

## Short Vita

### **Howard Marc Knoff, Ph.D.**

President, Project ACHIEVE Educational Solutions  
Managing Editor, Project ACHIEVE Press  
National Consultant, Author, Lecturer

Senior Fellow, The Center for Model Schools  
(A Division of Houghton, Mifflin, Harcourt)

Licensed Psychologist (Florida; formerly in New York and Arkansas)  
NCSP—Nationally Certified School Psychologist  
Certified School Psychologist (formerly in New York and Massachusetts)

### **Contact Information**

11600 Court of Palms, Unit 703  
Fort Myers, FL 33908

Phone: (813) 495-3318  
FAX: (501) 312-1493

E-mail: [howieknoff1@projectachieve.info](mailto:howieknoff1@projectachieve.info)

Website: [www.projectachieve.info](http://www.projectachieve.info)

### **Academic Degrees**

Ph.D.	1980	Syracuse University, Syracuse, New York (School Psychology)
Ed.S.	1978	Syracuse University, Syracuse, New York (School Psychology)
M.S.	1977	Syracuse University, Syracuse, New York (School Psychology)
A.B.	1976	Bowdoin College, Brunswick, Maine (Psychology/Biology)

### **Professional Experience**

8/90 to present      President, Project ACHIEVE Educational Solutions      Website: [www.projectachieve.info](http://www.projectachieve.info)

Blog: Building Strong Schools to      Website: [www.projectachieve.info/blog](http://www.projectachieve.info/blog)  
Strengthen Student Outcomes

Project ACHIEVE is a research-proven national school improvement/school reform project that has been designated a national model prevention program through the U.S. Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA), and that serves at-risk and underachieving students, their schools, and their families. Working intensively with school staffs and parents through a multi-year professional development and intervention process, Project ACHIEVE has been responsible for (a) significant increases in student achievement and social development, staff skills and positive school climates, and parental involvement and rapport; and (b) significant decreases in student violence and disciplinary problems, school suspensions and grade retentions, special education referrals and placements, and in the related personal and financial costs that these situations incur.

10/09 to 10/15	Director, State Personnel Development Grant
10/03 to 9/09	Director, State Improvement Grant Arkansas Department of Education, Special Education Unit Little Rock, AR

Responsible for all administrative, financial, and implementation aspects of a five-year \$1.0 million per year State Personnel Development Grant received from the U. S. Department of Education, Office of Special Education Programs, as a follow-up to a seven-year \$1.7 million per year State Improvement Grant (2003-2009).

The most-recent grant's primary goals were to facilitate the systemic change and improvement of services and supports to all students in schools in Improvement status across Arkansas—so that high levels of these students demonstrate consistent academic and social, emotional, and behavioral proficiency—especially on state benchmark and high-stakes proficiency tests. The grant also targeted districts that were not attaining high levels of effective services and outcomes for students with disabilities. All of this was done by focusing on school leadership, strategic planning, and organizational development; math and literacy instruction and intervention; social, emotional, and behavioral instruction and intervention; and data-based problem solving and Response-to-Intervention services. In addition, the grant had major initiatives in the areas of professional development, parent training and outreach, school-based mental health systems and services, and capacity-building so that the state could continue all of these activities after its completion.

8/92 to 7/03: Professor of School Psychology, University of South Florida

Faculty member in the Department of Psychological and Social Foundations (School Psychology Program) teaching graduate-level courses in Organizational Change, Supervision Processes, Professional Issues in School Psychology, Personality Assessment, and Internship/Practicum Supervision; along with research in the areas of organizational change and strategic planning, school reform, social skills and school safety, and consultation; along with service to the field and community.

8/87 to 12/98 Director, School Psychology Program, University of South Florida

Responsible for overseeing all facets of the Ph.D. and Ed.S. School Psychology program including program admissions, accreditation, strategic planning, financial aid, and internship opportunities.

During this period, the Program became one of the top programs in the nation with over 100 graduates, received over \$8 million in Federal and State grants, provided over \$300,000 in tuition support per year to its 60 full-time graduate students, and recruited six faculty including two Past Presidents of the National Association of School Psychologists. The Program also received two successive approvals of its Ed.S. and Ph.D. programs through NCATE during this time period, and was successful accredited by the APA at the doctoral level.

8/87 to 8/92 Associate Professor of School Psychology, University of South Florida

8/85 to 8/87 Assistant Professor of School Psychology, University of South Florida

9/81 to 8/85 Assistant Professor of School Psychology, SUNY-Albany

9/79 to 7/81 School Psychologist, Lenox, Massachusetts

### **Awards/National Leadership Positions**

Fellow, American Psychological Association (1989)

President, National Association of School Psychologists (1989-1990)

President-Elect (1988-1989); Past-President (1990-1991)

Lightner Witmer Award from the Division of School Psychology, American Psychological

Association for Early Career Contributions to School Psychology (August, 1989)

The Dean's Distinguished Service Award in Recognition of Commitment to Excellence in School

Psychology as Scholar, Practitioner, Leader, and Mentor, University of South Florida (April, 1990)

National Association of School Psychologists' Distinguished Service Award (March, 1991)

Florida Association of Student Services Administrators Outstanding Educator Award (October, 1993)

### **Awards: For Project ACHIEVE--**

Recipient of the **2003 Administrator's Award for School-Based Mental Health Programs** by the Substance Abuse and Mental Health Services Administration in the U. S. Department of Health & Human Services. Portland, OR, October, 2003.

Designated as a **Model National Program** by the Office of Juvenile Justice and Delinquency Prevention in the U. S. Department of Justice. Rockville, MD, July, 2003.

### **Awards: For Project ACHIEVE (Continued)--**

Designated as a Model National Program by the **Collaborative for Academic, Social, Emotional Learning (CASEL)**. Chicago, IL, July, 2002.

Designated as a Model National Program by the **Substance Abuse and Mental Health Services Administration/Center for Substance Abuse Prevention in the U. S. Department of Health & Human Services**. Rockville, MD, July, 2000.

Designated as a "Best and Promising Practices Program" by the **Western Center for the Application of Preventive Technologies** in association with the Oregon Office of Alcohol and Drug Abuse Programs. Salem, OR, September, 2000.

Highlighted at the **1999 Improving America's Schools Conference "Creating Safe Schools and Healthy Students Institute."** Sponsored by the U. S. Department of Education, Tampa, FL, October, 1999.

Highlighted at the **Safe and Effective Schools for ALL Children: What Works! A National Teleconference**. Sponsored by the U. S. Departments of Education and Justice (Office of Juvenile Justice and Delinquency Prevention), and the Center for Effective Collaboration and Practice at the American Institutes for Research, Washington, D. C., September, 1999.

Highlighted in **Safe, Drug-Free, and Effective Schools for ALL Children: What Works!** A joint report of the U. S. Department of Education's Safe and Drug-Free Schools and Office of Special Education Programs, April, 1998.

Cited as an exemplary program relative to school safety at the **White House Conference on School Safety**, October, 1998; and highlighted in the 1998 U. S. Department of Education/Department of Justice **Annual Report on School Safety** (October, 1998).

Highlighted in **Safe, Drug-Free, and Effective Schools for ALL Children: What Works!** A joint report of the U. S. Department of Education's Safe and Drug-Free Schools and Office of Special Education Programs, April, 1998.

Identified as an effective school reform program by the Center for Effective Collaboration and Practice of the American Institutes for Research, Washington, D. C., January, 1997.

Semi-finalist in the U. S. Department of Education's National Awards Program for Model Professional Development, October, 1996.

One of five programs across the country funded by the Metropolitan Life Foundation's **Positive Choices: Youth Anti-Violence Initiatives** program in the Fall of 1995 for \$100,000.

Received Honorable Mention in the Coalition on Educational Initiatives' and USA TODAY's **Community Solutions for Education** national awards program, May, 1995.

Designated as the best Model Student Services Program in Florida by the State Department of Education in its "Promising Programs and Practices" competition for 1994-1998.

### **Current Professional Association Memberships**

National Association of School Psychologists

## Recent/Important Publications

- 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: preK-12, September to October (16), 68-75.
- Knoff, H.M. (2021). Training racial bias out of teachers: Who ever said that we could? Equity and Access Journal: preK-12, May/June (14), 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. Little Rock, AR: 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. Little Rock, AR: 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. Equity and Access Journal, August/October, 50-59.
- Knoff, H.M. (2019). A multi-tiered service and support implementation guidebook for schools: Closing the achievement gap. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M., Reeves, D., & Balow, C. (2018). A multi-tiered service & support implementation blueprint for schools & districts: Revisiting the science to improve the practice. Irvine, CA: Illuminate Education.
- Knoff, H.M. (2018). Teasing, taunting, bullying, harassment, hazing, and physical aggression: Keeping your school, common areas, and students safe. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Teaching students classroom and school routines: From preschool to high school. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Developing school discipline codes that work: Increasing student responsibility while decreasing disproportionate discipline referrals. Little Rock, AR: Project ACHIEVE Press.

### **Recent/Important Publications (Continued)**

- Knoff, H.M. (2018). Implementing a progressive school discipline code through classroom-based Behavioral Matrices. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Developing and implementing the behavioral matrix: Team and teacher worksheets to create grade-level matrices. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Changing student behavior by linking office discipline referrals to a strategic Time-Out process: A step-by-step implementation guide. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The Stop & Think Social Skills Program: Exploring its research base and rationale. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Analyzing school resources: The SWOT (strengths, weaknesses, opportunities, and threats) assessment guide. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Creating effective school mission statements: Characteristics and analysis. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Shared leadership through school-level committees: Process, preparation, and first-year implementation action plans.
- Knoff, H.M. (2018). Evaluating school-wide discipline/Positive Behavioral Support Systems: Three years of sequenced implementation activities. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The school safety audit and emergency/crisis prevention process. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Conducting Quarterly Student Achievement Review (Q-STAR) meetings. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The Get-Go Process: Transferring students' multi-tiered information and data from one school year to staff and prepare for the next. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H. M. (2015). Best practices in strategic planning, organizational assessment, and school effectiveness. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology-VI. Bethesda, MD: National Association of School Psychologists.
- Knoff, H.M., & Dyer, C. (2014). RTI<sup>2</sup>—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems. Rexford, NY: International Center for Leadership in Education.
- Knoff, H.M. (2013). Changing resistant consultees: Functional assessment leading to strategic intervention. Journal of Educational and Psychological Consultation, 23(4), 307-317.
- Knoff, H.M. (2013). Classroom management from an organizational perspective: Positive behavioral supports at the system, school, and staff levels. In A. Honigsfeld & A. Cohan (Eds.), Breaking the mold of classroom management: Innovative and successful practices for the 21st century. Lanham, MD: Rowman & Littlefield Education.
- Knoff, H.M. (2012). School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide. Thousand Oaks, CA: Corwin Press.
- Knoff, H.M., Blanchard, K., Covey, S., & Tracy, B. (2010). Discover Your Inner Strength: Cutting Edge Growth Strategies from the Industry's Leading Experts. Sevierville, TN: Insight Publications.

### **Recent/Important Publications (Continued)**

Knoff, H. M. (2007). Best practices in implementing statewide positive behavioral support systems. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology-V. Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (2007). The seven sure solutions to school-based mental health services success: The necessary collaboration between school and community providers. In S. Evans (Ed.), Advances in school-based mental health interventions. Kingston, NJ: Civic Research Institute, Inc.

Knoff, H. M. (2006). Teasing, taunting, bullying, harassment, and aggression: A school-wide approach to prevention, strategic intervention, and crisis management. In M. J. Elias, J. E. Zins, & C. A. Maher (Eds.), Handbook of prevention and intervention in peer harassment, victimization, and bullying. New Jersey: Haworth Press.

Knoff, H. M., Finch, C., & Carlyon, W. (2004). Inside Project ACHIEVE: A comprehensive, research-proven whole school improvement process focused on student academic and behavioral outcomes. In K. Robinson (Ed.), Advances in school-based mental health: Best practices and program models (pp. 19-1 to 19-28). Kingston, NJ: Civic Research Institute, Inc.

Knoff, H. M. (March, 2002). The “Stop and Think!” Social Skills Program: Teaching children interpersonal and conflict resolution skills systems. NASP Communiqué, 30.

Knoff, H. M. (March, 2002). Positive Behavioral Self-Management Systems: Facilitating school-wide implementation and minimizing individual resistance. NASP Communiqué, 30.

Knoff, H. M. (2001, October). Establishing school-wide prevention, intervention, and intensive needs approaches for student discipline, behavior management, and self-management: A collaborative action planning process. Provided as a keynote paper for the virtual conference, “Creating Mentally Healthy Schools and Communities,” Washington, DC: American Institutes for Research, Center for Effective Collaboration and Practice.

Knoff, H. M. (2001). The Stop & Think Social Skills Program (Preschool – Grade 1, Grades 2/3, Grades 4/5, Middle School 6-8). Longmont, CO: Sopris West.

Knoff, H. M. (2000). Stop and Think! Steps toward the systematic prevention of student violence. Reaching Today’s Youth: The Community Circle of Caring Journal, 5(1), 63-66.

Knoff, H. M. (2000). Organizational development and strategic planning for the millennium: A blueprint toward effective school discipline, school safety, and crisis prevention. Psychology in the Schools, 38.

Raffaele, L., & Knoff, H. M. (1999). Improving home-school collaboration with parents of children at-risk: Organizational principles, perspectives, and approaches. School Psychology Review, 28, 448-466.

Knoff, H. M., Stollar, S., Johnson, J., & Chenneville, T. (1998). Assessment of social-emotional functioning and adaptive behavior. In E. Vazquez-Nuttall, I. Romero, & J. Kalesnik (Eds.), Assessing and screening preschoolers: Psychological and educational dimensions (2nd Ed.). Boston: Allyn & Bacon.

Knoff, H. M., & Bishop, M. D. (1997). Children and Divorce. In G.G. Bear, K. M. Minke, & A. Thomas (Eds.), Children’s Needs II (pp. 593-604). Washington, DC: National Association of School Psychologists.

Knoff, H. M., Curtis, M. J., & Batsche, G. M. (1997). The future of school psychology: Perspectives on effective training. School Psychology Review, 26, 93-103.

Knoff, H. M. (1996). The interface of school, community, and health care reform: Organizational directions toward effective services for children and youth. School Psychology Review, 25, 446-464.

Knoff, H. M., & Batsche, G. M. (1995). Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students. School Psychology Review, 24, 579-603.

### **National/Significant Grants Received**

School Climate Transformation Grant. (with the Teaneck Public Schools, NJ). Five-year grant funded by the U.S. Department of Education, Elementary and Secondary Education Programs for \$3,344,540. (2019-2024).

School Climate Transformation Grant. (with the Akron-Fairgrove, Caro, and Caseville Public Schools, MI). Five-year grant funded by the U.S. Department of Education, Elementary and Secondary Education Programs for \$3,746,050. (2019-2024).

School Climate Transformation Grant. (with the Talihina and Heavener Public Schools, OK). Five-year grant funded by the U.S. Department of Education, Elementary and Secondary Education Programs for \$2,735,425. (2019-2024).

School Climate Transformation Grant. (with the Martin County School District, KY). Five-year grant funded by the U.S. Department of Education, Elementary and Secondary Education Programs for \$1,586,398. (2014-2019).

School Climate Transformation Grant. (with the Elkton-Pigeon-Bay Port Laker Schools, MI). Five-year grant funded by the U.S. Department of Education, Elementary and Secondary Education Programs for \$1,830,895. (2014-2019).

Elementary and Secondary Counseling Grant. (with the Scranton School District, PA). Three-year grant funded by the U.S. Department of Education, Elementary and Secondary Education Programs for \$1,200,000. (2014-2017).

The Arkansas Personnel Development Grant: Leadership, Literacy and Mathematics, Positive Behavioral Supports, and Data-based Problem solving for Schools in Improvement status. (with Marcia Harding). Five-year grant funded by the U.S. Department of Education, Office of Special Education Programs for \$5,000,000. (2009-2014).

The Arkansas State Improvement Grant: Literacy, Positive Behavioral Supports, and Personnel Development. (with Marcia Harding, Howard and Judy Schrag, George Elliott). Five-year grant funded by the U.S. Department of Education, Office of Special Education Programs for \$7,862,500. (2003-2008).

Preservice training in school psychology: The curricular and behavioral consultation initiative. (with Dr. George M. Batsche). Three-year grant funded by the U.S. Department of Education, Office of Special Education Programs for \$233,280. (1990-1993).

National Scientific Conference on the Contributions of Psychology to Math and Science Education. (with Drs. George M. Batsche, Lou Penner, and Doug Nelson). (Approved November, 1990). Funded by the American Psychological Association for \$24,000.

A full-service school training initiative: Preparing school psychologists to integrate home, school, and community services for special education students. (with Dr. George M. Batsche). Four-year grant funded by the U.S. Department of Education, Office of Special Education Programs for \$427,340. (1992-1996).

The Florida Institute for School Reform and integrated service delivery. (with Dr. George M. Batsche). Funded by the Florida Department of Education for \$665,000. (1992-1996).

Meeting the needs of minorities with disabilities and the children of poverty: Preparing school psychologists for home-school collaborative efforts that enhance children's academic and social competence. (with Dr. George M. Batsche). Five-year grant funded by the U. S. Department of Education, Office of Special Education Programs for \$598,395. (1994-1999).

**National/Significant Grants Received (Continued):**

Project ACHIEVE: An empirical evaluation of an educational reform and instructional program for at-risk and disadvantaged elementary school children. (with George M. Batsche). Two-year grant funded by the U.S. Department of Education: Office of Educational Research for \$89,851. (1994-1996).

Decreasing Youth Violence: Creating "Stop & Think" Neighborhoods and Communities via Home-School-and-Community Partnerships and a Multimedia Social Skills Prevention and Intervention Program. (with George M. Batsche). Funding by the Metropolitan Life Foundation Positive Choices: Youth Anti-Violence Initiatives for \$100,000. (1995-1997).

Preparing School Psychologists for Curriculum-Based Assessment and Curriculum-Based Measurement: Facilitating Problem-Solving Services for At-Risk Students (with Dr. Kelly Powell-Smith). Three-year grant funded by the U. S. Department of Education, Office of Special Education Programs for \$447,063 (1997-1999).

Project ACHIEVE: Demonstrating the impact of a comprehensive school reform process to improve the academic and social progress of disabled, at-risk, and underachieving students. Three-year Federal Outreach Project for Children with Disabilities grant funded by the U. S. Department of Education, Office of Special Education Programs for \$450,000 (1998-2001).

Training school psychologists for comprehensive prevention and intervention services: Addressing the academic and behavioral needs of high poverty children at-risk for or with high-incidence disabilities. Three-year Pre-Service Training grant funded by the U. S. Department of Education, Office of Special Education programs for \$600,000 (1999-2002).

**Expert Witness in Federal and State Court; Due Process Cases  
(Sample Cases below)**

1/2024 V.S. v. All Saints Catholic School, Diocese of Palm Beach County (FL). In the Circuit Court of the 15<sup>th</sup> Judicial Circuit in and for Palm Beach County, Florida.

Working as an Expert Witness for the Defendant All Saints Catholic School, [Diocese of Palm Beach County (FL)], this case involved peer-on-peer sexual touching by a 11-year-old boy on an 11-year-old girl and the girl's parents' (Plaintiff) assertion that the school and the principal (a) were responsible for the touching because of poor teacher training and supervision; (b) did not handle the investigation in an appropriate or timely manner; and (c) violated the adolescent girl's right to confidentiality all resulting in short- and long-term emotional trauma, humiliation, and need for long-term psychological treatment.

9/2023 – 11/2023 Kelbie Glover and Lashonda Boone v. The Sampson County Board of Education. In the General Court of Justice, Superior Court Division, County of Sampson, State of North Carolina. FILE NO. 22 CVS 0039.

Working as an Expert Witness for Kelbie Glover, a 19 year-10 month old and his mother, Lashonda Boone. Kelbie is a Black male who was assaulted by an older student on January 22, 2019 when he was a seventh (7th) grade student attending Union Middle School in the Sampson County School district. During the year prior to the assault, Kelbie was teased, bullied, and harassed by two peers in the school (Shemar Chestnutt and David Robinson) who were cousins. Both Kelbie and his mother made Union Middle School officials aware of these interactions.

The five claims for relief-in the state of North Carolina—included: Negligence, Negligent Infliction of Emotional Distress, Negligent Supervision, Article I, Section 15—Right to the Privilege of Education, Article I, Section 19 - Deprivation of Liberty Interest and Privilege.



## Expert Witness (Continued)

- 5/2023 – 8/2023 Due Process Complaint. Regina Gardner (on behalf of daughter J.G., a minor child) v. Baltimore County School District (MD). (July 5 – 7, 2023).
- Working as an Expert Witness for the parents and minor high school adolescent (J.G.), the case involved allegations of both Section 504 of the Rehabilitation Act and the Individuals with Disabilities Act (IDEA) in regards to the student’s chronic medical condition (Undifferentiated Connective Tissue Disease and its impact on her attendance, engagement, grades, and academic standing in her magnet high school program.
- 9/2021 – 7/2023 In the Matter of A.J., a minor child v. North Clackamas (OR) School District. In the United States District Court, Western District of Oregon, Portland Division. (Filed August 6, 2020).
- Working as an Expert Witness for the parents of A.J., I was asked to write an Expert Report and testify in Court relative to the allegations that the School District violated A.J.’s rights under Title VI (Racial Discrimination), the Equal Protection clause of the Fourteenth Amendment to the U.S. Constitution (Racial Discrimination), and Oregon State Law (Discrimination in Education and Retaliation). The allegations occurred when A.J. was in First Grade, and represented both individual and systemic events across the entire District.
- 3/2018 - 3/2019 Federal Court. TN State Attorney General. In the Matter of J.M., a minor student, by and through this parent, Promise Mata v. Tennessee Department of Education, Tennessee State Board of Education, and Dickson County School District, Nashville, TN.
- Working as an Expert Witness for the TN Attorney General’s Office to support the TN Department of Education in a case where they are accused on not providing sufficient professional development and training to districts to decrease the use of seclusions and restraints with students with disabilities.
- 12/17- 11/18 In the Matter of Chad and Tonya Richardson, Individually, and as Parents and Next Friends of L. v. Omaha (AR) School District; Jacob Sherwood, Superintendent; Amanda Green, Principal; and Dawn Dillon, Teacher. In the United States District Court, Western District of Arkansas, Harrison Division.
- Working as an Expert Witness for the Parents in a case involving their son who is disabled (autistic with other behavioral/mental health issues) who was excessively bullied (without appropriate District response), and then was put into a more restrictive educational placement that led quickly to full exclusion and home-bound instruction in violation of LRE and FAPE.
- 3/18- 5/19 In the Matter of J.M., a minor student, by and through this parent, Promise Mata v. Tennessee Department of Education, Tennessee State Board of Education, and Dickson County School District, Nashville, TN.
- Working as an Expert Witness for the TN Attorney General’s Office to support the TN Department of Education in a case where they are accused on not providing sufficient professional development and training to districts to decrease the use of seclusions and restraints with students with disabilities.
- 1/12-13/17 Jacque Albright v. Mountain Home School District (AR). Expert Witness. In the United States District Court, Western District of Arkansas (Harrison Division) in a case requesting a Reversal of Agency Decision relative to a Due Process Hearing decision that was conducted under the auspices of the Arkansas Department of Education [Jacque Albright (as Parent of Child Doe) v. Mountain Home School District; DPH-15-12] [Federal Civil Action No. 3:16-CV-03011-TLB]

## Expert Witness (Continued)

- 8/10/16- 6/1/18      Diana Mathis and Raymond Cooper (Parents) v. Arkansas School for the Blind (AR). Testimony at Due Process Hearing. Case No. H-16-48
- 5/23-24/16      Randles v. Texarkana School District (AR). Testimony at Due Process Hearing. Case No. H-15-21; Cases No. H-16-27 and EH-16-29
- 10/7/13      Parents/Plaintiffs (New Orleans, LA). Expert Witness Report. In the United States District Court, Eastern District of Louisiana (New Orleans) in a case involving the right of Plaintiffs (representing their son), under federal and state law, to a full reimbursement for an Independent Educational Evaluation (IEE) conducted during the 2011-2012 school year. [Seth B. v. Orleans Parish School District. Case 2:13-cv-06068-NJB-DEK]
- 7/10-7/11      Kelly, Kelly, & Allman (Hendersonville, TN). Expert Witness. In the United States District Court for the Middle District of Tennessee (Nashville) in a case involving the physical abuse of prekindergarten students with disabilities at the hands of their teachers. [Jackson, Minnis, and Long v. the Sumner County (TN) Board of Education and Donna Weidenbenner (individually)].
- 7/03-3/05      Arkansas Department of Education. Expert Witness. In a Federal Court case focusing on the State's enactment of its responsibilities under the Comprehensive Personnel Development requirement of the Individuals with Disabilities Education Act (IDEA). [Bradley v. Arkansas Department of Education and Williford School District]
- 1/99-7/03      Legal Aid Society of Palm Beach County (FL). Expert Witness. Consultation on numerous exceptional student education cases heard in state or district court relative to their special education and discipline/school expulsion and manifestation status.
- 1/99-7/03      Southern Legal Counsel, Inc. Gainesville, FL. Expert Witness. Consultation on numerous exceptional student education cases heard in state or district court that related to their special education and discipline/school expulsion and manifestation status.
- 9/91-12/95      Thrun, Maatsch and Nordberg, Lansing, MI, Expert Witness. Consultant on statewide court case addressing social skills training in elementary classroom settings using a state-developed curriculum and the children's involvement in/responses to that training. [Settled out of Court]
- 10/89-6/93      Legal Services Corporation of Alabama. Montgomery, AL. Expert Witness. In four federal court cases representing a class of African-American students, receiving services as students with emotional disturbances, against the Montgomery (AL) Public Schools. [Most notable cases: Cory M. and Chris D. v. Montgomery Public School District]

## Dr. Howie Knoff



## Biographical Information

**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 and Supports
- 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 (RtI<sup>2</sup>) 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. (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. Little Rock, AR: 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. Little Rock, AR: 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. Equity and Access Journal, August to October, 50-59.
- Knoff, H.M. (2019). A multi-tiered service and support implementation guidebook for schools: Closing the achievement gap. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M., Reeves, D., & Balow, C. (2018). A multi-tiered service & support implementation blueprint for schools & districts: Revisiting the science to improve the practice. Irvine, CA: Illuminate Education.
- Knoff, H.M. (2018). Teasing, taunting, bullying, harassment, hazing, and physical aggression: Keeping your school, common areas, and students safe. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Teaching students classroom and school routines: From preschool to high school. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Developing school discipline codes that work: Increasing student responsibility while decreasing disproportionate discipline referrals. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Implementing a progressive school discipline code through classroom-based Behavioral Matrices. Little Rock, AR: Project ACHIEVE Press.

- Knoff, H.M. (2018). Developing and implementing the behavioral matrix: Team and teacher worksheets to create grade-level matrices. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Changing student behavior by linking office discipline referrals to a strategic Time-Out process: A step-by-step implementation guide. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The Stop & Think Social Skills Program: Exploring its research base and rationale. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Analyzing school resources: The SWOT (strengths, weaknesses, opportunities, and threats) assessment guide. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Creating effective school mission statements: Characteristics and analysis. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Shared leadership through school-level committees: Process, preparation, and first-year implementation action plans.
- Knoff, H.M. (2018). Evaluating school-wide discipline/Positive Behavioral Support Systems: Three years of sequenced implementation activities. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The school safety audit and emergency/crisis prevention process. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Conducting Quarterly Student Achievement Review (Q-STAR) meetings. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The Get-Go Process: Transferring students' multi-tiered information and data from one school year to staff and prepare for the next. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H. M. (2015). Best practices in strategic planning, organizational assessment, and school effectiveness. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology-VI. Bethesda, MD: National Association of School Psychologists.
- Knoff, H.M., & Dyer, C. (2014). RTI<sup>2</sup>—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems. Rexford, NY: International Center for Leadership in Education.
- Knoff, H.M. (2013). Changing resistant consultees: Functional assessment leading to strategic intervention. Journal of Educational and Psychological Consultation, 23(4), 307-317.
- Knoff, H.M. (2013). Classroom management from an organizational perspective: Positive behavioral supports at the system, school, and staff levels. In A. Honigsfeld & A. Cohan (Eds.), Breaking the mold of classroom management: Innovative and successful practices for the 21st century. Lanham, MD: Rowman & Littlefield Education.
- Knoff, H.M. (2012). School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide. Thousand Oaks, CA: Corwin Press.
- Knoff, H.M., Blanchard, K., Covey, S., & Tracy, B. (2010). Discover Your Inner Strength: Cutting Edge Growth Strategies from the Industry's Leading Experts. Sevierville, TN: Insight Publications.

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 Early Warning, Timely Response: A Guide to Safe Schools, 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, Safeguarding our Children: An Action Guide.

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.

## **Contact Information**

Dr. Howard M. Knoff  
President, Project ACHIEVE Educational Solutions

11600 Court of Palms  
Unit 703  
Fort Myers, FL 33908

**Phone:** 813-495-3318  
**FAX:** 501-312-1493

**E-mail:** [howieknoff1@projectachieve.info](mailto:howieknoff1@projectachieve.info)

**Web site:** [www.projectachieve.info](http://www.projectachieve.info)

**Blog:** [www.projectachieve.info/blog](http://www.projectachieve.info/blog)

**Publications**

**Store:** [www.projectachieve.info/store](http://www.projectachieve.info/store)