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The articles in this issue of *Psychology Research and Practice* emanate from a wide range of countries and address a wide range of topics for which theory and research in psychology provide guidelines for improving practice in various aspects of human endeavour. The first article, by Pan, from China, explored the contributions of perceived teacher support toward students' technology-based language learning engagement in online courses. The second article, by Lee, Jamnik and Chen, also from China, discusses the dialectical Daoist yin-yang perspective of mind by focusing on categorical cognition and perception, social cognition, stereotyping, and human development. The

third article, by Thapaliya, investigated how Resource Teachers of Learning and Behaviour in New Zealand provide inclusionary support for students with autism spectrum disorders in mainstream classrooms. The fourth article, by Brathwaite and Hornby, investigated the views of parents and special education teachers about the Treatment and Education of Autistic and Communication Handicapped Children intervention programme used at a special school for children with autism in Barbados. The fifth article, by Joshi, from India, presents a research-based theoretical framework for cell phone use-led sleep quality, academic performance, and psychological well-being.



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