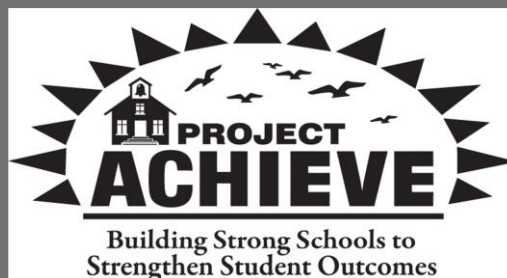# Howard M. Knoff, Ph.D.

President, Project ACHIEVE Educational Solutions
International Author, Presenter, Consultant

2025-2026
Professional Development and
Virtual/On-Site Consultation
Offerings

Keynotes
Break-Out Sessions
One Day Workshops
Two Day Workshops

PROJECT
ACHIEVE
Building Strong Schools to
Strengthen Student Outcomes

Dr. Howie Knoff
Project ACHIEVE Educational Solutions

2025 – 2026
Keynotes, Half or Full-day or Two-day Workshops, and/or On-Site/Virtual Consultations

<u>Focus Areas/Titles</u>

Area A. <u>Systems Change</u>: <u>Strategic Planning, Leadership, and School Improvement</u>

<u>Keynote/Workshop A1</u>. Building Strong Schools to Strengthen Student Outcomes: The Seven Sure Solutions

   <u>Typical Audiences</u>: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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<u>Keynote/Workshop A2</u>. It Takes a Team! Helping Schools Design and Use Effective Shared Leadership Processes

   <u>Typical Audiences</u>: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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<u>Keynote/Workshop A3</u>. Fast-Tracking School Improvement: Getting Back on the Road to Success

   <u>Typical Audiences</u>: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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<u>Keynote/Workshop A4</u>. Enhancing Administrators and School Leaders' Social Intelligence: The Seven C's of Success

   <u>Typical Audiences</u>: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Area B. <u>School Discipline, Classroom Management, and Student Self-Management</u>

<u>Keynote/Workshop B1</u>. School Discipline, Classroom Management, and Student Self-Management: Increasing Student Engagement While Decreasing (Disproportionate) Discipline

   <u>Typical Audiences</u>: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop B2. Teaching Social Skills to Improve Students' Engagement, Behavior, and Achievement

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop B3. Teaching Students Emotional Self-Control through Social Skills Instruction

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop B4. The Seven High-Hit Reasons for Students' Challenging Behavior

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop B5. Behavioral Interventions for Disobedient, Disruptive, Defiant and Disturbed Students

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Area C. Multi-Tiered Systems of Supports and Interventions

Keynote/Workshop C1. Implementing Effective Multi-Tiered Systems of Support: Essential School Components and Implementation Steps

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop C2. Completing Root Cause Analyses to Determine Why Students Academically Struggle or Demonstrate Social-Emotional Challenges

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop C3. Successful Multi-Tiered Academic Services and Supports: Strategies for Differentiated Instruction, Remediation, Accommodation, Modification, and Strategic Interventions

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Keynote/Workshop C4. Seven Ways to Avoid Special Education Litigation: When Short-Term Wins Turn into Long-Term Losses

   Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

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Note: Any of the Content Areas/Titles above can be modified to Meet Your Consultation or Training Needs

Presentation Brief Descriptions

Area A. Systems Change: Strategic Planning, Leadership, and School Improvement

Keynote/Workshop A1. Building Strong Schools to Strengthen Student Outcomes: The Seven Sure Solutions

   Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

   Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

   Brief Description. The ultimate educational goal is to maximize the academic and social, emotional, and behavioral progress and proficiency of all students. To reach this goal, virtually every state and school district in the country uses a strategic planning and organizational development process, but many struggle with applying a generic process to an increasingly diverse, complex, and challenged student body.

   With a focus on excellence and equity, a continuum of multi-tiered services and support. . . and 40 years of experience at the district, state department of education, and consultation levels, we discuss a research and practice blueprint that identifies the essential "Seven Sure Solutions" that guide strategic planning, leadership, and school improvement success. The blueprint has demonstrated its success in rural, suburban, and urban districts from less than 500 students to over 50,000 students, and it comes with strategies that facilitate data-driven decision-making and formative and summative evaluation.

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Keynote/Workshop A2. It Takes a Team! Helping Schools Design and Use Effective Shared Leadership Processes

   Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

   Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

   Brief Description. While there are many scientifically-based approaches that help schools to be more effective, what really determines the success of students, staff, schools, and districts? Ultimately, it is all about the people in those settings, how they get along, and whether or not they function as a team.

   A team is "a highly communicative group of people with different backgrounds, skills, and abilities with a common purpose who are working together to achieve clearly defined goals." In this presentation, we differentiate "teams" versus "work-groups," and discuss the characteristics and process of developing strong, successful teams.

   We then describe (a) a blueprint for a Shared Leadership committee structure that involves all staff in a school; (b) address how school-level committees develop, implement, and evaluate annual strategic planning/school improvement goals and activities; and (c) share how to establish collaborative ground rules for both staff interactions and staff meetings.

A primary reason why many businesses succeed involves the fact that they "have the right people on the bus, in the right seats, doing the right things." When districts and schools take a similar perspective, they become "successful businesses" on behalf of their staff, students, and community.

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Keynote/Workshop A3. Fast-Tracking School Improvement: Getting Back on the Road to Success

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. Schools can make dramatic improvements in student success when they engage in three strategic, "high return" approaches: Data-based Analysis and Strategic Action Planning, Shared Leadership and Collaborative Decision-making, and Formative/Summative Evaluation and Staff and Student Accountability. This presentation describes specific activities in each of these areas, providing an 18-month "turn-around" blueprint for schools in need of immediate change, improvement, and success.

Four fundamental areas—addressing academics and instruction, school climate and student/staff engagement, parent and community involvement, and planning and evaluation—are also presented as the core of any school's continuous improvement journey. These are discussed as part of a planning and implementation cycle guided by an effective schools blueprint with seven interdependent components. The blueprint emphasizes the importance of establishing successful committees, identifying school resources, completing strategic student and intervention/service audits, and preparing—in April and May—for the systematic transfer of student, staff, and school status, data, and accomplishments to prepare for each new school year.

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Keynote/Workshop A4. Enhancing Administrators and School Leaders' Social Intelligence: The Seven C's of Success

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. While there are any number of scientifically-based approaches to help make schools more effective, what really determines the success of students, staff, schools, and districts? Ultimately, it is all about the people in those settings, how they get along, and whether or not they function as a team. Critically, in successful schools, every staff person—formally or informally, appointed or contextually—is a school leader.

This presentation details the "Seven C's of Success." These are the "social intelligence" processes that help individuals, grade levels, committees, and departments evolve and work successfully as teams. This is a developmental process that involves awareness and emotional perspective, knowledge and content, skills and application, and confidence and competence. The "Seven C's" involve: Communication, Caring, Commitment, Collaboration, Consultation, Consistency, and Celebration. Each C is described and discussed, their embedded skills are specified, and how they are used to address challenging situations and conversation are outlined. In the latter area, conversations related to equity and excellence, race and religion, politics and national/world events, and their impact on schools and classrooms are possible.

In the end, this presentation reflects that "process guides actions and outcomes." That is, even when the best, evidence-based approaches, strategies, and interventions are available in our schools, if they are not effectively implemented—through the Seven C's—by the people and their teams, the student outcomes will not follow. Participant reflection and sharing will be encouraged throughout the presentation.

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Area B. <u>School Discipline, Classroom Management, and Student Self-Management</u>

<u>Keynote/Workshop B1</u>. School Discipline, Classroom Management, and Student Self-Management: Increasing Student Engagement While Decreasing (Disproportionate) Discipline

<u>Typical Audiences</u>: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

<u>Available as a</u>: Keynote, Half or Full-day or Two-day Workshop, and/or On-Site/Virtual Consultation

<u>Brief Description</u>. Even before the increases in school discipline and classroom management problems following the pandemic, students' social, emotional, behavioral, and mental health status and needs were essential both to their academic and interpersonal success. And yet, many existing school-wide discipline approaches focus more on decreasing these problems, rather than enhancing students' interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills.

Moreover, many of these approaches have not used science-to-practice strategies that are (a) strength-based and student-outcome focused; (b) grounded in the psychology of individual, group, normal, and abnormal behavior; (c) sensitive to local multi-cultural and other student, staff, and community differences; and (d) immediately tailored to students' multi-tiered Tier I, II, and III needs.

This presentation describes how to implement a comprehensive, evidence-based social-emotional learning/positive behavioral support system (SEL/PBSS) at the student, staff, school, and system levels. Focused on school safety and discipline, classroom management and engagement, and students' social, emotional, and behavioral self-management, this approach uses a multi-tiered approach to prevention, strategic intervention, and intensive wrap-around/crisis management services and supports that is developmentally sensitive to students' status and needs. Equity and the elimination of the disproportionate disciplinary referrals for students of color and with disabilities will be emphasized.

The foundation to this presentation is Project ACHIEVE, an effective school and schooling process which was designated as an evidence-based program by the U.S. Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000. Project ACHIEVE elements have been implemented in thousands of schools nationwide since 1990; it is a comprehensive (school) psychology-grounded (not special education) model (not framework); and it uses evidence-based implementation blueprints that are tailored to the specific needs and conditions of each school district and its staff.

The presentation describes in detail the five interdependent school-wide and classroom components, why they work, and how they are systematically implemented. In the end, this system has demonstrated its consistent ability to maximize students' academic achievement, create safe school environments and positive school climates, increase and sustain effective classroom instruction, and use data to demonstrate student, staff, school, and system success.

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Keynote/Workshop B2. Teaching Social Skills to Improve Students' Engagement, Behavior, and Achievement

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day or Two-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. Many students with social, emotional, and/or behavioral challenges have not learned or mastered critical interpersonal, social problem-solving, conflict prevention and resolution, or emotional control, communication, and coping skills. This presentation discusses the science-to-practice approaches required when (a) implementing a social skills program as part of an multi-tiered social, emotional, and behavioral system; (b) choosing what social skills to teach; (c) teaching them to challenging students in multi-tiered settings; (d) integrating emotional control skills into the instruction; (e) using the skills to address teasing, bullying, and other micro-aggressions; and (f) teaching important classroom and building routines.

More specifically, this presentation will outline the scientific principles that must be integrated into the classroom social skill instructional practices in order to maximize success. This science-to-practice integration will be demonstrated through the Stop & Think Social Skills Program, an evidence-based program so designated by, for example, the U.S. Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) and by CASEL in the early 2000s. The Stop & Think process identifies over 50 prosocial skills that can be taught to students through a cognitive-behavioral approach that uses social learning theory: modeling, role playing, performance feedback, and transfer of training. The presentation will demonstrate how to teach these social skills through videotaped examples of social skill training, and interactive learning by the participants.

Schools that have used evidence-based social skills programs that are (a) integrated into a psychology-based social-emotional learning/positive behavioral support system (SEL/PBSS), along (b) a multi-tiered continuum have significantly decreased (c) discipline referrals to the office and school suspensions and expulsions; as well as (d) special education referrals and placements (particularly for emotionally disturbed/behaviorally disordered students). They have also increased students' academic engaged time in the classroom and learning and academic proficiency, as well as staff's consistency and classroom management skills relative to how behavior problems are dealt with across the school.

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Keynote/Workshop B3. Teaching Students Emotional Self-Control through Social Skills Instruction

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. Students, from preschool through high school and across the multi-tiered continuum, need to learn emotional awareness, control, communication, and coping skills. This presentation identifies the three interdependent components for emotional control and self-management. It then discusses the Emotional Control Paradigm which is grounded by the principles that (a) most emotional behaviors are neurologically-connected and classically conditioned, and that (b) ineffective emotional reactions most often need to be unconditioned, re-conditioned, or counter-conditioned.

We then show how emotional self-regulation can be taught through social skills instruction—using the Stop & Think Social Skills Program as an exemplar. Here, we discuss how students' emotional triggers and physiological cues, as well as their attributions, are woven into the process. In the end, we will demonstrate how to teach students to stay in emotional and physiological control when in the presence of emotional triggers; how to shift their thinking from negative or reactive to positive and proactive thoughts, beliefs, or expectations; and how to demonstrate appropriate, prosocial behaviors to address or respond to emotional triggers.

The session includes a number of videotaped emotional self-control teaching examples, and participants will be encouraged to ask questions and engage in relevant discussion.

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Keynote/Workshop B4. The Seven High-Hit Reasons for Students' Challenging Behavior

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. For students with significant social, emotional, and/or behavioral issues, functional behavioral assessments (FBAs) are often a significant part of the assessment process. However, many FBAs still are completed using approaches that have existed since the 1970s, they focus on a narrow operant perspective of behavior that does not incorporate over 40 years of biologically- and psychologically-based research, and hence, they may result in questionable conclusions and recommendations.

This presentation describes the seven "high-hit" reasons why students present with behavioral challenges, discussing how to assess these reasons as part of a "21st Century" FBA. It also demonstrates how to link each high-hit functional assessment reason with specific social, emotional, or behavioral interventions. As the tiers in a multi-tiered system are defined based on the intensity of student-needed services and supports, the discussion will center on previewing Tier II strategies and interventions.

This presentation will especially help general and special education teachers determine why students present with social, emotional, or behavioral challenges so they can link the underlying reasons to services, supports, and interventions with high probabilities of success.

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Keynote/Workshop B5. Behavioral Interventions for Disobedient, Disruptive, Defiant and Disturbed Students

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day or Two-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. There are many reasons why students demonstrate angry, aggressive, and acting out behavior in their schools or classrooms—or anxious, withdrawal, and "checking out" behavior. This presentation focuses especially on the Tier 2 (strategic) interventions that schools need to implement to assist challenging students who are demonstrating social, emotional, and/or behavioral challenges in their classrooms or across their schools. Ways to translate the research that typically underlies these interventions into practical and realistic classroom-based strategies is particularly emphasized.

The interventions will be organized by those that: Increase or Establish New Student Behaviors; Decrease or Eliminate Inappropriate Behaviors; Teach Attention and Engagement Skills; Teach Social, Self-Management, and Self-Control Skills; Increase Student Motivation; and Enhance Peer Engagement/ Initiation and/or Peer Response/Management Skills. The presentation also provides twelve behavioral intervention "rules of thumb" as a roadmap toward effective implementation.

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Area C. Multi-Tiered Systems of Supports and Interventions

Keynote/Workshop C1. Implementing Effective Multi-Tiered Systems of Support: Essential School Components and Implementation Steps

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day or Two-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. The Elementary and Secondary Education Act (ESSA) requires districts and schools to develop multi-tiered systems of services, supports, strategies, and interventions for students who are at-risk, underachieving, unresponsive, and/or unsuccessful. These integrated and comprehensive systems should address students who are struggling academically, and/or presenting social, emotional, or behavioral challenges.

This presentation discusses both (a) a district/school systematic multi-tiered decision-making process that guides the assessment to intervention process when students are not academically or behaviorally succeeding in the classroom; (b) a school/classroom data-based functional assessment problem-solving process used to assess specific students so that the underlying reasons for their difficulties can be linked with high success instructional or intervention approaches; and (c) the make-up, responsibilities, and effective functioning of a school-level, multi-disciplinary MTSS Team.

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Keynote/Workshop C2. Completing Root Cause Analyses to Determine Why Students Academically Struggle or Demonstrate Social-Emotional Challenges

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day or Two-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. An essential part of an effective multi-tiered system of support (MTSS) is an evaluation process that determines to what degree students (a) have mastered academic material—in response to effective instruction, and (b) can demonstrate appropriate, prosocial interpersonal behavior— in response to effective classroom management.

When students are not progressing or responding, academically or behaviorally, to effective instructional conditions, the MTSS process includes a data-based problem solving process that determines the root causes that explain why specific students are struggling. . . so these reasons can be linked to multi-tiered services, supports, strategies, and interventions. The MTSS goal, ultimately, is to facilitate student learning and mastery, by ensuring effective instruction and classroom management for all students (Tier 1), and by speeding early and effective interventions to those students who need more strategic interventions (Tier 2) or more intensive interventions (Tier 3).

This presentation discusses the seven steps of a powerful, objective Data-based, Problem Solving process that identifies the root causes of students' academic and behavioral challenges—applying them to case studies. Participants will learn how to scientifically clarify and identify referred student problems, how to generate hypotheses to explain why these problems exist, how to test and validate (or invalidate) these hypotheses, and then how to link confirmed hypotheses to evidence-based interventions and to evaluate students' responsiveness to them.

Participants will leave with a working understanding of how to apply the scientific method to the academic and behavioral (psycho-educational) difficulties presented by challenging students in the classroom.

Sample Day 2

If chosen, this second day of the professional development focuses on a series of Case Studies representing students of different ages with serious academic and/or social, emotional, or behavioral classroom difficulties. Participants will use the data-based functional assessment problem solving process taught during the first day of the training to identify the underlying reasons for these students' difficulties—then linking the functional assessment results to instructional or intervention approaches.

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Keynote/Workshop C3. Successful Multi-Tiered Academic Services and Supports: Strategies for Differentiated Instruction, Remediation, Accommodation, Modification, and Strategic Interventions

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. The Elementary and Secondary Education Act (ESSA) requires districts and schools to develop multi-tiered systems of services, supports, strategies, and interventions for students who are at-risk, underachieving, unresponsive, and/or unsuccessful. From an academic perspective, this functionally involves helping district and school supervisors, as well as principals and classroom teachers, understand how to differentiate instruction for all students, and how to determine when and how to use remediation, accommodation, modification, and interventions in general education classrooms.

For students with disabilities, this also involves ensuring that they have access to (a) the general education curriculum, (b) appropriate instructional accommodations, (c) Universal Design for Learning approaches, and (d) (as needed) evidence-based interventions.

This presentation provides the information and examples needed to implement these academic services and supports. Included are evidence-based multi-tiered instructional approaches, strategies to best identify students' underlying academic struggles, and ways to track student progress and transfer the intervention "lessons learned" from one school year and one classroom level to the next.

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Keynote/Workshop C4. Seven Ways to Avoid Special Education Litigation: When Short-Term Wins Turn into Long-Term Losses

Typical Audiences: Administrators, General Education Teachers, Special Education Teachers, Related Service Personnel, Building Level Teams

Available as a: Keynote, Half or Full-day Workshop, and/or On-Site/Virtual Consultation

Brief Description. In the next few years, special education litigation will skyrocket because many districts did not provide the direct and/or related services to Students with Disabilities (SWDs) during the pandemic. Critically, the pandemic has no "statute of limitations." Thus, it is possible that the parents of a kindergarten student with disabilities—who was not appropriately educated during the pandemic—could file a lawsuit ten years later when that student is failing his/her sophomore year in high school.

Even when parents do not have a legitimate special education or disability rights claim, they often threaten or engage in litigation. Even when districts prevail, there still is a "loss" even when districts "win" in court. . . a loss of time, legal fees, staff anxiety, and school-parent relationships.

Based on experience testifying in many due process, state, and federal court cases as an Expert Witness, state certification as a Mediator, and background as a school psychologist, this presentation will identify the seven areas that districts can tap into to (a) determine why parents with children with disabilities are considering litigation, and (b) how to resolve the issues out of court now and into the future. Actual case studies will be used in each of the seven areas.

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Dr. Howie Knoff

Biography/Introduction Material

Howard M. Knoff, Ph.D. is an internationally-known innovator and hands-on practitioner in the areas of:

- School Improvement and Turn-Around, Strategic Planning and Organizational Development
- School Discipline, Classroom Management, and Student Self-Management (PBIS/PBSS/SEL)
- Differentiated Academic Instruction and Academic Interventions for Struggling Students
- Social, Emotional, and Behavioral Instruction and Strategic and Intensive Interventions for Challenging Students
- Multi-tiered (MTSS/RtI) Services, Supports, and Programming
- Effective Professional Development and On-Site Consultation and Technical Assistance

Howie is the President of Project ACHIEVE Educational Solutions which has implemented his nationally-known school effectiveness/school improvement program—an evidence-based model prevention program [through the U.S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA)]—in thousands of schools or districts over the past 40 years. An international expert on school safety and discipline, classroom management and school-wide SEL systems, student engagement and achievement, and interventions with behaviorally challenging students, Dr. Knoff was a university professor (22 years at the University of South Florida and SUNY-Albany), and Director of the federally-funded State Personnel Development/ State Improvement Grant for the Arkansas Department of Education from 2003 to 2015.

As Director of the Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), Dr. Knoff was directly responsible to the Director of Special Education for the state of Arkansas, and involved in many Departmental policy and procedure discussions and deliberations. In addition to administering the $12 million received from the U.S. Department of Education, Office of Special Education Programs to implement these grants, he and his staff scaled-up critical Project ACHIEVE components across Arkansas focusing on:

- Statewide implementation of Positive Behavioral Support (PBIS) Systems;
- Literacy and mathematics interventions for at-risk, underachieving, and students with disabilities;
- Response-to-Instruction and Intervention (RtI2) and Multi-Tiered Systems (MTSS) of support to help close the achievement gap, reduce disproportionality, and speed essential academic and behavioral interventions to needy students; and
- Sustained and real school improvement for Priority, Focus, and other schools or districts

Significantly, Project ACHIEVE (through the SPDG grant) was written into Arkansas' approved Elementary and Secondary Education (ESEA) Flexibility process as the school improvement model for all Focus schools in the state of Arkansas from 2010 to 2015.

Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 25 books or monographs, published over 100 articles and book chapters, and delivered over 5,000 presentations, papers, or workshops internationally. His publications include the **Stop & Think Social Skills Program (Preschool through Middle School editions)** and the **Stop & Think Parent Book: A Guide to Children's Good Behavior** both through Project ACHIEVE Press.

Among his recent books or publications are the following:

- Knoff, H.M. (2024). 7 suggestions to help districts avoid special education hearings. Equity and Access Journal: preK-12, January/February (27), 18-19.

- Knoff, H.M. (2023). Why some schools are still doing growth mindset strategies. Equity and Access Journal: preK-12, October to November (26), 36-40.

- Knoff, H.M. (2023). Why "Do" SEL if it doesn't improve students' classroom behavior? Equity and Access Journal: preK-12, August/September (25), 28-30.

- Knoff, H.M. (2023). Teaching students academic and social-emotional skills: We need to sweat the small stuff. Equity and Access Journal: preK-12, April/May (23), 14.

- Knoff, H.M. (2022). School improvement begins with principles before principals. Equity and Access Journal: preK-12, November/December (21), 46-50.

- Knoff, H.M. (2022). A setting is not an intervention. Equity and Access Journal: preK-12, February/March (18), 18-23.

- Knoff, H.M. (2022, May 27). How many more? A historical plea to protect our children from the politics of polarization. Equity and Access preK-12. American Consortium for Equity in Education. https://www.ace-ed.org/how-many-more-a-historical-plea-to-protect-our-children-from-the-politics-of-polarization/

- Knoff, H.M. (2021). Disproportionate discipline referrals for students of color and with disabilities: Re-thinking changes in policy and restorative justice programs and practices. Equity and Access Journal, September to October, 68-75.

- Knoff, H.M. (2021). Training racial bias out of teachers: Who ever said that we could? Equity and Access Journal, May to June, 58-69.

- Knoff, H.M. (2021). The mirage behind trauma-informed, SEL, mindfulness, & PBIS programs and frameworks: Why schools are wasting money, time, and training on unproven programs to solve students' social, emotional, and behavioral needs. Fort Myers, FL: Project ACHIEVE Press.

- Knoff, H.M. (2021). The pandemic playbook: Effectively re-opening our schools (now and for 2020-2021)-- Addressing students' academic and social, emotional, and behavioral needs. Fort Myers, FL: Project ACHIEVE Press.

• Knoff, H.M. (2019). The impact of inequitable school funding: Solutions for struggling schools without the money to fully help struggling students. <u>Equity and Access Journal, August to October</u>, 50-59.

• Knoff, H.M. (2019). <u>A multi-tiered service and support implementation guidebook for schools: Closing the achievement gap</u>. Fort Myers, FL: Project ACHIEVE Press.

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Dr. Knoff has a long history of working with schools, districts, and community and state agencies and organizations. For example, he has consulted with a number of state departments of education, the Department of Defense Dependents School District during Desert Storm, and the Southern Poverty Law Center. He has also served as an expert witness on ten federal court cases, in addition to working on many other state and local cases—largely for legal advocacy firms who are representing special education and other students in need. Specific to school safety issues, Dr. Knoff was on the writing team that helped produce <u>Early Warning, Timely Response: A Guide to Safe Schools</u>, the document commissioned by the President that was sent to every school in the country in the Fall of 1998; and he participated in a review capacity on the follow-up document, <u>Safeguarding our Children: An Action Guide</u>.

A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990, Dr. Knoff is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, a Licensed Psychologist in Florida, and he has been trained in crisis intervention, mediation processes, and trauma-based interventions. He has received over $40 million in external grants during his career—most recently five five-year School Climate Transformation Grants from the U.S. Department of Education.

Frequently interviewed in all areas of the media, Dr. Knoff has been on the NBC Nightly News, numerous television and radio talk shows, and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied." Finally, Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents more than 25,000 school psychologists nationwide.

Dr. Knoff is constantly sought after for his expertise in a wide variety of school, psychological, and other professional issues. He also has extensive experience as an Expert Witness having testified in many federal and state special education court cases across the United States.

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