

## ABSTRACT

*All children, including children with special needs, have the right to access educational services with a collaborative learning method at school. However, the implementation of inclusive schools is still not optimal even though many have started to implement inclusive education. The challenges faced by inclusive education are limited access to information, parental readiness, unequal access, and the number and quality of teachers that are inadequate. In addition, supporting learning facilities and infrastructure are also still limited. There are shortcomings in inclusive education services so that schools are needed that have facilities and infrastructure that can support the needs of all students. Based on the literature, Yogyakarta is currently an icon of a student city, some of which have been designated as inclusive schools. However, until now the implementation of inclusive education has not gone well. Several schools in Yogyakarta are not ready in terms of providing inclusive education infrastructure facilities. The design of an inclusive school with a student behavioral psychology approach is expected to be able to support the needs of learning activities and comfort for all students. The design process uses several methods, namely the data collection stage (literature data, observation, interviews), the data processing stage (project data analysis and programming), and the design development stage (design concept and development). The concept applied in the design is Calming and Enchanting Elements with the application of a minimal distraction, calm, safe, and comfortable room atmosphere to the equipment of room facilities such as classrooms 1-6 elementary school, quiet rooms, play and sensory areas, consultation rooms, libraries, multipurpose rooms and other room facilities that support the needs of school users who pay attention to ergonomic and anthropometric standards.*

***Keywords: School, Inclusive Education, Behavioral Psychology, Students***