

Interactive Emotional Counseling Book for Strengthening Emotion Regulation among Students with Disabilities in Inclusive Schools

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ABSTRACT

This study was motivated by the limited availability of guidance and counseling media specifically designed to support emotion regulation among students with disabilities in inclusive schools. Preliminary findings indicated that students with disabilities in mainstream school settings still experience difficulties in recognizing, understanding, and managing emotions. At the same time, teachers require practical, adaptive, and accessible media to support inclusive counseling services. This study aimed to develop an Emotional Counseling Book as an initial counseling medium to strengthen students' emotional awareness and self regulation. The study employed a Research and Development approach adapted from Borg and Gall's development framework, limited to five stages: preliminary study, needs analysis, product planning, prototype development, and initial descriptive review. Data were obtained through preliminary observations, teacher interviews, development documents, and analysis of the media design integrated with an interactive platform. The findings are presented in three aspects: field needs, product specifications, and initial feasibility considerations. The results indicate that students with disabilities need structured support to recognize and regulate basic emotions in inclusive school contexts. The Emotional Counseling Book was designed as a visual, structured, and student friendly medium to help students identify, understand, and manage emotions more independently. Its integration with an interactive platform such as ClassPoint offers an initial model of hybrid counseling media that may encourage more participatory and accessible counseling activities. This study concludes that the Emotional Counseling Book provides a promising initial direction for inclusive emotional counseling media. However, further expert validation, limited trials, and effectiveness testing across different disability groups are required.

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Introduction

Inclusive education in Indonesia continues to develop. However, emotional support services for students with disabilities in mainstream schools have not yet received attention comparable to academic services. In inclusive school practice, support for students with disabilities is often focused more on learning adjustment, curriculum access, and the fulfillment of academic needs, while emotion regulation has not always been addressed through structured guidance and counseling media. In fact, guidance and counseling teachers in inclusive schools are required to understand the diverse characteristics of students and adapt services to the needs of learners with special needs (Indreswari & Ediyanto, 2024). In addition, technology based support and adaptive media are becoming increasingly important because assistive technology can help improve functioning, communication, well being, inclusion, and participation among persons with disabilities (World Health Organization, 2024).

Preliminary data from the development of the Emotional Counseling Book showed that there were 12 inclusive students at junior and senior high school levels in Tegal City. Teachers reported that students still experienced difficulties in emotion management, self regulation, and self confidence. This condition affected teachers' ability to support students' mental health, especially when students needed to recognize, understand, and manage their emotions more independently. These preliminary findings are consistent with Devi and Huwae (2023), who found that emotion regulation is related to resilience among students with disabilities. This means that the ability of students with disabilities to understand and manage emotions is not only important for psychological well being, but is also related to their resilience in facing social and academic pressures.

Emotion regulation is an important component of the psychological development of students with disabilities because it is related to the ability to understand emotional experiences, control responses, and adjust behavior in the social environment of the school. In the context of inclusive education, emotion regulation is also connected to a more equitable social and emotional learning agenda for students with diverse identities and abilities. Cipriano and McCarthy (2023) emphasize that the development of social and emotional learning needs to pay greater attention to the experiences of students from marginalized groups, including students with disabilities. Therefore, emotional support for students with disabilities should not be positioned as an additional service, but as an important part of guidance and counseling practice in inclusive schools.

One relevant approach to supporting emotion regulation is the use of counseling media that are visual, simple, and easy to use. Reading and picture based media remain relevant in psychopedagogical interventions because they can help students connect emotional experiences with symbols, narratives, and reflective activities. Recent studies indicate that bibliotherapy can support emotional understanding, cognitive restructuring, emotional resonance, and social support, although its use still requires careful selection of materials according to readers' characteristics (Liao et al., 2025). Therefore, in the context of students with disabilities in inclusive schools, book based media need to be designed more adaptively, not only as sources of information, but also as counseling tools that facilitate the recognition, understanding, and management of emotions.

On the other hand, the development of educational technology opens new opportunities for more interactive guidance and counseling services. Reynard et al. (2022) concluded that digital interventions for emotion regulation among children and adolescents have potential in terms of accessibility, user engagement, and acceptability, although stronger further research is still needed. Hernández Lara et al. (2023) also showed that technology supporting emotion regulation for individuals with developmental disabilities is a growing field, but remains relatively underexplored. Thus, integrating visual counseling media with a simple digital platform may

become an alternative service that is more participatory, particularly for students who experience difficulty expressing emotions verbally.

Although various studies have discussed emotion regulation, bibliotherapy, social and emotional learning, and digital interventions, several important research gaps remain. First, studies on emotion regulation among persons with disabilities have mostly emphasized general psychological relationships, such as resilience, and have not been sufficiently directed toward the development of practical guidance and counseling media for inclusive schools. Second, recent studies on bibliotherapy have generally focused on adolescent mental health, but have not specifically addressed the design of visual counseling books for students with disabilities in mainstream schools. Third, studies on digital emotion regulation interventions tend to focus on applications, games, or online programs, while the integration of visual counseling books with simple interactive platforms such as ClassPoint remains rarely discussed in the context of inclusive guidance and counseling. These gaps provide the basis for developing the Emotional Counseling Book as an emotional counseling medium that combines visual bibliotherapy, emotion regulation exercises, and digital interactivity support.

Based on this background, this study aims to develop the Emotional Counseling Book as an initial medium for guidance and counseling services to support emotion regulation among students with disabilities in inclusive schools. Specifically, this study seeks to: (1) identify the emotion regulation needs of students with disabilities based on preliminary study findings; (2) describe the design of the Emotional Counseling Book as a counseling medium that helps students recognize, understand, and manage emotions; and (3) explain the integration of the book with an interactive platform as an initial model of emotional counseling services that are more visual, participatory, and accessible. Since this study is still at the initial development stage, the focus is not directed toward proving the final effectiveness of the product, but toward explaining the needs basis, product design, and initial potential of the media as a foundation for further validation and trials.

Method

This study employed a descriptive qualitative approach with an exploratory orientation. This approach was selected because the study aimed to gain an in depth understanding of the experiences, abilities, and difficulties of Guidance and Counseling students participating in Field Experience Program I in preparing guidance reports. Qualitative research is appropriate when researchers seek to understand a phenomenon in its natural context and explore participants' meanings, perceptions, and experiences in depth (Creswell & Poth, 2018; Busetto et al., 2020). In this study, the phenomenon examined was students' ability to use instruments for identifying students' needs and problems, process student data, understand report structure, and present the results of Field Experience Program I activities in guidance reports.

The research subjects consisted of five seventh semester Guidance and Counseling students from the 2016 cohort who participated in Field Experience Program I. The subjects were selected using purposive sampling, namely the selection of informants based on specific criteria relevant to the research objectives. This technique is appropriate in qualitative research when researchers need informants who have direct experience with the phenomenon under investigation (Campbell et al., 2020; Moser & Korstjens, 2018). The inclusion criteria were students who had participated in Field Experience Program I for guidance activities, used instruments for identifying students' needs and problems, and prepared Field Experience Program I guidance reports. The limited number of participants was positioned as part of an exploratory study. Therefore, the findings are not intended to be generalized to all Guidance and Counseling students, but to provide an initial description of students' abilities and difficulties in preparing guidance reports. In qualitative inquiry, smaller participant numbers may still be methodologically acceptable when the study is exploratory, the participants have direct

experience with the phenomenon, and the analysis focuses on depth rather than statistical representation (Hennink & Kaiser, 2022).

The data sources consisted of primary and secondary data. Primary data were obtained through interviews with five Guidance and Counseling students, observations of the report preparation process, and field notes related to students' experiences in using instruments and preparing reports. Secondary data were obtained through documentation, including examples of Field Experience Program I guidance reports, Field Experience Program I guidelines, documents of instruments for identifying students' needs and problems, student data processing results, and other relevant supporting documents. In qualitative research, the use of interviews, observations, and documents helps researchers obtain a more comprehensive understanding of the phenomenon because data are collected from multiple sources and techniques (Moser & Korstjens, 2018; Busetto et al., 2020).

Data were collected through interviews, observation, and documentation. Interviews were used to explore students' experiences related to their understanding of report structure, use of instruments for identifying students' needs and problems, processing of student data, and obstacles encountered during report preparation. Observation was used to examine how students prepared, organized, and compiled report documents. Documentation was used to review report completeness, conformity with the required structure, use of instruments, and administrative evidence of Field Experience Program I activities. The combination of these three techniques was used so that the data did not rely solely on students' statements, but could also be compared with documentary evidence and field observations. The use of multiple data collection techniques is important in qualitative studies because it strengthens contextual understanding and allows researchers to compare information across sources (Moser & Korstjens, 2018; Johnson et al., 2020).

Data were analyzed using thematic analysis. This method was used because it is appropriate for identifying, organizing, and interpreting patterns of meaning or themes that emerge from qualitative data. Braun and Clarke (2021) explain that thematic analysis provides a flexible yet systematic approach for examining patterns of meaning across qualitative datasets. The analysis was conducted through several stages. First, the researcher read all interview transcripts, observation notes, and report documents to obtain an initial understanding of the data. Second, the researcher conducted initial coding by assigning codes to data segments that reflected students' abilities, difficulties, obstacles, and needs in preparing reports. The initial codes included understanding of report structure, use of instruments for identifying students' needs and problems, student data processing, limited availability of guidelines, consultation with academic supervisors and mentor teachers, and time constraints during Field Experience Program I. Third, codes with similar meanings were grouped into thematic categories. Fourth, these categories were developed into the main themes of the study. Fifth, conclusions were drawn based on patterns of findings that appeared consistently across interviews, observations, and documentation. This analytical process was conducted to ensure that the themes were grounded in the data and could be traced to the participants' accounts and supporting documents (Nowell et al., 2017; Braun & Clarke, 2021).

Based on the thematic coding process, the findings were directed toward several main categories. These categories included students' ability to understand the structure of guidance reports; students' ability to use instruments for identifying students' needs and problems, such as the General Problem Disclosure Tool, Learning Activity and Problem Disclosure Tool, Problem Checklist, student questionnaires, sociometry, information interviews, anecdotal records, and rating scales; students' ability to process and interpret student data as a basis for preparing service programs; students' obstacles in preparing reports due to limited guidelines; and the forms of supervision needed from academic supervisors, mentor teachers, and the study program.

This categorization was used so that the findings were not merely descriptive, but also showed field patterns that could be traced from the data.

Data trustworthiness was ensured through technique triangulation, source triangulation, and member checking. Technique triangulation was conducted by comparing the results of interviews, observations, and documentation. Source triangulation was conducted by comparing information from students, report documents, and the Field Experience Program I guidelines used in the study. Member checking was conducted by confirming summaries of interview results with the research subjects to ensure that the researcher's interpretation was consistent with the experiences conveyed by the students. In qualitative research, credibility, dependability, confirmability, and transferability are important aspects of maintaining trustworthiness (Korstjens & Moser, 2018; Johnson et al., 2020). Therefore, this study also used field notes, report documents, and documentation results as reference materials to strengthen the data verification process.

The research procedure consisted of four stages: prefield preparation, data collection, data analysis, and reporting of findings. In the prefield stage, the researcher determined the research focus, selected the subjects, and prepared the data collection guidelines. In the data collection stage, the researcher conducted interviews, observations, and collected Field Experience Program I guidance report documents. In the data analysis stage, the researcher conducted transcription, coding, categorization, theme development, and verification of findings. In the reporting stage, the researcher presented the findings based on the main themes identified, namely the abilities and difficulties of Guidance and Counseling students in Field Experience Program I in preparing guidance reports based on instruments for identifying students' needs and problems.

Results

Field Needs for Emotional Counseling Media for Students with Disabilities

The preliminary study showed that the need for emotion regulation services for students with disabilities in inclusive schools is a real issue in school support practices. Based on the initial data used for product development, there were 12 inclusive students at the junior and senior high school levels in mainstream schools in Tegal City. Teachers reported that these students still experienced difficulties in emotion management, self regulation, and self confidence. These difficulties did not only affect the learning process, but also influenced students' ability to adapt, express feelings, and respond to social situations within the school environment.

These findings indicate that guidance and counseling services in inclusive schools should not focus solely on academic support. Students with disabilities also require media that can help them recognize, understand, and manage emotions in a more concrete way. Teachers, as service providers, need simple, visual, and easy to use media so that emotional support does not depend entirely on verbal explanation. Therefore, the field needs identified in the preliminary study point to the necessity of practical, adaptive, and developmentally appropriate emotional counseling media for students with disabilities.

Product Specifications of the Emotional Counseling Book

Based on these needs, this study developed the *Emotional Counseling Book* as an initial medium for emotional counseling services for students with disabilities in inclusive schools. This product was designed not merely as reading material, but as a visual counseling medium that helps students recognize basic emotions, understand the causes of emotions, and practice managing emotional responses in a more directed manner. The content of the book is oriented toward strengthening emotion regulation skills through simple language, easy to understand visual displays, and reflective activities that can be used in guidance and counseling services.

Conceptually, the *Emotional Counseling Book* has three main functions. First, it functions as a medium for emotion recognition through pictures, symbols, and simple activities that help students identify their feelings. Second, it functions as a medium for understanding emotions by guiding students to connect emotions with specific situations or experiences. Third, it functions as a medium for emotion management practice through activities that encourage students to choose more appropriate responses. Through these functions, the product is designed to support students' emotional independence gradually, without replacing the role of guidance and counseling teachers or counselors.

Integration of the Book with an Interactive Platform

The development findings also showed that the *Emotional Counseling Book* can be integrated with an interactive platform such as ClassPoint. This integration is intended to strengthen student participation in counseling services, particularly through visual activities and simple digital device based responses. In the media design, students do not only read the material, but can also respond by choosing emojis, marking or circling emotions, and participating in interactive activities that help them express their feelings more concretely.

The integration of the book with an interactive platform produced an initial model of hybrid counseling media, namely a combination of printed or visual media with simple digital support. This model has the potential to help guidance and counseling teachers deliver emotion regulation services in a more engaging, participatory, and accessible way. For students with disabilities who experience barriers in verbal communication, the use of symbols, pictures, emojis, and visual activities may serve as a bridge for expressing emotional conditions. However, at this stage, this integration remains an initial design that requires expert validation, readability testing, and limited trials before it can be declared appropriate for wider use.

Initial Conceptual Feasibility of the Product

The review of the product design showed that the *Emotional Counseling Book* has initial conceptual feasibility as an inclusive guidance and counseling medium. This feasibility is reflected in the alignment among field needs, product objectives, user characteristics, and the form of media developed. The product responds to teachers' need for more practical media while also providing a tool for students with disabilities to learn to recognize and manage emotions through more visual and structured activities.

Nevertheless, the findings of this study cannot yet be interpreted as evidence of product effectiveness. The results presented are still limited to field needs, prototype specifications, and the initial potential use of the media. Therefore, the *Emotional Counseling Book* needs to undergo further stages, including validation by material experts, media experts, guidance and counseling teachers, and limited trials with students with disabilities. These further stages are important to ensure that the content, language, visual design, activities, and digital integration are truly appropriate for the needs of students with diverse disability characteristics.

Discussion

The Urgency of Emotion Regulation among Students with Disabilities in Inclusive Schools

The findings of this study indicate that the primary needs of students with disabilities in inclusive schools are not only related to academic adaptation, but also to emotion management, self regulation, and self confidence. This finding suggests that guidance and counseling services in inclusive schools need to expand their focus from academic support to more structured social emotional support. In mainstream school contexts, the emotional needs of students with disabilities are often less visible because school attention is more frequently directed toward learning adjustments, curriculum access, and the continuity of academic activities. In fact, limited

emotion regulation may affect students' ability to interact, express their needs, cope with pressure, and participate in the learning process more adaptively.

Theoretically, this finding is consistent with Devi and Huwae (2023), who found that emotion regulation is associated with resilience among students with disabilities. This finding is also in line with Cipriano and McCarthy (2023), who emphasized that the development of social and emotional learning needs to be more inclusive of students from marginalized groups, including students with disabilities. Therefore, emotion regulation should not be positioned as an additional aspect of school services, but as an essential part of social emotional support that is equitable and responsive to students' diverse abilities.

However, the findings of this study do not only confirm the importance of emotion regulation. They also reveal a practical gap in inclusive school services. Teachers need media that are simple, directed, and easy to use to help students with disabilities recognize and manage emotions. This is consistent with Indreswari and Ediyanto (2024), who emphasized that guidance and counseling teachers in inclusive schools need to understand the characteristics of students with special needs and provide services that are appropriate to those characteristics. Thus, the main issue does not only lie in students' limited emotion regulation ability, but also in the lack of guidance and counseling tools specifically designed to support the emotional needs of students with disabilities in mainstream schools.

Emotional Counseling Book as a Medium for Emotional Independence

The development of the Emotional Counseling Book shows that counseling media can be designed not only as reading material, but also as a psychopedagogical tool to strengthen the emotional independence of students with disabilities. This product is directed toward helping students recognize basic emotions, understand the causes of emotions, and choose more adaptive responses. Therefore, the book is not positioned as a substitute for counselors, but as a supporting medium that helps guidance and counseling teachers or support teachers deliver services in a more concrete, visual, and structured manner.

Conceptually, the use of book based media remains relevant in psychopedagogical intervention because it can connect students' emotional experiences with symbols, narratives, pictures, and reflective activities. The recent study by Liao et al. (2025) shows that bibliotherapy continues to develop as a non pharmacological approach that can support self understanding, emotional reflection, and adolescent mental health, although its effectiveness depends greatly on the suitability of the material, format, and user characteristics. In the context of this study, the Emotional Counseling Book does not merely adopt bibliotherapy as a reading activity, but develops it as a visual counseling medium oriented toward emotion regulation activities.

The innovation of this study lies in adapting the function of bibliotherapy to the context of inclusive guidance and counseling services. While classical bibliotherapy often takes the form of reflective narratives, the Emotional Counseling Book in this study was designed to be more visual, simple, and activity oriented. This is important because students with disabilities may not always be able to follow services that are overly verbal, abstract, or based on lengthy explanations. Therefore, this medium should be understood as a supportive tool that facilitates the counseling process, not as an independent intervention that can function without guidance from a guidance and counseling teacher.

Nevertheless, this innovation has limitations that must be considered. Book based media cannot be assumed to be suitable for all types of disabilities in the same way. Students with mild intellectual disabilities may require very simple language and step by step instructions. Students with visual impairments may require adaptations such as audio, large print, color contrast, or tactile versions. Students with hearing impairments require strong visual support and instructions that do not depend on oral explanation. Meanwhile, students on the autism spectrum may require consistent activity structures, clear symbols, and predictable sequences. Therefore,

the Emotional Counseling Book should be understood as an initial prototype that still requires adaptation based on the disability characteristics of its users.

Innovation of Hybrid Services Based on Books and Interactive Platforms

The integration of the Emotional Counseling Book with an interactive platform such as ClassPoint shows a direction for developing guidance and counseling services that are more visual, participatory, and responsive to the needs of students with disabilities. The use of emojis, activities for selecting or marking emotions, and digital device based responses can help students express feelings more concretely. In this context, technology is not used to replace the counseling relationship, but as a communication bridge between students, guidance and counseling teachers, and the emotional experiences being discussed.

This finding is in line with Reynard et al. (2022), who showed that digital interventions for emotion regulation among children and adolescents have potential in terms of accessibility, user engagement, feasibility, and acceptability. Hernández Lara et al. (2023) also emphasized that technology supporting emotion regulation for individuals with developmental disabilities is a growing field, but it remains relatively underexplored. Thus, this study extends that discussion by offering a simpler and more contextual form of integration, namely combining a visual counseling book with an interactive platform that is relatively easy for teachers to use in schools.

Nevertheless, the use of digital platforms still needs to be critically examined. Not all inclusive schools have adequate devices, internet networks, or teacher readiness. UNESCO (2023) emphasized that educational technology can support access, quality, and inclusion, but it may also create new problems if not used appropriately and not adapted to the context. In addition, the World Health Organization (2024) emphasized that access to assistive technology still faces barriers related to cost, availability, workforce capacity, and social inequality. Therefore, the integration of ClassPoint in this study should be positioned as an initial opportunity, not as a universal solution for all inclusive schools.

In addition to infrastructure issues, student characteristics also need to be considered. Students with certain sensory, motor, or intellectual barriers may not be able to use digital platforms without modification. ClassPoint also still requires teacher guidance so that digital activities do not become merely visual games, but remain within the framework of counseling goals. Therefore, the strength of this hybrid model does not lie solely in the technology itself, but in how the technology is used pedagogically to help students understand, express, and manage emotions.

Practical Contributions for Guidance and Counseling Teachers and Inclusive Schools

Practically, this study contributes to guidance and counseling teachers in designing emotion regulation services that are easier to implement in inclusive schools. The Emotional Counseling Book can be used in several forms of services, such as classroom guidance, small group guidance, individual counseling, or support activities together with special education support teachers. In classroom guidance, guidance and counseling teachers can use the book as a medium for introducing basic emotions. In group guidance, visual activities can be used to help students share emotional experiences safely. In individual counseling, the book can serve as a tool to open conversation when students have difficulty expressing their feelings verbally.

This product can also help schools build more structured social emotional services. Guidance and counseling teachers can integrate this medium into routine service programs, such as themes on recognizing emotions, controlling anger, managing sadness, increasing self confidence, and practicing help seeking behavior. This direction is consistent with the idea of inclusive social and emotional learning, which emphasizes the need for social emotional services that are responsive to students' diverse identities, abilities, and experiences (Cipriano & McCarthy, 2023). With the support of interactive platforms, teachers can monitor student

responses more quickly and use the activity results as a basis for follow up. However, practical implementation still requires teacher training, usage guidelines, and adaptation procedures for students with different types of disabilities.

Implications and Directions for Future Research

The findings of this study indicate that the development of inclusive guidance and counseling media needs to consider three main aspects, namely students' emotional needs, disability characteristics, and ease of use for teachers. The theoretical implication of this study is the need to expand bibliotherapy and digital media studies into the context of inclusive guidance and counseling. The practical implication is the importance of providing service tools that are not only informative, but also visual, interactive, easy to use, and adaptable to school conditions.

Future research needs to focus on validation by material experts, media experts, inclusive education experts, and guidance and counseling practitioners. In addition, readability testing and limited trials should be conducted with students with different types of disabilities so that the suitability of content, language, images, instructions, and activities can be evaluated more accurately. After product validation and revision, subsequent research may use a pretest posttest design or a simple experimental design to test the effectiveness of the Emotional Counseling Book in improving emotion regulation among students with disabilities. Thus, this product can develop from an initial prototype into a more measurable, adaptive, and widely applicable counseling medium.

Conclusion

This study concludes that the *Emotional Counseling Book* was developed as a response to the need for more adaptive guidance and counseling services for students with disabilities in inclusive schools. The preliminary study indicated that students with disabilities still require support in recognizing, understanding, and managing emotions, while teachers need practical, visual, and easy to use media for school based services. The main contribution of this study lies in the development of an emotional counseling medium that integrates visual bibliotherapy, emotion regulation exercises, and support from an interactive platform such as ClassPoint. This integration offers an initial direction for a hybrid counseling service that is more participatory, concrete, and accessible for students with disabilities.

Nevertheless, this study remains at an early stage of development, so the findings cannot yet be interpreted as final evidence of product effectiveness. The results presented are limited to field needs, prototype design, and the initial potential use of the media in the context of inclusive guidance and counseling. The product has not yet undergone systematic expert validation, user readability testing, or field trials involving students with different types of disabilities. Therefore, the generalization of the findings should be made cautiously.

Future research is recommended to conduct validation involving material experts, media experts, inclusive education experts, and guidance and counseling practitioners. Limited trials are also needed to assess the suitability of the content, language, visual design, activities, and digital integration with the needs of students with disabilities. After these stages, effectiveness testing using a pretest posttest design or a simple experimental design can be conducted to examine the impact of the *Emotional Counseling Book* on students' emotion regulation. Through these stages, the product has the potential to develop from an initial prototype into a more measurable, adaptive, and feasible emotional counseling medium for broader implementation in inclusive schools.

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Research Ethics Statement

This study was conducted in accordance with the ethical principles of educational and counseling research. The preliminary data were obtained through observations, teacher interviews, development documents, and analysis of media design for the purpose of developing an initial counseling product. Participants involved in the preliminary study were informed about the purpose of the study, and the information collected was used only for academic and research purposes. The identities of schools, teachers, and students were treated confidentially in the reporting process. Since this study was limited to preliminary development, needs analysis, prototype design, and initial descriptive review, and did not involve clinical intervention or procedures that posed physical or psychological risk, formal ethical approval was not required. Nevertheless, the research process was carried out responsibly by maintaining confidentiality, accuracy, and respect for the dignity and rights of all parties involved.

Author Contributions

Dewi Ekasari: conceptualization, preliminary study, needs analysis, product idea development, data interpretation, and writing of the original draft.

Sugiarto Fajar: development of the Emotional Counseling Book prototype, media design review, integration of interactive platform features, and revision of product specifications.

Kaslani: field data support, teacher interview coordination, review of inclusive school needs, and validation of the practical relevance of the product.

Sesya Dias Mumpuni: research methodology, theoretical framework, manuscript review, academic supervision, and final revision.

All authors have read and approved the final version of the manuscript.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the research, authorship, and publication of this article.

Artificial Intelligence Use Statement

The authors declare that artificial intelligence, if used, was employed only as a technical support tool for language editing, grammar checking, and improving manuscript readability. All scientific analysis, product development decisions, interpretation of findings, arguments, and conclusions remain the full responsibility of the authors.

Data Availability Statement

The data supporting the findings of this study consist of preliminary observation notes, teacher interview summaries, product development documents, and media design analysis related to the

Emotional Counseling Book. The data are not publicly available to protect the confidentiality of the schools, teachers, and students involved in the preliminary study. Additional information may be obtained from the corresponding author upon reasonable request.

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