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## Editor's Notes

People in the world should understand that 2020 is a very special year. The corona virus pandemic is exerting profound effects on school learning. In the New Normal, many special education activities and services are still on-going, though the effectiveness and adverse effects of the online mode are of great concern. During the year, everyone is fully occupied with the challenges cropping at different times. To our surprise, with the full support from the academics and front-line teachers, paper contribution on this issue is promising. The contents are comprehensive and of high quality, with manuscripts ranging from evidence-based practice, research reports, academic papers and commentaries about special education issues.

Regarding the inclusive development, the paper discussing the law revision in special education in Macau is worth reading. While the advocacy groups in Hong Kong are still endeavoring to propose the legislation of special education law, the Macau DSEJ completed the consultation and enforced the revised special education law in 2020. In Tong's paper, readers will understand the updates of services, particularly the concerns of early identification, curriculum framework, twice exceptionality and professional support. The analysis further inspires us to reflect on the feasible roadmap of legislation in Hong Kong. Another paper from Ng's team illustrates the increasing work stress perceived by the resource teachers in Macau. The authority has to make full considerations on minimizing the damaging effects of the identified variables causing negative emotions and physical reactions. In fact, the knowledge and understanding of inclusive practice are always essential. The paper from Xu's team sheds light on how to achieve the success of inclusive practices, if the practitioners pay more attention to the core values of the inclusive-oriented curriculum reform and development. The paper systematically summarizes the theoretical and practical considerations in common curriculum, universal design learning and inclusive pedagogy.

Besides Mainland China and Macau, the inclusive practice in Hong Kong is also commendable. As an extension of the diversity management model reported in previous issue, Poon's project team further enhances schools' capacity in a large-scale project by developing a systematic, scientific, and scalable diversity management infrastructure to better support students' diverse learning needs.

On supporting students with special educational needs, Kwan's article helps us understand the development of "Adapted Framework" for teaching non-Chinese speaking students with intellectual disabilities to learn Chinese. The paper of Lau's team states the effectiveness of integrated training approach for behavior management among the children with Autism Spectrum Disorder. Wang's team introduces the