

1. 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.
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	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

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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."--

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2. Record Nr.	UNINA9910821118703321
Autore	Beyerer Jurgen
Titolo	Pattern Recognition : introduction, features, classifiers and principles / / Jurgen Beyerer, Matthias Richter, Matthias Nagel
Pubbl/distr/stampa	Berlin : , : De Gruyter, , [2018] ©2018
ISBN	3-11-053796-6
Descrizione fisica	1 online resource (306 pages)
Collana	De Gruyter graduate
Classificazione	ST 330
Disciplina	006.4
Soggetti	Pattern recognition systems
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Preface / Beyerer, Jürgen / Richter, Matthias / Nagel, Matthias -- Contents -- List of Tables -- List of Figures -- Notation -- Introduction -- 1. Fundamentals and definitions -- 2. Features -- 3. Bayesian decision theory -- 4. Parameter estimation -- 5. Parameter free methods -- 6. General considerations -- 7. Special classifiers -- 8. Classification with nominal features -- 9. Classifier-independent concepts -- A. Solutions to the exercises -- B. A primer on Lie theory -- C. Random processes -- Bibliography -- Glossary -- Index
Sommario/riassunto	The book offers a thorough introduction to Pattern Recognition aimed at master and advanced bachelor students of engineering and the natural sciences. Besides classification - the heart of Pattern Recognition - special emphasis is put on features, their typology, their properties and their systematic construction. Additionally, general principles that govern Pattern Recognition are illustrated and explained in a comprehensible way. Rather than presenting a complete overview over the rapidly evolving field, the book is to clarify the concepts so that the reader can easily understand the underlying ideas and the rationale behind the methods. For this purpose, the mathematical treatment of Pattern Recognition is pushed so far that the mechanisms of action become clear and visible, but not farther. Therefore, not all derivations are driven into the last mathematical detail, as a mathematician would expect it. Ideas of proofs are presented instead of complete proofs. From the authors' point of view, this concept allows

to teach the essential ideas of Pattern Recognition with sufficient depth within a relatively lean book. Mathematical methods explained thoroughly Extremely practical approach with many examples Based on over ten years lecture at Karlsruhe Institute of Technology For students but also for practitioners

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