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| 1. Record Nr.           | UNINA9910338247703321  |
| Autore                  | Wilbrandt Ulrich   |
| Titolo                  | Stokes–Darcy Equations : Analytic and Numerical Analysis // by Ulrich Wilbrandt  |
| Pubbl/distr/stampa      | Cham : , : Springer International Publishing : , : Imprint : Birkhäuser, , 2019  |
| ISBN                    | 3-030-02904-2  |
| Edizione                | [1st ed. 2019.]  |
| Descrizione fisica      | 1 online resource (VIII, 212 p. 37 illus., 17 illus. in color.)  |
| Collana                 | Lecture Notes in Mathematical Fluid Mechanics, , 2510-1374   |
| Disciplina              | 515.7<br>532.001515353   |
| Soggetti                | Functional analysis<br>Numerical analysis<br>Functional Analysis<br>Numerical Analysis   |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Nota di contenuto       | Notation and preliminary results -- Properties of Sobolev spaces -- Traces -- Subproblems individually -- Stokes-Darcy equations -- Algorithms -- Numerical results.   |
| Sommario/riassunto      | This book offers a thorough guide starting from fundamental functional analysis leading to the coupling of Stokes and Darcy equations, including numerical analysis and scientific computing. Almost all intermediate results are given with complete, rigorous proofs, including theorems which can be rarely found in the literature such that this book serves well as a reference on the topic. Special care is taken to analyze the difficult cases of non-smooth interfaces which are not completely enclosed in one subdomain, i.e, intersect with the outer boundary. This can hardly be found in the literature. Additionally, known and new subdomain iterative methods are introduced, analyzed and applied to standard examples as well as one example motivated by a geoscientific setting. |

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| 2. Record Nr.           | UNINA9910298074803321   |
| Autore                  | Macklem Gayle L   |
| Titolo                  | Preventive Mental Health at School : Evidence-Based Services for Students / / by Gayle L. Macklem   |
| Pubbl/distr/stampa      | New York, NY : , : Springer New York : , : Imprint : Springer, , 2014   |
| ISBN                    | 1-4614-8609-2   |
| Edizione                | [1st ed. 2014.]   |
| Descrizione fisica      | 1 online resource (392 p.)  |
| Disciplina              | 150<br>155.4<br>155424<br>361.3   |
| Soggetti                | Child psychology<br>School psychology<br>Social service<br>Public health<br>Education and state<br>Pediatrics<br>Child and School Psychology<br>Social Work<br>Public Health<br>Educational Policy and Politics   |
| 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       | Chapter 1. Providing Preventive Services in Schools -- Chapter 2. Locating and Selecting Evidence-Based Preventive Curricula and Programs -- Chapter 3. Student Engagement, Motivation, and Active Learning -- Chapter 4. Engaging Families Through School and Family Partnerships -- Chapter 5. Organizational/Systems Change -- Chapter 6. High Risk Behaviors and Mental Health -- Chapter 7. Evidence-Based Prevention of Externalizing Disorders -- Chapter 8. Social Emotional Learning -- Chapter 9. Evidence-Based Prevention of Internalizing Disorders -- Chapter 10. Implementation Fidelity Versus Adaptation -- Chapter 11. Adapting Program for Various Racial and Ethnic |

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Sommario/riassunto

Some engage in high-risk behaviors. Others need help with emotional skills. Many are affected by mental disorders. While every school has its share of students needing comprehensive mental health services, personnel struggle to address these needs effectively in an era of scarce resources and dwindling budgets. Preventive Mental Health at School gives school-based practitioners and researchers an accessible, nuanced guide to implementing and improving real-world proactive programs and replacing outmoded service models. Based firmly in systems thinking and an ecological-public health approach, the book outlines the skills needed for choosing evidence-based interventions that are appropriate for all students, and for coordinating prevention efforts among staff, educators, and administration. As schools become more and more diverse, school-based practitioners must become knowledgeable in regard to the critical racial and cultural differences that affect students, their families, and enrich our schools. Research currently available to help meet the needs of various groups of children and their families is included as each topic is addressed. In addition, the author provides a theoretical groundwork and walks readers through the details of assessing resources and needs, applying knowledge to practice, and evaluating progress. Instructive case examples show these processes in action, and further chapters address questions of adapting programs already in place for greater developmental or cultural appropriateness. Included in the coverage: Student engagement, motivation, and active learning. Engaging families through school and family partnerships. Evidence-based prevention of internalizing disorders. Social emotional learning. Adapting programs for various racial and ethnic populations. Adapting programs for young children. Preventive Mental Health at School offers solid guidance and transformative tools to researchers, graduate students, and professionals/practitioners/clinicians in varied fields including clinical child and school psychology, social work, public health and policy, educational policy and politics, and pediatrics.

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