

**MASSACHUSETTS DEPARTMENT OF DEVELOPMENTAL SERVICES  
REQUIRED STANDARDS FOR CERTIFICATION OF  
CRISIS PREVENTION RESPONSE AND RESTRAINT TRAINING PROGRAMS**

**CURRICULUM REVIEW COMMITTEE REVIEWER GUIDELINES**

This document is meant as a general guide for reviewers to follow as they evaluate a CRISIS PREVENTION RESPONSE AND RESTRAINT training curriculum (CPRR) for DDS certification by the DDS Crisis Prevention Response and Restraint Curriculum Review Committee (CRC) and is not meant as an exhaustive inventory of what to evaluate. There may be areas that an individual reviewer will find necessary to review further that are not written in this document. In that case, the reviewer will add those remarks in the appropriate Comments section.

**Reviewer Guidelines:**

- Curricula are proprietary, and any material or demonstration provided by the CPRR is considered confidential. They may not be copied, shared, quoted, or referenced outside discussion within the CRC.
- All copies of the CPRR curriculum shared with CRC committee members, either digitally or via hardcopy must be deleted or destroyed upon completion of the CRC Review. DDS Central Office will retain one digital copy for their records which will not be used for any purpose other than reference and as part of a review.
- The role of the Reviewer is to review CPRR curriculum and provide a detailed assessment so that a decision regarding certification, denial of certification or return for modification can be made by the CRC.
- Professional demeanor is always maintained during the review process.
- Discussion regarding certification of the CPRR will occur after meeting(s) with the CPRR have concluded and involve input from committee members who were present at the meeting.

**CRISIS PREVENTION RESPONSE AND RESTRAINT CURRICULUM REVIEW COMMITTEE CPRR  
REVIEW ASSESSMENT TOOL**

Please use this document as a guide during the review process to indicate CPRR alignment with DDS Regulations and CPRR Standards.

Indicate your assessment of the following areas based on your review of all written materials sent to the CRC by the CPRR as well as their presentation and any demonstration(s) provided during the review meeting/process. Specify, in your estimation, whether the following areas have been satisfactorily incorporated into the CPRR curriculum. Please note any areas that require redress or further discussion. Are there areas that need to be changed, were overlooked, or need to be strengthened. Can these be resolved through a remediation process? Please include any relevant comments. If additional pages are necessary please feel free to include them.

DATE: \_\_\_\_\_

CPRR: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

Area	Y	N	Comments
Aligns with all relevant DDS Regulations (DDS 115 CMR 5.0, DDS 115 CMR 5.11) including PBS and relevant behavior support			
Comprehensive Written Outline that includes: <ul style="list-style-type: none"><li>• Guiding Principles</li><li>• Comprehensive description of overall philosophy and purpose</li><li>• Emphasis on Positive Behavior Supports throughout</li><li>• Emphasis on prevention &amp; de-escalation</li><li>• Emphasis on respect, protection, and dignity of an individual's Human Rights</li><li>• Emphasis on emergency nature of Restraint including the definition from DDS regulation</li></ul>			
Clear goals and objectives of the training program are described. Skill development is described concisely			
Course duration and composition is clearly stated: <ul style="list-style-type: none"><li>• Minimum of 16 hours</li></ul>			

<ul style="list-style-type: none"> <li>• Provider class <ul style="list-style-type: none"> <li>○ 1:10 ratio (Instructor: Student) when teaching PI skills</li> <li>○ 1:20 when teaching didactic skills</li> </ul> </li> <li>• PI skills ONLY taught as part of whole or as stand-alone training</li> </ul>			
<p>Teaching and learning are based on recognized Adult learning theory for both didactic and physical intervention skills:</p> <ul style="list-style-type: none"> <li>• Hands on instruction when teaching and evaluating physical intervention skills</li> <li>• On-going feedback is provided</li> </ul>			
<p>Conceptual content must reflect the need to prevent and de-escalate the need for physical intervention and include:</p> <ul style="list-style-type: none"> <li>• Positive Behavior Supports are integrated throughout and include</li> <li>• PBS concepts as described in 115 CMR 5.14 and 115 CMR 5.0</li> <li>• Inclusion of communication strategies prevent of de-escalate challenging behavior</li> <li>• Debriefing component</li> <li>• Monitoring and observation requirements</li> </ul>			
<p>The following must be included as part of teaching PI skills:</p> <ul style="list-style-type: none"> <li>• Definition of emergency (115 CMR 5.0)</li> <li>• Safety and Contraindications for use of restraint</li> <li>• Risks associated with use of PI</li> <li>• Signs of distress</li> <li>• Medical considerations</li> <li>• Positional Asphyxiation</li> <li>• Discussion of PI prohibited by DDS (see 115 CMR 5.14: (15))</li> <li>• Criteria for release (see 115 CMR 5.11(1)(b)2(b))</li> <li>• Least to most restrictive</li> </ul>			
<p>Physical Intervention Techniques that are allowed and may be included for review:</p> <ul style="list-style-type: none"> <li>• Protective stances</li> <li>• Evasion skills</li> <li>• Deflection skills</li> </ul>			

<ul style="list-style-type: none"> <li>• Blocks</li> <li>• Holds</li> <li>• Releases (i.e., hair release)</li> <li>• Physical Restraint</li> </ul>			
Includes a written description of the CPRR entity Instructor Certification and credentialing process. Documentation of such.			
Provider CPRR Instructor Process must include a written criteria and documentation process to train and evaluate a provider trainer. ONLY a CPRR Instructor may train a provider trainer			
The CPRR describes the process by which they work with a provider to develop and implement a CPRR IMP			

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