

## Sue Roffey

### Publications

#### Books and book chapters

Roffey, S. (2018). *Primary Behaviour Cook Book*. London: Routledge. (in press)

Boyle, C., & Roffey, S. (2018). Belief, belonging and the role of schools in reducing the risk of home-grown extremism. In K. Allen & C. Boyle (Eds.), *Pathways to School Belonging*. Rotterdam: Sense Publishers (in press).

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Roffey, S. (2017). Learning positive relationships. In C. Proctor (Ed.), *Positive Psychology Interventions in Practice*. Dordrecht: Springer.

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Roffey, S. (2017). Young people's wellbeing in schools: student voice and agency. In J. Hardy and C. Hobbs (Eds.), *Using Qualitative Research to Hear the Voice of Children and Young People*. Leicester: BPS Division of Educational and Child Psychology.

Roffey, S. (2016). Behaviour. In S. Rogers & D. Wyse (Eds.), *Handbook of Early Years and Primary Teaching*. London: Sage.

Roffey, S. (2016). 'Circle Solutions og understøttet læring'. In R. Kristensen, & T. Szulevicz (Eds.), *Understøttende undervisning og læringsmiljøer*. Copenhagen: Forlaget Dafolo.

Roffey, S. (2016). Circle Solutions. In P. Robinson (Ed.), *A Guide to Improving Wellbeing Literary In Schools*. Sydney: Positive Psychology Institute.

Roffey, S., & Deal, R. (2015). *Strengths in Circles* (set of cards with accompanying booklet). Geelong: St Lukes Innovative Resources.

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Barnes, J., & Roffey, S. (2014). Community change: the complex nature of interventions to promote positive connections. In F. Huppert & P. Cooper (Eds.), *Wellbeing: A Complete Reference Guide volume 6*. London: Wiley Blackwell.

Roffey, S. (2014). *Circle Solutions for Student Wellbeing*. London: Sage.

Roffey, S., & Parry, J. (2013). *Special Needs in the Early Years: Promoting Collaboration, Communication and Co-ordination*. 3<sup>rd</sup> edition. London: Routledge.

Roffey, S. (Ed.). (2012). *Positive Relationships: Evidence-based practice around the world*. Dordrecht: Springer.

Roffey, S. (2011). *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing*. London: Sage Publications. (Danish translation)

Roffey, S. (2011). *New Teachers Survival Guide to Behaviour. 2<sup>nd</sup> Edition*. London: Sage Publications (Polish translation).

Roffey, S. (2010). Classroom Support for Including Students with Challenging Behaviour. In R. Rose (Ed.), *Confronting Obstacles to Inclusion – International Responses to Developing Inclusive Schools*. London: Routledge.

Roffey, S. (2009). 2 Invited chapters in M. Bhatnagar (Ed.), *Emotional Literacy: Concept, Application and Experiences*. Hyderabad, India: Icfai University Press

Roffey, S. (2008). *Whole Child: Promoting Social and Emotional Wellbeing. Teachers Resource Books (x3)*. Melbourne: Pearson Rigby Publishers.

Roffey, S. (2006). *Circle Time for Emotional Literacy*. London: Sage Publications.

Roffey, S. (2006). *Helping with Behaviour in the Early Years: Establishing the Positive and Addressing the Difficult*. London: Routledge Falmer.

Roffey, S., & O'Reirdan, T. (2003). *Plans for Better Behaviour in the Primary School: Management and Intervention*. London: David Fulton Publishers (now Routledge)

Roffey, S. (Ed.), (2002). *School Behaviour and Families: Frameworks for Working Together*. London: David Fulton Publishers.

Roffey, S., & O'Reirdan, T. (2001). *Young Children and Classroom Behaviour: Needs, Perspectives and Strategies*. London: David Fulton Publishers (Spanish translation 2004).

Roffey, S., Tarrant, T., & Majors, K. (1994). *Young Friends: Schools and Friendship*. London: Cassell Education (published in Danish in 2000).

### **Academic Articles / Research reports**

Roffey, S. (2017). The ASPIRE principles and pedagogy for the implementation of social and emotional learning and the development of whole school wellbeing. *International Journal of Emotional Education* 9(2), 54 -70.

Roffey, S. (2017). 'Ordinary magic' needs ordinary magicians: The power and practice of positive relationships for building youth resilience and wellbeing. *Kognition und Paedagogik*, 103(Social Resiliens), 38-57.

Roffey, S. (2016). Building a case for whole-child, whole-school wellbeing in challenging contexts. *Educational and Child Psychology*, 33(2), 30-42.

Greig, A., McKay, T., Roffey, S., & Williams, A. (2016). Editorial in *Mental Health and Behaviour Vol 1. Educational and Child Psychology*, 33(2), 6-10.

Roffey, S. (2015). Becoming an agent of change for school and student wellbeing. *Educational and Child Psychology*, 32(1), 21-30.

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Dobia, B., Bodkin-Andrews, G., Parada, R. O'Rourke, V., Gilbert, S., Daley, A., & Roffey, S. (2014). *Aboriginal Girls Circle: enhancing connectedness and promoting resilience for Aboriginal girls: Final Pilot Report*.

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Nemec, M., & Roffey, S. (2005). *Emotional Literacy and the case for a whole-school approach to promote sustainable educational change*. Peer reviewed paper for AARE conference

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