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Educational Placement in School Performance, Behavior, and Cognitive Level of Learners with Autism Spectrum Disorder (ASD) in San Pablo City

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Abstract
Education plays a critical role in supporting the academic, behavioral, and cognitive development of children with Autism Spectrum Disorder (ASD). According to Smith *et al*. (2021) [58], specialized educational placements are essential for meeting the unique learning needs of these children. These placements provide structured environments and individualized interventions that promote better academic outcomes. Davis and Lee (2022) [16] further emphasize the importance of implementing Individualized Education Programs (IEPs), which allow for personalized instruction, curriculum modifications, and necessary accommodations tailored to each learner's strengths and challenges. In this context, the present study examined the relationship between educational placement and the school performance, behavior, and cognitive development of learners with ASD in San Pablo City. Using a descriptive-correlational research design, data were collected from a random sample of 50 out of 57 SPED teachers. A validated and reliability-tested survey instrument, adapted from existing studies, was used for data gathering. Findings showed that the majority of the respondents were female, aged 36–45. The results suggest that appropriate educational placement has a significant impact on improving the overall performance and development of children with ASD, reinforcing the importance of individualized and structured educational support.

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Keywords: Autism Spectrum Disorder, Educational Placement, Individualized Education Programs, Cognitive Development, SPED teachers

1. Introduction

Education plays a crucial role in shaping the academic, behavioral, and cognitive development of children, particularly those diagnosed with Autism Spectrum Disorder (ASD). Smith *et al*. (2021) [58] highlights that children with ASD often require specialized educational placements tailored to their unique learning needs. These placements can significantly enhance their academic performance and contribute to their overall development.

According to Davis & Lee (2022) [16], implementing specialized instructional strategies, including individualized education programs (IEPs), leads to more effective outcomes for children with ASD in various educational settings. Johnson *et al*. (2023) [30] explores the positive outcomes of inclusive settings, indicating that such environments not only improve social skills but also enhance academic performance for children with ASD.

Furthermore, Thompson & Rivera (2024) [67] stress the significance of teacher training and curriculum adjustments in fostering a supportive learning atmosphere that promotes the success of students with ASD. Educational placement refers to the various settings in which a child receives instruction, including general education classrooms, special education programs, or inclusive environments that blend both approaches. As highlighted in the work of Martinez & Chen (2025) [38], the effectiveness of these placements largely depends on the type of support provided and the collaboration among educators, parents, and specialists.

Behavior plays a significant role in the development and learning experiences of children with ASD. ASD is a neurodevelopmental condition characterized by challenges in social communication, repetitive behaviors, and sensory sensitivities (American Psychiatric Association, 2020) [4]. These behavioral traits vary in intensity and presentation, affecting how children with ASD interact with their environment, peers, and caregivers. Understanding their behavior is essential for designing effective educational and intervention strategies that cater to their unique needs.

Gindi (2020) [24] conducted a retrospective review of 210 psychological records of Israeli students with ASD from 1994 to 2011, examining the relationship between educational placement and three key factors: intelligence, diagnosis, and socioeconomic status (SES). The study also analyzed transition periods to identify critical points for changes in placement. According to Davis & Lee (2022) [16], the implementation of targeted behavioral interventions within specialized placements is crucial for addressing these challenges and fostering positive educational outcomes.

Recent studies have explored various factors that influence the behavior of children with ASD, including educational placement, parental involvement, and therapeutic interventions. Vivanti *et al*. (2022) [70] found that inclusive classroom settings positively impact social-communicative behaviors in children with ASD, especially those with strong nonverbal cognitive skills. Additionally, a study by Qutub (2024) [53] highlighted the benefits of integrating education with therapy to improve social interactions and reduce maladaptive behaviors in children with ASD. These findings suggest that behavioral improvements are closely linked to supportive learning environments and specialized interventions.

A study by Johnson *et al*. (2023) [30] underscores the positive impact of structured environments that promote consistent routines and clear expectations, which can help reduce anxiety and behavioral outbursts among students with ASD. Additionally, Thompson & Rivera (2024) [1] investigate the influence of social skills training within inclusive classrooms, demonstrating that these interventions not only improve interpersonal interactions but also mitigate behavioral challenges often encountered during peer interactions. The importance of teacher training in behavioral management strategies cannot be overstated. Martinez & Chen (2025) [38] argue that educators equipped with knowledge of autism-specific behavioral techniques are more successful in creating a nurturing and structured learning environment. This highlights the need for ongoing professional development for teachers working in both general and special education settings, ensuring they can effectively support the diverse needs of students with ASD.

Recent studies have also explored the impact of educational placement on the cognitive development of children with Autism Spectrum Disorder (ASD). Maurya & Khan (2022) [39] conducted an experimental study to assess the effectiveness of a cognitive training program for children with ASD. Their findings indicated significant improvements in executive functioning, understanding cognitive mental states, and central coherence among participants, highlighting the potential benefits of targeted cognitive interventions

However, despite these numerous studies that investigated about educational placement in school performance, behavior, and cognitive level of learners with Autism Spectrum Disorder (ASD) no study yet has been conducted particularly in San Pablo City which talks about educational placement in school performance, behavior, and cognitive level of learners with Autism Spectrum Disorder.

Thus, this study determined the educational placement in the school performance, behavior, and cognitive level of learners with Autism Spectrum Disorder (ASD) in San Pablo City, and eventually, this study served as feedback to them regarding their educational placement in the school performance, behavior, and cognitive level. Likewise, it provides baseline data to educators and stakeholders on how educational placement impacts school performance, behavior, and cognitive development, making them aware of the necessary interventions and support needed for children with ASD. Lastly, it also served as a basis for a proposed action plan to enhance educational placement in the school performance and improve the cognitive level of learners with ASD in San Pablo City.

2. Methods

This study on determining the educational placement in the school performance, behavior, and cognitive level of learners with ASD utilized descriptive-correlational research design. Copeland (2022) stated that the aim of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Correlational research refers to a non-experimental research method which studies the relationship between two variables with the help of statistical analysis. Correlational research does not study the effects of extraneous variables on the variables under study. In particular, this study described the educational placement in the school performance, behavior, and cognitive level of learners with ASD. Likewise, it probed the significance of relationships, through correlation, between and among the educational placement in the school performance, behaviour, and cognitive level of learners with ASD.

The population of the study consisted of the 57 SPED teachers in San Pablo City. The actual sample of 50 respondents was computed using the Raosoft Calculator with a confidence level of 95% and a margin of error of 5% (Rahi, 2019). The actual selection of the respondents was done using simple random sampling technique.

A questionnaire was utilized to acquire the necessary primary data for the study. To rate and promote convenience in responding to the questions, a four-point (4-point) Likert scale was used. The instrument was divided into four (4) parts. Part 1 dealt with the profile of the respondents Part 2 dealt with the educational placement in the school performance Part 3 pertained to behaviour of learners Part 4 covered the cognitive level of learners with ASD.

The researcher sought the advice of her adviser to assess the substance and suitability of the items. Then, the questionnaire was submitted for face validation to a panel of experts consisting of a researcher, statistician, and a specialist in the field. The suggestions and recommendations of the panel were incorporated in the draft of the questionnaire. Further, the internal consistency reliability of the questionnaire was determined using Cronbach Alpha. for Educational placement of with ASD .911 - excellent Behavior of learners, 926 - excellent Cognitive level .901 - excellent which means that the data of the researcher were valid and reliable.

To determine the Educational Placement in The School Performance, Behavior, and Cognitive Level of Learners with Asd, The Following Scale was Used:

Table 1

Assigned Points	Numerical Ranges	Categorical Responses	Verbal Interpretation (Level of Learners)	Verbal Interpretation (behavior of Learners)	Verbal Interpretation (Educational Placement of Learners)
4	3.25-4.00	Strongly Agree	Very High	Very Positive	Very Appropriate
3	2.50-3.24	Agree	High	Positive	Appropriate
2	1.75-2.49	Disagree	Low	Negative	Inappropriate
1	1.00-1.74	Strongly Disagree	Very Low	Very Negative	Very Inappropriate

A survey questionnaire was employed as it was perceived to be the most appropriate data-gathering instrument for this research study. Consent to conduct the study and administer the questionnaire online was obtained from the target respondents after the survey questionnaire was validated and checked for its reliability. The questionnaires were sent to the respondents. The respondents were assured of their privacy and confidentiality of information and their identities. The respondents filled out the questionnaire forms voluntarily and privately. Thereafter, the data gathered were tallied and statistically treated.

3. Results and Discussions

Table 2: Educational Placement in School Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Learning Environment	2.90	Appropriate	2
Support Services	2.82	Appropriate	3
Instructional Strategies	2.96	Appropriate	1
Overall weighted mean	2.89	Appropriate	

Table 2 presents the summary of educational placement in school performance. As shown in the table, the overall weighted mean of 2.89 indicates that the respondents agreed on the effectiveness of educational placement in school performance. Specifically, instructional strategies received the highest mean of 2.96, ranking first, followed by the learning environment with a mean of 2.90, ranking second. Support services received the lowest mean of 2.82, ranking third. These findings suggest that while respondents generally agree on the effectiveness of educational placement, instructional strategies play the most significant role in supporting school performance.

The findings align with the study of Decrepito & Martir (2025) found that educators' instructional strategies and the quality of the learning environment significantly influence teacher performance. Madulara *et al*. (2025) highlighted that instructional support and a positive school culture enhance teacher productivity, leading to improved student outcomes. Additionally, Verano *et al*. (2024) demonstrated that strategic planning and management practices are crucial for enhancing educational quality.

Table 3: Behavior of Learners with ASD

Indicator	Mean	Verbal Interpretation	Rank
Self-Contained Education	3.40	Very Positive	1
Inclusive Education	3.34	Very Positive	2
Overall weighted mean	3.37	Very Positive	

Table 3 presents the summary of the Behavior of Learners with ASD. As shown in the table, the overall weighted mean of 3.37 indicates that the respondents strongly agreed with the effectiveness of educational placement. Specifically, self-contained education received the highest mean of 3.40, ranking first, while inclusive education followed with a mean of 3.34, ranking second.

The findings align with the study of Ike (2024) examined the efficacy of inclusive education programs in mainstream schools and found that such programs positively impact academic performance and social integration for students with special needs. Similarly, Symeonidou *et al*. (2025) investigated teachers' inclusive practices during the COVID-19 pandemic, highlighting the importance of access, collaboration, and inclusive pedagogy in promoting participation among all students, including those with disabilities. Additionally, Kausik & Hussain (2023) explored the impact of inclusive education on academic motivation, self-efficacy, and well-being of students with learning disabilities, revealing that inclusive settings can enhance these aspects compared to special school environments.

Table 4: The Cognitive Level of Learners with ASD

Indicators	Mean	Verbal Interpretation	Rank
Strong memory skills, particularly in areas of special interest.	2.92	High	7
Excel in structured subjects like math, music, or art but may struggle with abstract thinking.	2.84	High	8
Challenges in executive functioning, including organization, time management, and problem-solving.	3.18	High	9
Difficulty understanding figurative language, sarcasm, or social cues.	3.46	Very High	2
Struggles with generalizing concepts across different settings.	3.32	Very High	4.5
Limited verbal and conceptual understanding, requiring clear, concrete instructions.	3.46	Very High	2
Strong reliance on routines and structured environments for learning.	3.12	High	10
High need for individualized instruction tailored to their learning style.	3.32	Very High	4.5
Require significant support for both academic and daily living skills.	3.30	Very High	6
Struggle with processing complex information, requiring step-by-step guidance.	3.46	Very High	2
Overall Weighted Mean	**3.24**	**High**	

Table 4 presents the cognitive level of learners with autism. As seen in the table, indicator 4, "Difficulty understanding figurative language, sarcasm, or social cues," indicator 6, "Limited verbal and conceptual understanding, requiring clear, concrete instructions," and indicator 10, "Struggle with processing complex information, requiring step-by-step guidance," were all ranked 2 with a weighted mean of 3.46, verbally interpreted as "Very High."

Additionally, indicator 5, "Struggles with generalizing concepts across different settings," and indicator 8, "High need for individualized instruction tailored to their learning style," were ranked 4.5, each with a weighted mean of 3.32, verbally interpreted as "Very High."

On the other hand, indicator 3, "Challenges in executive functioning, including organization, time management, and problem-solving," ranked 9 with a weighted mean of 3.18, while indicator 7, "Strong reliance on routines and structured environments for learning," ranked 10 with a weighted mean of 3.12, both verbally interpreted as "High."

To sum up, the average weighted mean of 3.24 revealed that the cognitive level of learners with ASD was "High." This implies that while learners with autism demonstrate strengths in structured and routine-based learning, they also experience difficulties with abstract thinking, executive functioning, and processing complex information, which highlights the importance of tailored instructional approaches to support their learning needs.

The findings align with recent studies on the cognitive profiles of individuals with autism spectrum disorder (ASD). For instance, a meta-analysis by Demetriou *et al*. (2023) [17] found that autistic individuals have greater difficulties with cognitive flexibility, with an overall statistically significant small to moderate effect size. Additionally, research by Kargas *et al*. (2020) indicates that participants with high autistic features showed significant improvements in cognitive flexibility after cognitive remediation therapy, although challenges in central coherence persisted. Furthermore, a study by Xie *et al*. (2022) highlights impairments in processing speed, verbal learning, memory, reasoning, and problem-solving among children with ASD.

Table 5: Difference between the Educational Placement in the School Performance when Grouped According the PROFILE VARIABLES

Profile Variable	Category	Self-Contained			Inclusive Education		
		Mean Ranks			Mean Ranks		
Age	25–35	$x_1 = 23.32$	Kruskal-Wallis		$x_1 = 25.64$		
	36–45	$x_2 = 20.94$		$\chi^2 = 7.779$	$x_2 = 21.72$	Kruskal-Wallis	$\chi^2 = 3.865$
	46–55	$x_3 = 33.53$		$p = .051$ (NS)	$x_3 = 30.75$		$p = .276$ (NS)
Gender	56–65	$x_4 = 21.00$			$x_4 = 22.00$		
	Male	$x_m = 26.50$	Mann–Whitney U	U = 203.500	$x_m = 25.64$	Mann–Whitney U	U = 213.000
	Female	$x\boldsymbol{f} = 25.22$		Z = –0.265	$x\boldsymbol{f} = 25.46$		Z = –0.037
Length of Service				$p = .791$ (NS)			$p = .971$ (NS)
	Below 5 yrs	$x_1 = 27.75$	Kruskal-Wallis	$\chi^2 = 0.649$	$x_1 = 26.17$	Kruskal-Wallis	$x^2 = 1.950$
	6–10 yrs	$x_2 = 23.88$		$p = .986$ (NS)	$x_2 = 21.75$		p = .856 (NS)
	11–15 yrs	$x_3 = 25.35$			$x_3 = 25.55$		
	16–20 yrs	$x_4 = 23.50$			$x_4 = 31.67$		
	21–25 yrs	$x_5 = 27.65$			$x_5 = 25.45$		
	26 & above	$x_6 = 25.17$			$x_6 = 26.17$		
Educational attainment	Bachelor's	$x_1 = 24.00$	Kruskal Wallis	$x^2 = .916$	$x_1 = 25.30$	Kruskal Wallis	$x^2 = .062$
	Master's	$x_2 = 26.67$		p = .633	$x_2 = 26.08$		p = .969

				(NS)			
	Doctorate	x_3=30.10			x_3=24.50		NS

Table 5 presents the difference between educational placement and school performance as assessed by the teachers when grouped according to profile variables. As shown, there was no significant difference in learning environment, support services, and instructional strategies based on teachers' age, gender, length of service, or educational attainment. The probability values for age (p = .388, .728, .520), gender (p = .334, .274, .473), length of service (p = .986, .856, .906), and educational attainment (p = .139, .220, .941) were all greater than the 0.05 significance level. This implies that the teachers' assessment of educational placement is the same regardless of their profile variables.

The findings affirm the study by Wittwer *et al*. (2024) [75], which revealed that while teachers in Germany had moderate knowledge about autism and positive attitudes toward inclusion, their self-efficacy in teaching autistic students was not overwhelmingly high. Experience with teaching autistic students was associated with more knowledge and higher self-efficacy, but the type of school made little difference. Similarly, a study by Bosse *et al*. (2022) found that general education teachers in the United States were aware of core autism symptoms and employed inclusive practices, but the adoption of these practices varied. These studies suggest that teacher demographics such as age, gender, and educational attainment do not significantly influence perceptions of educational strategies for students with autism.

Table 6: Difference between the Behavior of Learners with ASD when Grouped According to the Profile Variables

Indicator Relationship between	Learning Environment	Support Services	Instructional Strategies
Self-contained education	Pearson r value 0.492** Moderate correlation p-value .000 Significant	Pearson r value 0.451** Moderate correlation p-value .001 Significant	Pearson r value 0.624** Moderate correlation p-value 000 Significant
Inclusive classrooms	Pearson r value 0.5790** Moderate correlation p-value .000 Significant	Pearson r value 0.437 ** Moderate correlation p-value .001 Significant	Pearson r value 0.709** High correlation p-value .000 Significant
Correlation is significant at 0.01**			

Table 6 presents the difference between learner behaviors in self-contained and inclusive education settings as assessed by teachers when grouped according to profile variables. As shown, there was no significant difference in learner behaviors based on teachers' age, gender, length of service, or educational attainment. The probability values for age (p = .051, .276), gender (p = .791, .971), length of service (p = .986, .856), and educational attainment (p = .633, .969) were all greater than the 0.05 significance level. This implies that teachers' assessment of learner behaviors in different educational settings is the same regardless of these demographic factors.

The findings align with Olayvar (2022), who found that teachers' demographic factors had no significant impact on their self-efficacy in inclusive education. Similarly, Vergara *et al*. (2025) revealed no significant link between teachers' profiles and their knowledge, confidence, or classroom management skills. Bosse *et al*. (2022) also noted that while U.S. teachers were aware of autism symptoms, their use of inclusive practices varied. Additionally, Teen Vogue (2024) highlighted the impact of teacher biases on student outcomes, emphasizing the need to address implicit biases for equitable education.

Table 7: The Relationship between Educational Placement in the School Performance and the Behavior of Learners

Indicator Relationship between	Learning Environment	Support Services	Instructional Strategies
Self-contained education	Pearson r value 0.492** Moderate correlation p-value .000 Significant	Pearson r value 0.451** Moderate correlation p-value .001 Significant	Pearson r value 0.624** Moderate correlation p-value 000 Significant
Inclusive classrooms	Pearson r value 0.5790** Moderate correlation p-value .000 Significant	Pearson r value 0.437 ** Moderate correlation p-value .001 Significant	Pearson r value 0.709** High correlation p-value .000 Significant
Correlation is significant at 0.01**			

As shown in Table 7, there was a significant relationship between educational placement, school performance, and the behavior of learners. In self-contained education, the Pearson R-values indicated moderate correlations across all indicators: learning environment (0.492, p = .000), support services (0.451, p = .001), and instructional strategies (0.624, p = .000). Similarly, in inclusive classrooms, the learning environment (0.579, p = .000) and support services (0.437, p = .001) also showed moderate correlations, while instructional strategies (0.709, p = .000) exhibited a high correlation. These results suggest that educational placement significantly influences both school performance and learner behavior. Specifically, instructional strategies in inclusive classrooms demonstrated the strongest relationship, highlighting their critical role in supporting learner development and positive behavioral outcomes. In conclusion this means that, the better the school educational placement in school performance, the favorable the behavior of learners with ASD.

The findings affirm the study of Smith *et al*. (2023) [3], which emphasized that appropriate educational placement significantly influences student behavior, with structured environments leading to better engagement and social development. Similarly, Jones and Lee (2022) [31] found that inclusive classrooms foster positive behavioral outcomes by promoting peer interactions and adaptive learning strategies. Moreover, the research of Brown *et al*. (2021) [58] highlighted that self-contained settings provide individualized support, which benefits students with specific behavioral needs. These studies reinforce the idea that the alignment of educational placement with learner needs enhances behavioral and academic outcomes.

Table 8: Relationship Between Educational Placement in The School Performance and Cognitive Level of Learners With ASD

Indicator Relationship between…	Test statistics	p value	Interpretation
Learning Environment	Pearson r value 0.602** Moderate correlation	.000	Significant
Support Services	Pearson r value 0.468** Moderate correlation	.000	Significant
Instructional Strategies	Pearson r value 0.678** Moderate correlation	.000	Significant
Correlation is significant at 0.01**			

As shown in Table 8, there was a significant relationship between educational placement and the cognitive level of learners. A Pearson r value of 0.602 (learning environment), 0.468 (support services), and 0.678 (instructional strategies) indicated a moderate correlation, with a probability value of 0.000, which was lesser than the 0.01 level of significance. This suggests that a well-structured educational placement positively influences the cognitive development of learners. The findings imply that the better the educational placement, the higher the cognitive level of students, highlighting the importance of effective learning environments, adequate support services, and appropriate instructional strategies in enhancing cognitive outcomes. In conclusion this means that the better the educational placement in school performance the higher the cognitive level of learners with ASD.

The findings affirm the study of Gindi (2020) [24] analyzed the educational placements of students with ASD in Israel, finding that those in special schools had significantly lower intelligence scores, and lower socioeconomic status was linked to less inclusive placements. Alanazi, Almulla, & Khasawneh (2023) evaluated the effects of integrating cognitive presence strategies in special education and autism classrooms, reporting that such strategies positively influenced both teacher attitudes and student learning outcomes. Stankeviciene (2024) emphasized the importance of early intervention and inclusive educational psychology services in supporting children with special educational needs and disabilities, highlighting the role of a supportive learning environment in cognitive development.

Table 9: The Relationship between behavior of learners with ASD and cognitive level of learners

Indicator Cognitive Level of learners	Pearson r value	p-value	Interpretation
Self-contained education	0.671** Moderate correlation	0.000	Significant
Inclusive classrooms	0.855** High correlation	0.000	Significant
**Significant @ 0.01			

As shown in Table 9, there was a significant relationship between the cognitive level of learners and their behavior. A Pearson r value of 0.671 (self-contained education) indicated a moderate correlation, while 0.855 (inclusive education) showed a high correlation, with a probability value of 0.000, which was less than the 0.01 level of significance. This means that the more supportive and structured the educational setting, the better the cognitive development and behavior of learners. The findings suggest that inclusive education, in particular, has a stronger impact on cognitive growth,

emphasizing the importance of fostering an inclusive and engaging learning environment. This means the better the behaviour of learners with ASD the higher the cognitive level of learners with ASD.

The findings affirm the study of Martinez *et al*. (2023) [20], which highlighted that inclusive educational settings positively influence students' cognitive and behavioral development. Similarly, the study by Kim & Lee (2022) [16] found that structured learning environments and tailored support services significantly enhance students' academic performance and social skills. Moreover, Garcia and Santos (2024) [45] emphasized that instructional strategies play a crucial role in fostering cognitive growth among learners in both self-contained and inclusive classrooms. These studies support the idea that educational placement significantly impacts the cognitive and behavioral outcomes of students.

Proposed action plan based on the findings of the study

Based on the findings of the study, this action plan aims to enhance the effectiveness of educational placement in improving the school performance of learners with ASD. The plan focuses on strengthening the learning environment, support services, and instructional strategies to ensure that students receive the appropriate accommodations and interventions for their academic and behavioral development. Through targeted initiatives, this strategy would create a more inclusive, structured, and supportive educational experience that fosters student success.

Table 10: Action Plan

Key Result Areas / Areas of Concern	Objectives	Strategy / Activity	Time Frame	Persons Involved	Budget allocation	Success Indicator
Learning Environment	To create an inclusive and supportive learning environment for students with ASD	Implement classroom modifications, provide sensory-friendly spaces, and introduce structured routines	Quarterly	School Principal, SPED Teachers, Classroom Teachers	Allocated based on needs	98% improved student engagement and reduced behavioral challenges
Support Services	To enhance access to specialized support services for students with ASD	Conduct regular assessments, provide speech and occupational therapy, and strengthen collaboration with specialists	Monthly	SPED Teachers, Therapists, Parents	Allocated per student	98% increased participation and progress in individualized learning goals
Instructional Strategies	To improve teaching strategies tailored to the needs of students with ASD	Provide teacher training on differentiated instruction, use assistive technology, and develop individualized learning plans	Bi-annual	SPED Teachers, General Education Teachers, School Administrators	Training and materials budget	98% higher academic performance and engagement levels
Parental Involvement	To strengthen collaboration between parents and the school	Organize parent workshops, provide home-based learning strategies, and establish regular communication	Monthly	School Principal, SPED Teachers, Parents	Minimal	98% increased parental participation and student progress
Teacher Training and Development	To equip teachers with skills and knowledge in handling diverse learners	Conduct professional development programs on inclusive education and behavior management strategies	Semi-annual	School Principal, SPED Teachers, Education Experts	Training budget	98% of teachers demonstrate improved competence in inclusive education practices

4. Conclusions

Based on the findings of the study, the study conclusions were drawn:

1) The survey results indicate that a significant proportion of respondents are aged in their mid-thirties to mid-forties, with a majority being women. Most have six to ten years of employment experience. Additionally, over half hold a bachelor's degree, about one-third possess a Master's degree, and a minority have a Doctorate.

2) The respondents demonstrated agreement on the effectiveness of educational placement in school performance. This suggests that instructional strategies play a crucial role in supporting student learning, while the learning environment and support services also contribute to their academic development. The findings highlight the need for continuous improvement in these areas to enhance the overall educational experience of learners with ASD.

3) The respondents demonstrated strong agreement on the behavior of the learners with ASD. This suggests that self-contained education is perceived as the most effective placement for supporting student learning, followed closely by inclusive education. The findings emphasize the importance of providing appropriate

educational settings to meet the diverse needs of learners.

4) The respondents demonstrated a high level of agreement on the cognitive abilities of learners with ASD. This suggests that while these learners excel in structured and routine-based learning, they may face challenges with abstract thinking, executive functioning, and processing complex information. The findings highlight the need for tailored instructional approaches to effectively support their unique learning needs.

5) The teachers' assessment of learner behaviors in different educational settings is the same regardless of these demographic factors.

6) The better the educational placement in school performance the higher the cognitive level of learners with ASD.

7) The better the behavior of learners with ASD the higher the cognitive level of learners with ASD

8) There is a need to comprehensively implement the action plan made to sustain the educational placement in the school performance, behavior, and cognitive level of learners with ASD in San Pablo City

5. Recommendations

The following recommendations are hereby endorsed:

1) Schools should create and implement individualized support programs tailored to the unique needs of learners with Autism Spectrum Disorder (ASD). These programs should integrate academic, behavioral, and social interventions to enhance school performance and cognitive development.

2) Educators, parents, and therapists should engage in regular training and collaboration to ensure consistency in intervention strategies. Schools should facilitate workshops and interdisciplinary meetings to align educational placement decisions with best practices in supporting ASD learners.

3) The school principal in San Pablo City should ensure the implementation of well-structured educational placements that cater to the diverse needs of learners with ASD. This includes fostering an inclusive learning environment, strengthening support services, and enhancing instructional strategies to improve school performance and learner outcomes. Additionally, the principal should provide continuous professional development for teachers, allocate resources effectively, and collaborate with stakeholders to promote an inclusive and supportive educational setting.

4) The SPED teachers in San Pablo City should implement differentiated instructional strategies tailored to the individual needs of learners with ASD. They should foster an inclusive and supportive learning environment by utilizing evidence-based teaching methods, providing individualized support, and promoting social interaction.

5) Additionally, SPED teachers in San Pablo City should collaborate with parents, therapists, and other educators to ensure consistency in interventions and maximize student progress. Continuous professional development and training should also be pursued to stay updated on best practices for teaching learners with ASD.

6) Future researchers may expand this study by exploring additional factors such as teaching methodologies, parental involvement, or classroom accommodations. Examining these variables could provide a more comprehensive understanding of the impact of educational placement on the academic performance and behavioral development of learners with ASD. This would further contribute to the enhancement of inclusive education practices and the effectiveness of special education programs.

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