

1. Record Nr.	UNINA990001448120403321
Autore	Foley, James D.
Titolo	Computer graphics : principles and practice / James D. Foley, Andries van Dam, Steven K. Feiner, John F. Hughes
Pubbl/distr/stampa	Reading (Mass.) : Addison-Wesley, c1996
ISBN	0-201-84840-6
Edizione	[2nd ed.]
Descrizione fisica	xxiii, 1175 p. : ill. ; 24 cm
Collana	The systems programming series
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Collocazione	006.66-FOL-1 006.66-FOL-1A 006.66-FOL-(1 b 13 P 02 10
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Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	edition reprinted with corrections 1997, first ed. 1990

2. Record Nr.	UNINA9910457946403321
Titolo	Cognitive-behavioral interventions in educational settings : a handbook for practice // edited by Rosemary B. Mennuti, Ray W. Christner, Arthur Freeman
Pubbl/distr/stampa	New York : , : Routledge, , 2012
ISBN	1-136-48698-4 0-203-13636-5
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (783 p.)
Altri autori (Persone)	ChristnerRay W. <1972-> FreemanArthur <1942-> MennutiRosemary B. <1947->
Disciplina	370.15/28
Soggetti	School psychology Cognitive therapy for children Behavior modification Electronic books.
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Cognitive-behavioral Interventions in Educational Settings; Copyright; Contents; List of Figures; List of Tables; Foreword; Acknowledgments; Contributors; Section I : Foundations; Chapter 1 : an Introduction to Cognitive-behavioral Therapy with Youth; Chapter 2 : Implementation of Cognitive-behavioral Therapy (cbt) to School-based Mental Health: a Developmental Perspective; Chapter 3 : Multicultural Issues in School Mental Health: Responsive Intervention in the Educational Setting; Chapter 4 : a Cognitive-behavioral Case Conceptualization for Children and Adolescents Section II : Application of Cbt Interventions with Specific DisordersChapter 5 : Anxiety Disorders: School-based Cognitive-behavioral Interventions; Chapter 6 : School Refusal Behavior: School-based Cognitive-behavioral Interventions; Chapter 7 : Selective Mutism: Cognitive-behavioral Assessment and Intervention; Chapter 8 : Depression: School-based Cognitive- Behavioral Interventions; Chapter 9 : Bipolar Disorder: School-based Cognitive- Behavioral Interventions;

Chapter 10 : Adolescents with Eating Disorders: School- Based Cognitive-behavioral Interventions
Chapter 11 : Anger and Aggression: School-based Cognitive-behavioral Interventions
Chapter 12 : Bullying and Coercion: School-based Cognitive-behavioral Interventions;
Chapter 13 : Children with Learning Disabilities: School- Based Cognitive-behavioral Interventions;
Chapter 14 : Attention Deficit Hyperactivity Disorder: School-based Cognitive-behavioral Interventions;
Chapter 15 : Individuals with Developmental Disabilities: School-based Cognitive-behavioral Interventions;
Chapter 16 : Autism: School-based Cognitive-behavioral Interventions
Chapter 17 : Lesbian, Gay, Bisexual, Transgendered, and Questioning (lgbtq) Youth: School Climate, Stressors, and Interventions
Chapter 18 : Children with Chronic Health Conditions: School- Based Cognitive-behavioral Interventions;
Chapter 19 : Substance-abuse Prevention: School-based Cognitive-behavioral Approaches;
Section III: Application of Cbt Interventions with Systems;
Chapter 20 : Cognitive-behavioral Strategies for School Behavioral Consultation;
Chapter 21 : Cognitive-behavioral Approaches to School- Crisis Response;
Chapter 22 : Building Resilience in Schools
Chapter 23 : Incorporating Cognitive-behavioral Therapy in a School-wide Positive Behavioral Support System: Promoting Good Mental Health in All Children
Section IV : Summary;
Chapter 24 : the Future of Cognitive-behavioral Interventions in Schools; Index

Sommario/riassunto

"This revised volume serves as an updated resource for school-based practitioners, as well as others providing treatment to children and adolescents, by presenting evidence-based interventions for a variety of issues commonly seen in school settings. Leading professionals provide assessment and intervention approaches based on a cognitive-behavioral framework, with specific sensitivity given to the unique needs of youth within the context of school and family. Including both innovative and well-established approaches to working with children and adolescents in schools, this text offers interventions for a variety of issues and concerns faced by school-aged youth. The use of case studies and session outlines, as well as the balance of theoretical and clinical concerns, enhances this book's value as a reference for both clinicians and students."--
