

1. Record Nr.	UNINA990001438110403321
Autore	Katz, Nicholas M. <1943 >
Titolo	Random Matrices, Frobenius Eigenvalues, and Monodromy / Nicholas M. Katz, Peter Sarnak
Pubbl/distr/stampa	Providence (RI) : American Mathematical Society, c1999
ISBN	0-8218-1017-0
Descrizione fisica	xi, 419 p. ; 25 cm
Collana	American mathematical society colloquium publications ; 45
Altri autori (Persone)	Sarnak, Peter
Disciplina	519
Locazione	FI1 MA1
Collocazione	18-279 C-36-(45)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910304129903321
Titolo	Cognitive and Behavioral Interventions in the Schools : Integrating Theory and Research into Practice / / edited by Rosemary Flanagan, Korrie Allen, Eva Levine
Pubbl/distr/stampa	New York, NY : , : Springer New York : , : Imprint : Springer, , 2015
ISBN	1-4939-1972-5
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (347 p.)
Disciplina	150 155.4 155424 361.3 370.15 616.8914
Soggetti	School Psychology Social service Therapeutics Counseling Educational psychology Social Work Counseling Psychology Educational Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Part I: Intervention Planning -- Introduction -- Behavioral Assessment in School Settings -- Part II: Childhood Disorders -- Anxiety in Youth: Assessment, Treatment, and School-based Service Delivery -- Trauma: PTSD, and Secondary Trauma in Children and Adolescents -- Depression -- Transdiagnostic Behavioral Therapy for Anxiety and Depression in Schools -- Obsessive Compulsive Disorder -- Attention-Deficit Hyperactivity Disorder: Use of Evidence-Based Assessments and Interventions -- Oppositional Defiant and Conduct Disorders -- Using CBT to Assist Children with Autism Spectrum Disorders/Pervasive

Developmental Disorders in the School Setting -- Pediatric Elimination Disorders -- Part III: Interventions: The Practitioner's Tool-Kit -- Cognitive Interventions -- Cognitive and Behavioral Interventions -- Part IV: Implementation Concerns and Future Directions -- Transporting Cognitive Behavioral Interventions to the School Setting -- Professional Issues in Cognitive and Behavioral Practice for School Psychologists -- Technology-Based Cognitive Behavioral Therapy in School Settings.

Sommario/riassunto

This book offers a new framework for providing psychological services in schools at the individual, group, and systemic levels. It examines a variety of disorders common to school children, including anxiety, depression, ADHD, and conduct disorder, and outlines treatment options from evidence-based cognitive and cognitive-behavioral methods. The accessible real-world guidelines enable readers to design, implement, and evaluate interventions relevant to diverse student needs. Ethical, competency, and training concerns facing school practitioners in the new therapeutic environment are reviewed as well. Featured areas of coverage include: Behavioral assessment in school settings. PTSD and secondary trauma in children and adolescents. Transdiagnostic behavioral therapy for anxiety and depression in school. CBT for children with autism spectrum and other developmental disorders. Implementation, technological, and professional issues. The Practitioner's Toolkit: evidence-based cognitive and behavioral interventions. Cognitive and Behavioral Interventions in the Schools is an essential resource for professionals and scientist-practitioners in child and school psychology, social work, behavioral therapy, psychotherapy and counseling, and educational psychology. .