfully integrated special counseling programs for children with disabilities experienced an increase in student retention rates of up to 45% and improvements in school climate.

Meanwhile, a meta-analysis of 50 international studies showed that counseling interventions involving family support and social skills training had a significant positive impact on the development of children with disabilities, with an average effect size of 0.72. However, there are still gaps in the availability of trained counselors, with the counselor-to-student ratio for children with disabilities in many countries still far from ideal at 1:250, compared to the recommended 1:50 for children with disabilities.

In Indonesia, the implementation of counseling for children with special needs still faces many challenges. Recent research shows that only 45% of inclusive schools in Indonesia have a special counseling program for children with disabilities. In addition, the study found that the ratio of counselors to students with special needs in these schools is very high at 1:180, which far exceeds the ideal standard.

A national survey conducted by the Ministry of Education and Culture in 2021 revealed that only 38% of counseling teachers in inclusive schools had received special training to work with children with disabilities. Furthermore, some of the main barriers to the implementation of counseling for children with disabilities in Indonesia include a lack of public understanding of the importance of these services, limited school budgets and a lack of collaboration between schools, families and mental health professionals. However, some innovative initiatives have begun to develop, such as an online training program for counselors with children with disabilities that has reached more than 5,000 teachers in 25 provinces, indicating positive efforts to improve the quality of counseling services for children with disabilities in Indonesia.

Overall, it is clear that counseling for children with disabilities requires an approach that is appropriate to the needs and characteristics of each child. This approach must consider various aspects, so counselors dealing with children with disabilities must have in-depth knowledge of the various conditions and strategies for dealing with children with disabilities.

Although there are many studies that discuss counseling guidance for children with special needs, there are not many studies that examine more deeply what is needed in providing counseling guidance services and evaluating programs for children with special needs tailored to the educational context in developing countries.

To be able to achieve the best service in counseling guidance, various preparations are needed, one of which is by reviewing a lot of related literature, which is part of the purpose of this research, namely to understand and evaluate counseling guidance service programs for children with special needs in schools so that they can be optimized in meeting the needs of children with special needs. This is expected to add insight into counseling guidance for children with special needs.

METHODS

The research method applied in this study is descriptive research with a literature study approach or literature review. Literature study is a data collection method that focuses on finding information through various documents, including writings, books, journals, images, and electronic documents that are relevant to support writing and are related to the research topic, in order to produce writing related to a particular issue.

This literature study uses the SPIDER approach, which according to Methley (2014), can be applied in both qualitative and mixed methods research. SPIDER is an acronym for Sample, Phenomenon of Interest, Design, Evaluation, and Research type.

In this study, the Sample (S) category includes counseling teachers, students with disabilities, accompanying teachers, and relevant literature. Phenomenon of Interest (PI) focuses on Counseling Guidance, Design (D) uses literature review from various sources, Evaluation includes Counseling Guidance, and Research type (R) includes quantitative, qualitative research, and literature review conducted from 2014 to 2024.

The search for research articles was conducted through open access channels such as Google Scholar, PubMed, and Harzing's Publish or Perish. The selected articles met certain criteria, namely published between 2014 and 2024, using Indonesian or English, and were original articles (research articles).

RESULTS AND DISCUSSION

After searching for scientific articles through Google Schoolar, PubMed and Harzing's publish or perish channel, several suitable articles were found, as follows:

Tabel 1. Analyzed Articles

Author Name	Year	Research Objectives	Participants	Design and Methods of Collection Data	Findings	Implications
Lia Mareza, Agung Nugroho	2019	to provide an overview of the importance of the implementation of counseling for children with special needs in terms of psychological, socio-cultural aspects of the development of science and technology.	Teachers, principals and children with special needs	The research method used is descriptive qualitative research, by describing the implementation of counseling in schools, through observation, interviews, and documentation.	Counseling is a primary need for children with special needs, this is due to several aspects such as psychological or emotional instability compared to the ability to socialize in society such as the influence of bullying or social pressure, to the ability to socialize children with special needs who must be followed as a form of interaction from cyberspace or the use of advanced technology. The implication of this research is that counseling is actually the basic foundation of research on children with special needs which is useful as an identification of potential and talent as well as efforts to solve problems that	Can develop an integrated counseling program, increase awareness and training for educators, emphasize prevention and handling of bullying, utilize technology to support counseling, identify and develop students' potential talents.

					occur in children with special needs.	
Desi Ambarrahmi, Rizqi Fajar Pradipta	2022	to find out the implementation of counseling guidance services	Counseling Teachers and Students with Special Needs	Descriptive qualitative methodology. The research was carried out using interview, observation and documentation techniques.	1) in implementing the types of services provided, including orientation services, information, placement and distribution, learning, content mastery, individual counseling, group guidance, group counseling, consultation services, and mediation services; 2) the types of services that are implemented quite well include learning services, content mastery services, individual counseling, group guidance and consultation services. Meanwhile, services that have not been maximized include	It is possible to increase service implementation standards, increase professional capital, improve facilities and infrastructure, strengthen cooperation between parties, carry out periodic monitoring and evaluation and adjust service delivery standards.

					orientation services, information services, placement and distribution, group counseling and mediation services; 3) Factors that can influence include a lack of professional capital, implementation that does not meet the standards for providing BK services. Lack of cooperation from the school in services for ABK. Lack of facilities, means and infrastructure. As well as intrinsic factors of the school.	
Norafifah Bali, Mohamad Hashim Othman	2017	Understanding multicultural counseling competencies and the involvement of guidance and counseling teachers in providing services to students with special needs	Guidance Counseling Teacher in several schools on the West Coast of Sabah who implement the Individual Learning Program.	Data collection methods involve in-depth interviews and document analysis. In-depth interviews are used to obtain information from knowledgeable individuals	In some schools, it appears that guidance and counseling teachers do not provide counseling services to students with special needs. Experience in special education and presence in an	Counseling guidance can help children with special needs to become part of services for children with special needs in helping their development and teachers can improve their abilities

		in inclusive schools		regarding the topic under study, while document analysis involves the use of service logbooks, circulars, client reference lists, and other relevant documents.	inclusive education setting are important factors in improving counselors' multicultural competence. Experience interacting with multicultural communities and understanding other cultures also increases counselors' awareness and sensitivity in providing services	in providing counseling guidance services.
Novida Nurhayati, Bakhrudin All Habsy, Budiyanto, Endang Pudjiastuti k Sartinah	2023	To describe and understand resilience in children with special needs and the importance of guidance and counseling services for them	Literature research with secondary data obtained from journals, books and articles relevant to the topic of children with special needs	Literature study method by collecting data from journals, books and articles which are analyzed descriptively according to the research problem	Children with special needs need resilience to face the difficult situations and discrimination they often experience. Internal factors that influence resilience include emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. Guidance and	Guidance and Counseling services need to be provided to ABK so that children can overcome difficult problems in their lives

					counseling services have an important role in helping children with special needs develop ABK resilience.	
Nur Ai ni, Syuhaila Anwar, Sinta Amalia, Rosita Dongoran	2024	To understand the importance of guidance and counseling for children with special needs (mental retardation) in schools inclusion	Important Information, namely books used as the main research aid about guidance and advice for children with special needs and books or other references as diaries and logic tests that are still seen as valid for this exploration.	Collecting information in this research is by collecting literature sources related to the object of exploration that will be considered, by dissecting the information in this exploration using a clear examination strategy.	services that can be applied to crew members are information services, services orientation, service consultation, service placement and distribution and mediation services. And good guidance and counseling for children with special needs cannot be separated from the cooperation of parents, teachers and students.	Counseling needs to be implemented in inclusive schools to assist ABK with various techniques
Rahmat Hidayat, Ulfatmi, Afnibar, Gusril Kenedi	2023	Understanding about counseling for children with special needs.	Literature research	Library research. Which library research is research carried out in libraries or museums on materials in the form of books, magazines or other	There are many types of problems Individuals who represent the term ABK, so that at all levels and educational elements of the party Related must	The approach to ABK needs to be more integrated, inclusive and knowledge-based in dealing with the problems faced by ABK in the educational environment.

				documents	know the basic knowledge and models of ABK assessment. Almost all types of Guidance and Counseling services provided in schools can be used for ABK problems, meaning there is no difference between ABK and individuals who are considered normal. The crew problem is a collective problem, problems of our civilization, so the scientific dimension of Guidance and Counseling must be able to answer them this problem.	
Muhammad Awwad	2015	To understand the urgency of guidance and counseling services for children with special needs	library research with a qualitative descriptive approach	library research with a qualitative descriptive approach	This article describes the character and types of children with special needs accompanied by problems. psychological problem that he can	Handling crew members requires a comprehensive, multifaceted and integrated approach, and involves various

					<p>experience. Apart from that, the author also describes the factors that cause physical and psychological disorders in children with special needs and the forms of guidance and counseling services that can be provided for children. special needs. The nature of guidance and counseling is not only oriented on problem solving (curative-corrective), but the nature of guidance and counseling such as preservative, preventive and developmenta l can also be applied to children with special needs.</p>	<p>methods and strategies to support the welfare and optimal development of crew members.</p>
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Tatang Agus Pradana, Susilawati	2023	To understand intervention strategies for guidance and counseling services for children with needs special	library research with a qualitative descriptive approach	library research with a qualitative descriptive approach	Intervention strategies for children with needs specifically differentiated by type special needs of children.	Intervention strategies for ABK must be adaptive and specific according to their special needs. A personalized and assessment-based approach will help to provide more effective support and support each child's optimal development.
Imroatul Lutfiyah, Uswatun Hasanah, Maya Aprilia Saputri, Maya Widiyanti	2023	know how to handle or provide guidance and counseling services for children with needs, both in special schools and in inclusive schools	library research with a qualitative descriptive approach	library research with a qualitative descriptive approach	Every child with special needs is very vulnerable to individualistic differences and every child with special needs has the potential to require intervention from his or her developmental environment. Guidance and counseling teachers have a very big influence and important in stimulating students' learning and helping to resolve	the need for an individualized approach in intervention for ABK, the central role of guidance and counseling teachers in supporting and motivating students, as well as the importance of developing and implementing effective and adaptive guidance and counseling programs.

					problems or learning difficulties they face in realizing guidance programs and counseling at school.	
Laela Nurhasanah	2021	Get to know the position of tutorials and internal counseling level of ABK learning services at school -recognize what are the ways to improve ABK learning -know the learning service process for ABK at school.	Study of literature	Qualitative research with a literature study design	Guidance and counseling is important for ABK and development counselor competency as a teacher as well as friends telling stories about ABK students at school. Inclusive education does not discriminate against the shortcomings and abnormalities of ABK, and should focus on overcoming all obstacles or barriers for ABK Study.	Guidance and counseling play a key role in supporting ABK, with the need for developing counselor competency and implementing an inclusive education approach that does not discriminate. This includes adjustments in teaching methods and effective support and collaboration between the various parties involved in ABK education.

Elviana	2019	Knowing the implementation of counseling guidance services for ABK and the obstacles faced in implementing counseling guidance for ABK at SMPN (inclusion) 1 District. Biruen.	Counseling teacher and school principal	Qualitative descriptive, through interview and observation techniques to the subjects in this research are guidance and counseling teachers and school principals	The implementation of counseling guidance services for crew members has not been effective because there is no effective guidance service unit specifically in provide guidance services.	To increase the effectiveness of guidance and counseling services for ABK, it is necessary to establish a special service unit designed to meet the unique needs of ABK. This includes providing adequate resources, specialized training, regular evaluation, and good integration with the existing education system.
Desi Ambarrahmi Ramadhanti, Rizqi Fajar Pradipta	2022	Knowing the implementation of counseling guidance services at MTs Ar-Royan	5 people, namely guidance and counseling teachers, students with special needs	Qualitative descriptive, with the subject being guidance and counseling teachers and students special needs with a total of 5 people, using interview, observation and documentation techniques	Guidance and counseling services, taking into account conditions and abilities and adapting to student needs and factors affecting services, namely lack of knowledge regarding inclusion and crew members, lack of	There is a need to increase staff knowledge and skills regarding inclusion and ABK, develop professional capital, and strengthen preparations for implementing inclusion. A more focused and systematic approach in planning and

					professional capital in their field, lack of consolidation in preparation for implementation on inclusion.	implementing guidance and counseling services will increase the effectiveness of support for students with special needs.
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DISCUSSION

There is evidence that counseling is essential for students with special needs, with many studies indicating that the integration of counseling services into inclusive education systems can improve the academic performance and psychological well-being of these children. Counseling is crucial for children with special needs as it improves their adaptability and social skills and helps them face challenges in the regular school and social environment. It also supports the emotional development of children with disabilities, helping them cope with stress, anxiety and psychological distress. Overall, these services contribute to the social and emotional well-being of children with disabilities, enabling them to develop optimally in an inclusive and supportive environment.

The general goal of counseling guidance is to help counselees achieve optimal development in accordance with their potential. This can be broken down based on the various problems faced by the counselee, such as changing inappropriate behavior, learning to make decisions, and preventing problems from arising.

The main challenges in implementing counseling for children with special needs include the lack of specially trained professionals to work with children with special needs and limited resources in many schools. In addition, social stigma against children with disabilities is also a significant barrier. Community education and awareness raising are needed to create a more inclusive and supportive environment for children with disabilities.

The issues facing children with disabilities should be seen as a shared responsibility within society and the education sector. This means that the entire education community, including policymakers, parents and the general public, needs to be aware of and support efforts to address these issues collectively.

In addition to addressing existing issues, it is also important to adopt a preventive approach that aims to reduce the likelihood of new problems arising, as well as a developmental approach that focuses on developing children's potential and skills. This will help children with disabilities to develop better and reduce the need for corrective interventions in the future.

Counseling interventions have a very important role in helping children with special needs face challenges and optimize their potential. Appropriate counseling approaches have been shown to significantly improve the social skills and emotional development of these children. In the context of inclusive education, counseling becomes even more important as children with special needs require special attention in their education and social-emotional development.

Guidance and counseling programs in schools need to be designed with students' specific needs in mind. The program should include elements such as individualized assessment, tailored intervention strategies and ongoing support. Handling children with special needs must cover

various aspects, from understanding the character and type of psychological problems experienced to the factors that cause and impact them. This suggests that education and counseling professionals need to have a deep understanding to deal with children with disabilities as a whole.

Education and counseling professionals should receive specialized training on the different types of special needs and appropriate intervention strategies. It is important to provide training and continuing education for counselors and education staff on the concept of inclusion and the needs of children with disabilities. This will increase understanding of effective ways to support students with disabilities. In addition, access to relevant resources such as guides, current research and case studies on inclusion and children with disabilities can help expand staff knowledge and skills.

Collaboration between various professionals in education and mental health is essential to ensure that all aspects of a child's needs are effectively met. This includes working with teachers, counselors, psychologists and medical personnel to design and implement appropriate interventions. This collaboration will help in formulating and implementing strategies that best suit the needs of the students and create an inclusive learning environment.

The developmental environment should be supportive and inclusive, creating conditions that allow children with special needs to grow to their potential. This includes providing the facilities, resources and support needed to achieve academic and social success. Counselors need to provide appropriate emotional and academic support to help children with disabilities face the challenges they face and maximize their potential. In addition to their role as teachers, counselors must also function as friends who are ready to listen and understand the experiences and feelings of students with disabilities. This will build a supportive relationship and increase students' self-confidence.

These specialized services should focus on providing services specifically designed for children with disabilities, including psychological guidance, academic support and interventions tailored to individual needs. It also includes efforts to overcome geographical, financial and administrative barriers that may prevent access to services.

A holistic approach that combines academic, social and emotional support has proven to be effective in helping children adapt to the regular school environment. In addition, technological advancements have brought about significant changes in counseling practices, with the use of digital tools and online platforms increasing the accessibility of services and enabling more personalized and timely interventions.

Various studies have also shown the importance of multicultural counseling competencies in providing effective services to students with special needs. Challenges in implementing counseling guidance for children with special needs in Indonesia point to the need for customized counseling services, specialized training for counselors, and an increase in the counselor to student ratio.

Counselors in special education must create an ideal environment where students with disabilities can fully develop. This is because they must recognize that their students have shortcomings, but must also believe that students also have potential that can be developed.

To get results from guidance and counseling for children with special needs, children with disabilities, teachers, and parents must work well together. This cooperation is necessary to build a good relationship between the school and parents or to provide information about learning progress.

Several models can be used to provide services to children with special needs, such as guidance as a constellation of services, guidance as a science of purposeful action, guidance as personal development, and guidance as psychological education.

The focus of counselors in guidance for children with special needs is on self-concept and self-evaluation. In the early stages, counselors should pay attention to how children with disabilities understand themselves and how they think about themselves, and provide follow-up counseling services that may include career guidance.

Evaluations show that each child with special needs requires an approach that is tailored to their individual differences. Interventions should be designed with the uniqueness of each child in mind, including their strengths, needs and challenges. An in-depth and ongoing assessment of individual differences should be conducted to formulate effective intervention strategies, which includes an understanding of factors such as family background, learning styles and emotional needs.

An ongoing evaluation process is important to assess the progress of students with disabilities and adjust the support and guidance strategies provided. This ensures that the support provided remains relevant and effective. In addition, guidance and counseling services need to be evaluated regularly to assess their effectiveness and impact on students with disabilities. This evaluation should involve feedback from students, parents and staff to identify areas for improvement.

Strategies and approaches to guidance services should be adjusted to improve the effectiveness and relevance of services for children with disabilities. Evaluate the inclusion program periodically to assess its effectiveness and make adjustments if necessary. This includes identifying strengths and weaknesses in program implementation.

Overall, this study indicates the importance of counseling guidance in supporting the development of children with disabilities. The implications of these findings are wide-ranging and include the need for policies that support the provision of adequate counseling services in schools. In addition, there is an urgent need for increased specialized training for counselors working with children with disabilities as well as community education to reduce and increase social support. Collaboration is also needed between counselors, educators, families and professionals to create a comprehensive and effective support system for children with disabilities. By addressing the challenges and implementing the recommendations, it is hoped that counseling services for children with disabilities can be optimized to meet their needs and improve their overall quality of life.

On the other hand, this study has limitations, such as a limited sample and lack of longitudinal data. Future research should expand the sample and examine the long-term effects of the counseling intervention.

CONCLUSION

This research was conducted by collecting facts from previous studies and relevant theories. From the analysis of all the articles, it can be seen that counseling services are indispensable for the development of children with special needs. Children with special needs require special attention in terms of their educational and social-emotional development. Counselling has a crucial role in helping these children face their unique challenges and optimize their potential. The integration of counseling services in an inclusive education system can improve the academic achievement and psychological well-being of children with disabilities.

In Indonesia, the implementation of counseling for children with disabilities still faces many challenges, such as a lack of trained professionals, limited resources, social stigma, lack of community understanding, limited school budgets and minimal collaboration between schools, families and mental health professionals. Studies show that only a small proportion of children with disabilities have adequate access to appropriate counseling services and the counselor-to-student ratio is far from ideal. Nevertheless, some innovative initiatives have been developed to improve the quality of counseling services for children with disabilities.

Overall, counseling for children with disabilities requires an approach that is appropriate to the needs and characteristics of each child. Counselors working with children with disabilities should have in-depth knowledge of the different conditions and strategies for working with them. Further research is needed to understand and evaluate counselling service programs for children with disabilities, especially in developing countries. In addition, the literature review could be more focused on forms of counseling services in specific contexts to broaden the results. The role of parents and school teachers also needs to be emphasized in supporting children's development.

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