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Autore	McMullen Peter <1942->
Titolo	Abstract regular polytopes / / Peter McMullen, Egon Schulte [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2002
ISBN	1-316-08575-9 0-511-54668-8 1-280-41990-3 9786610419906 0-511-16958-2 1-139-14822-2 0-511-06500-0 0-511-05867-5 0-511-30843-4 0-511-07346-1
Descrizione fisica	1 online resource (xiii, 551 pages) : digital, PDF file(s)
Collana	Encyclopedia of mathematics and its applications ; ; volume 92
Disciplina	516.3/5
Soggetti	Polytopes
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 519-538) and indexes.
Nota di contenuto	; 1. Classical Regular Polytopes -- ; 2. Regular Polytopes -- ; 3. Coxeter Groups -- ; 4. Amalgamation -- ; 5. Realizations -- ; 6. Regular Polytopes on Space-Forms -- ; 7. Mixing -- ; 8. Twisting -- ; 9. Unitary Groups and Hermitian Forms -- ; 10. Locally Toroidal 4-Polytopes: I -- ; 11. Locally Toroidal 4-Polytopes: II -- ; 12. Higher Toroidal Polytopes -- ; 13. Regular Polytopes Related to Linear Groups -- ; 14. Miscellaneous Classes of Regular Polytopes.
Sommario/riassunto	Abstract regular polytopes stand at the end of more than two millennia of geometrical research, which began with regular polygons and polyhedra. They are highly symmetric combinatorial structures with distinctive geometric, algebraic or topological properties; in many ways more fascinating than traditional regular polytopes and tessellations. The rapid development of the subject in the past 20 years has resulted

in a rich new theory, featuring an attractive interplay of mathematical areas, including geometry, combinatorics, group theory and topology. Abstract regular polytopes and their groups provide an appealing new approach to understanding geometric and combinatorial symmetry. This is the first comprehensive up-to-date account of the subject and its ramifications, and meets a critical need for such a text, because no book has been published in this area of classical and modern discrete geometry since Coxeter's Regular Polytopes (1948) and Regular Complex Polytopes (1974). The book should be of interest to researchers and graduate students in discrete geometry, combinatorics and group theory.

2. Record Nr.	UNINA9910827665703321
Titolo	Handbook of school mental health : advancing practice and research // edited by Mark D. Weist, Steven W. Evans, and Nancy A. Lever
Pubbl/distr/stampa	New York : , : Springer, , [2003] ©2003
ISBN	0-387-73313-2
Descrizione fisica	1 online resource (XV, 386 p.)
Collana	Issues in Clinical Child Psychology
Disciplina	371.46
Soggetti	School children - Mental health services - United States School psychology - United States Clinical psychology - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di contenuto	Background, Policy, and Advocacy -- History of School-Based Mental Health Services in the United States -- Toward a Comprehensive Policy Vision for Mental Health in Schools -- Effective Advocacy for School-Based Mental Health Programs -- Mobilizing Research to Inform a School Mental Health Initiative -- Overcoming the Challenges of Funding School Mental Health Programs -- Enhancing Collaborative Approaches -- Mental Health in Schools -- Enhancing Collaboration within and across Disciplines to Advance Mental Health Programs in

Schools -- The Community Schools Approach -- Partnering with Families in Expanded School Mental Health Programs -- System, Agency, and Stakeholder Collaboration to Advance Mental Health Programs in Schools -- School Mental Health in Context -- School-Based Mental Health Services in Urban Communities -- The Mental Health for Immigrants Program -- School-Based Mental Health on a United States Army Installation -- Serving the Most Severe of Serious Emotionally Disturbed Students in School Settings -- Children with Special Health Care Needs in School -- Moving toward Best Practice -- School Mental Health in Systems of Care -- Training for Effective Practice in the Schools -- Continuous Quality Improvement and Evaluation of Expanded School Mental Health Programs -- Strength-Based Approaches to Assessment in Schools -- Facilitating the Implementation of Evidence-Based Prevention and Mental Health Promotion Efforts in Schools -- Cross-Cutting Issues -- Preventing and Addressing Crises and Violence-Related Problems in Schools -- Achieving Generalization in School-Based Mental Health -- Cultural Sensitivity, Relevance, and Competence in School Mental Health -- Addressing Unique Ethical and Legal Challenges in Expanded School Mental Health.

Sommario/riassunto

With the growing challenges that children confront daily, schools must be prepared at any given moment to intervene on their behalf. And school professionals must be well trained to attend not only to the most routine mental health needs of its students but also to respond quickly and effectively to significant traumatic events. All this in addition to addressing demands to narrow the achievement gap, increase the rate of school success, and lower the dropout rate. Along with an introductory chapter that focuses on advancing school-based mental health practice and research, the Handbook of School Mental Health addresses a broad range of issues, including how to: Build and enhance collaborative approaches among the various individual, group, system, and agency stakeholders. Ensure best practices are used in all systems of care; provide effective training for all professionals; introduce strength-based approaches to assessment in schools; and facilitate the implementation of evidence-based practices. Prevent and effectively manage crises and violence in schools while addressing the unique ethical, cultural, and legal challenges of school mental health. This volume is an essential resource for the diverse coalition of school mental health staff and advocates including educators, social workers, school psychologists, school counselors and other professionals who work with and are concerned with the well-being of children.
