

# Non-Violent Crisis Intervention (NCI) training in the Halifax Regional Municipality: Final evaluation report

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# Executive Summary

In September 2023, the Community Safety Department of the Halifax Regional Municipality began offering the Crisis Prevention Institute's (CPI) Trauma Informed Nonviolent Crisis Intervention (NCI) training program to municipal staff, volunteers and community organizations. NCI training is designed to give participants skills, knowledge and confidence to recognize and respond to crisis situations, and was implemented as part of HRM's Public Safety Strategy 2023-26.<sup>1</sup>

The municipality contracted the Clairmont Centre for Community Safety at Dalhousie University to conduct an independent evaluation of the training implementation from July 2023 to June 2025. The evaluation was designed to provide developmental support to the training implementation process across the initial two-year roll-out of the NCI training package, as well as provide summative lessons from those years. This report sets out the findings from that evaluation.

## EVALUATION QUESTIONS AND METHODS

The evaluation focused on three primary evaluation questions:

1. To what degree has the training been implemented as intended?
2. How do staff perceive and utilize the training?
3. Do staff who have received the training retain key training messages?

Three further, secondary, questions were also embedded in the research methods for this evaluation:

4. Do people experience the training differently if they receive it in a team-based training, compared to a corporate training session?
5. Does HRM hold sufficient data to identify any correlations between training delivery and improvements to outcomes for HRM staff and the people they serve? [addressed in prior report]
6. What lessons can be drawn from this training evaluation, to inform future community safety training efforts in HRM?

The evaluation utilized the following methods to address these questions:

- **An immediate post-training evaluation survey**
- **Interviews** with training participants

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<sup>1</sup> Specifically, the strategy's 'Action 1.4 – Establish public safety training capacity' proposed this training as a strategic action for HRM.

- **Observations** of training sessions
- **Focus groups** with training participants
- A **six-month follow-up survey**, including a knowledge check and attitudinal measures

## **FINDINGS AND ANALYSIS**

The evaluation collected 346 immediate post-training evaluation surveys, 51 six-month post-training evaluation surveys, 32 interviews with training participants, and observations of nine training sessions. Data from across the evaluation methods pointed to a relatively consistent set of messages relating to quality, relevance, and utilization of the training.

### **To what degree has the training been implemented as intended?**

Since the initial roll-out of NCI training, the training has been largely implemented as intended. Business units across the municipality supported the implementation of the training; training sessions were delivered as intended; and training content was well-received. The training continues to be offered and receives sufficient demand.

### **How do staff perceive and utilize the training?**

Participants in both team-based and corporate training sessions had positive assessments of the training, and most people who completed the six-month post-training survey felt that the training had been relevant to their role. Moreover, people who were most likely to regularly use skills and strategies from the training were also most likely to have positive assessments of the training and perceive benefits to themselves, their co-workers and the public from the training.

### **Do staff who have received the training retain key training messages?**

Similar to the findings in the interim report, the knowledge check continued to provide evidence that the main training messages were received and retained by most participants. However, it appears that participants tend to retain key principles but not detailed content, and do not actively refer to or utilize specific training content. Instead, they appear to primarily retain a general strategy of situational de-escalation and empathetic listening when faced with conflict or potential crisis at work.

### **Do people experience the training differently if they receive it in a team-based training, compared to a corporate training session?**

The balance of evidence in this report shows qualitative differences between team-based and corporate training sessions, and these differences generally favour team-based training where possible, but also reaffirm a stand-alone value of corporate training sessions as well.

While survey results suggest similar perceptions of training quality, relevance, and utilization across team-based and corporate training participants, observations and interviews revealed some potential differences. Specifically, those receiving training in team-based settings appeared more likely to engage with content during training, have a higher proportion of participants engage with the content, have longer discussions, and also appreciated the opportunity to attend training with colleagues.

### **What lessons can be drawn from this training evaluation, to inform future community safety training efforts in HRM?**

Several lessons can be drawn from this evaluation:

- First, the training has been largely successful as a result of careful planning, support from multiple HRM business units, strong efforts at internal communication prior to training launch (including internal pilot sessions and meetings with senior managers), and the use of talented trainers. These ingredients were likely very important for the success of the training program to date, independent of the potential relevance or effectiveness of the NCI training content.
- Second, the ongoing utilization of independent evaluation throughout the training implementation appears to have helped stabilize this process, and provided ongoing confidence to the implementation team that the training was having the desired effects, or at least that it was perceived by participants as being valuable to their work. While this particular training implementation was implemented as intended, the use of independent evaluation becomes even more important when implementation does not go to plan.

### **CONCLUSIONS**

The **roll-out and implementation of NCI training by Halifax Regional Municipality has largely been successful** in light of the municipality's intentions when choosing to pursue this training. The training was delivered as intended to hundreds of participants, and all data sources suggest that the training was overwhelmingly well-received. In turn, there appears to be **every indication that the municipality should continue to offer the training**.

As noted at several points in this report, people who have received the training do not appear to actively or easily recall specific course content, but rather **participants generally recall general principles about better and worse strategies for managing crisis** and interpreting behaviour. As such, while the use of NCI training appears to have been successful on its own terms, there is no particular reason to believe that NCI training content is uniquely better than other crisis intervention and de-escalation training products that offer similar messages and principles. In turn, should the municipality for any reason wish to test other

crisis intervention trainings in the future, **it should be expected that any similar training would be largely compatible with, or complementary to, NCI training**, so long as the quality of the trainers' delivery remained similarly high.

For any questions about this document, please contact Dr Chris Giacomantonio, Director of the Clairmont Centre for Community Safety Research, at [chrisgiac@dal.ca](mailto:chrisgiac@dal.ca).

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# Introduction

In September 2023, the Community Safety Department of the Halifax Regional Municipality began offering the Crisis Prevention Institute's (CPI) Trauma Informed Nonviolent Crisis Intervention (NCI) training program to municipal staff, volunteers and community organizations. NCI training was implemented as part of HRM's Public Safety Strategy 2023-26,<sup>2</sup> and is designed to give participants skills, knowledge and confidence to recognize and respond to crisis situations from a trauma informed perspective. Through group-based table activities, discussion prompts, knowledge checks, and facilitated content delivery, participants learn how to identify individuals in crisis and work through a 4-step process (the *CPI Crisis Development Model*) to 'de-escalate distress behaviours'.<sup>3</sup> Moreover, participants are provided an opportunity to practice relevant strategies to support individuals in crisis and foster safer communities.

HRM began offering NCI training in team-based (one day) and corporate (two-day) training sessions in October 2023<sup>4</sup>, following training of trainers by CPI, pilot training sessions with select HRM staff, and internal consultation sessions with senior management. HRM provides a modified version of the NCI training package, which does not include training for physical intervention skills and focuses only on crisis recognition, verbal response, and body language skills.

The municipality contracted the Clairmont Centre for Community Safety at Dalhousie University to conduct an independent evaluation of the training implementation, through funding made available with Public Safety Canada's Building Safer Communities fund. The evaluation team began preparation for the evaluation in July 2023, with evaluation activities starting at a September 2023 pilot training session and continuing until June 2025. The evaluation was designed to provide developmental support to the training implementation process across the initial two-year roll-out of the NCI training package, as well as provide summative lessons from those years. This report sets out the findings of the evaluation.

## Review of relevant literature

As a foundational point to preface any training evaluation, it should be acknowledged that training is rarely, if ever, implemented as stand-alone intervention, and normally requires more than training course participation to produce desired changes in practices or

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<sup>2</sup> Specifically, the strategy's 'Action 1.4 – Establish public safety training capacity' proposed this training as a specific activity for HRM.

<sup>3</sup> Drawn from the NCI training participant workbook, 3<sup>rd</sup> edition.

<sup>4</sup> Content for one- and two-day sessions is the same, however due to operational preferences at HRM, corporate trainings sessions were made two-day sessions in November 2023.

outcomes. Training implementation, especially where a desired change or outcome is expected, normally requires additional factors including organizational and policy alignment with key training messages, and reinforcement of training messages in the workplace. Additionally, where training involves the development of skills and competencies (i.e., going beyond increased trainee knowledge about a topic), trainees require opportunities to practice and maintain those skills after training has completed. Nonetheless, training can be a valuable component of broader change or performance improvement efforts (see, e.g., Kroll and Moynihan, 2015; Giacomantonio et al, 2017; Giacomantonio and Litmanovitz, 2020).

NCI training has been offered by the Crisis Prevention Institute since the 1980s, and has been evaluated in multiple institutional settings, primarily in psychiatric (Boardman et al, 2007; Morrison and Love, 2003; Temple et al, 2007), emergency health (Gillam, 2014), and educational (Adamson et al, 2023) contexts. In these contexts, a key goal of NCI has been to reduce unnecessary uses of physical restraint or instances in which institutional staff are assaulted by clients, patients, or students.

Existing evaluations suggest that NCI training is likely to result in reductions in physical altercations and use of restraint, as well as improved staff attitudes and knowledge relating to crisis resolution (Morrison and Love 2003; Temple et al, 2007). Additionally, Boardman<sup>5</sup> and colleagues (2007) advise that ‘restraint reduction’ should not be the only measure of success in CPI training evaluation, suggesting that ‘organizational’, ‘staff’, and ‘consumer’ (i.e., client/patient) factors can all be measured when evaluating CPI.<sup>6</sup> However, Morrison and Love (2003) and Adamson and colleagues (2023) both conclude that evidence of effectiveness for these programs is comparatively weak, and Morrison and Love also suggest the program is expensive and ineffective, although this conclusion was challenged by CPI’s then-president (Schubert, 2004; Temple et al, 2007).

Other similar training that seeks to reduce escalation to behavioural crisis has similarly been evaluated in contexts where crisis and the potential for physical confrontation are regular, potentially daily occurrences. These include evaluations of crisis intervention teams (Bahora, 2007; Bonfine et al., 2014; Compton et al., 2022), crisis response teams (Walsh, 2010), NCI in institutional healthcare settings (Gillam 2014), and social and emotional learning courses for educational staff (Stipp, 2019). Due to the contexts in which prior evaluations were implemented, studies investigating best practices for implementing crisis-related training used three themes to discuss and evaluate a given training’s value and

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<sup>5</sup> It should be noted that Boardman was at the time CPI’s Director of Research and Development.

<sup>6</sup> However, for our evaluation, we made multiple attempts to contact CPI for their input into appropriate or validated indicators, and CPI representatives were not able to provide any specific indicators.



impact: (I) trainees' motivation to understand new ideas (Steeg et al., 2015 ), (II) trainees' ability and opportunity to gain practical skills (MacNeill et al., 2014; Druckman et al., 1994), and (III) trainees' opportunities to implement training content into their workplace (Banerjee et al., 2017; Compton et al., 2017; Lopez-Fresno & Savolainen, 2019, Noe et al., 2014).

As HRM is delivering NCI training in both team-based and corporate training sessions, we also briefly reviewed literature related to differences in training experiences and outcomes in team-based compared to corporate-wide training delivery. Relevant studies focused on the benefits and disadvantages of team based as well as corporate training sessions. These studies found that team training environments give trainees an opportunity to customize content, questions, and engagement to align with their workplace. The opportunity to ground training content in a workplace-specific context supports trainees to develop practical skills and knowledge that connects directly to their day-to-day experiences (MacNeill et al., 2014; Van Gramberg et al., 2005). At the same time, corporate training sessions can benefit individual participants by motivating them to retain information so they can share training content with team members who did not attend training sessions (Van Gramberg et al., 2005). However, for corporate training to have a positive impact, participants must have a clear sense of their responsibility to engage in knowledge-sharing with their team before they begin training (Banerjee et al., 2017).

Our literature review did not identify any evaluations of NCI training in non-institutional, broad-based service-delivery settings, such as municipal front counters, by-law enforcement work, or recreational facilities and libraries. While our review was not systematic, we took several steps to confirm that evaluation data from these contexts were unavailable, including through targeted literature searches as well as multiple inquiries to CPI to determine if any unpublished, grey literature, or internal evaluations of NCI might exist that addressed the viability of NCI in these settings. In turn, to the best of our knowledge, NCI training has not been evaluated in a municipal service-delivery context, or in any other delivery context similar to HRM's implementation of NCI (although NCI training has certainly been delivered in these contexts prior to this evaluation).

# Evaluation questions and methods

The evaluation focuses on three primary evaluation questions:

1. To what degree has the training been implemented as intended?
2. How do staff perceive and utilize the training?
3. Do staff who have received the training retain key training messages?

Three further, secondary, questions have also been embedded in the research methods for this evaluation:

4. Do people experience the training differently if they receive it in a team-based training, compared to a corporate training session?
5. Does HRM hold sufficient data to identify any correlations between training delivery and improvements to outcomes for HRM staff and the people they serve?
6. What lessons can be drawn from this training evaluation, to inform future community safety training efforts in HRM?

Question 5 was addressed in the interim evaluation report and no additional analysis was completed on this point since that report; as such, this report will not consider it further. To answer the remaining questions, the evaluation utilized the following methods:

- An **immediate post-training evaluation survey**
- **Interviews** with training participants
- **Observations** of training sessions
- **Focus groups** with training participants
- A **six-month follow-up survey**, including a knowledge check and attitudinal measures

For reference, both surveys, the interview guide, and the observation guide can be found in the appendices of this report.

To validate our understanding of the data collected for the evaluation, the evaluation team also holds **regular meetings with an internal working group** at HRM that is overseeing the training implementation. The alignment of the evaluation questions and methods is set out in Table 1.

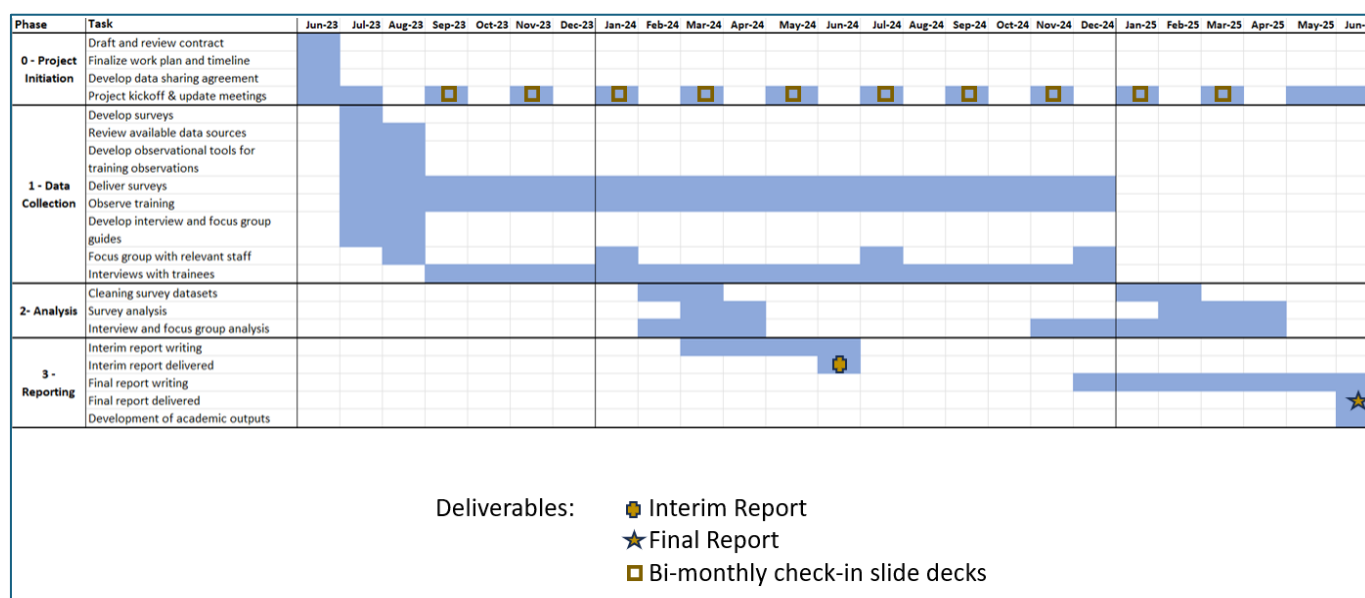
Table 1: Alignment of evaluation questions and methods

EQ#	Question	Method(s)
1	To what degree has the training been implemented as intended?	Observations of training sessions; regular meetings with internal HRM working group

2	How do staff perceive and utilize the training?	Immediate post-training evaluation survey; six-month post-training survey and knowledge check; interviews with staff
3	Do staff who have received the training retain key training messages?	Six-month post-training survey and knowledge check
4	Do people experience the training differently if they receive it in a team-based training, compared to a corporate training session?	Immediate post-training evaluation survey; six-month post-training survey and knowledge check
5	Does HRM hold sufficient data to identify any correlations between training delivery and improvements to outcomes for HRM staff and the people they serve?	Analysis of administrative data (completed during interim report)
6	What lessons can be drawn from this training evaluation, to inform future community safety training efforts in HRM?	Summative analysis of all project data

A project timeline is set out in Figure 1.

Figure 1: Project Timeline



## Limitations

This section re-states the limitations that were previously set out in the interim report. As noted in the literature review, traditionally, NCI training delivery has been evaluated to determine its effectiveness in reducing negative events (such as physical conflict) in acute-care settings where crisis and conflict are day-to-day occurrences. It has also been

evaluated in relation to trainee perceptions of the training, but again this has largely been done in specific institutional settings.

We are not aware of an evaluation of an NCI training program that has been evaluated in a broad-based municipal service context. Additionally, most prior evaluations utilized evaluation strategies that focused on factors – such as use of physical restraint and self-reported feelings of increased personal safety – that were not wholly suited to the evaluation context in HRM. In turn, this evaluation could only minimally draw on prior evaluations of NCI training to develop its evaluation strategy, and the indicators being utilized have not been validated through psychometric testing.

Additionally, while September 2023 is the first time that HRM has offered regular corporate-wide NCI training, several business units have previously utilized NCI training, and at least 154 HRM employees have previously been trained in NCI before this training program was implemented. Further, many HRM employees may have previously had de-escalation training other than NCI, such as ‘Verbal Judo’, or related training that focuses on communication skills or trauma-informed principles, such as suicide prevention training or cultural competency training. As such, the implementation of NCI training in this instance was done in an environment in which de-escalation and trauma-informed principles were already present, albeit to a largely unknown degree.

The sample for the data-collection activities – interviews, focus groups, and post-training surveys – was non-random and self-selected. This means that it may not always be possible to generalize from the perspectives of those who chose to take part in the evaluation, to those who did not. This limitation is mitigated to some degree by the substantial consistency in themes across data sources, and alignment in findings between low participation rate activities (such as interviews) and high participation rate activities (such as the immediate post-training survey), but it remains possible that the collected data exhibit some unknown bias.

Finally, the training was not implemented in a way that allows for causal claims-making. Participants were mostly allowed to self-select into the training, and there were insufficient controls in relation to location or business unit that received the training. In turn, any interpretation of data that suggests training impacts on behaviour or attitudes (or lack thereof) should be understood with these caveats in mind.

## Findings

This section sets out the findings from the whole evaluation period, September 2023 through May 2025 (working with training participants who completed training up to December 2024). During this period, 448 people received NCI training, across 39 sessions.<sup>7</sup> Of these, 26 sessions were team-based, while 13 sessions were corporate training sessions available to all HRM staff (subject, where applicable, to supervisor approval). Training participants by month are set out in Table 2.

**Table 2: NCI training participants by month, Sept. 2023-May 2025**

Month	Total team-based training participants	Total corporate training participants	Total participants
Sep 2023	0	7	7
Oct 2023	32	8	40
Nov 2023	18	6	24
Dec 2023	40	17	57
Jan 2024	34	14	48
Feb 2024	0	10	10
Mar 2024	45	11	56
Apr 2024	32	5	37
May 2024	0	8	8
Jun 2024	0	6	6
Jul 2024	19	0	19
Aug 2024	0	0	0
Sep 2024	5	9	14
Oct 2024	15	0	15
Nov 2024	20	15	35
Dec 2024	13	0	13
Jan 2025	0	16	16
Feb 2025	0	0	0
Mar 2025	10	12	22
Apr 2025	6	0	6
May 2025	0	15	15
<b>Totals</b>	<b>289</b>	<b>159</b>	<b>448</b>

The 405 participants who completed training between September 2023 and January 2025 were eligible to take part in the evaluation activities. Of these, 346 provided an immediate post-training evaluation, and 330 participants agreed to be contacted for evaluation

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<sup>7</sup> As noted above, a further 154 HRM employees had previously taken NCI training, and of those, 13 took NCI training again during the evaluation period.

purposes, including requests for interviews within approximately one month of training completion and a survey to be sent approximately six months after training completion. Requests for interviews continued for all participants up to January 2025 (when a ‘saturation point’ was reached) and up to April 2025 for six-month post-training surveys (which captured participants who completed training up to November 2024). 32 training participants ultimately agreed to take part in an interview, and 51 participants completed a survey. Details can be found in Table 3.

**Table 3: Response rates by training type (from September 2023 – January 2025)).**

	<b>Team-based</b>	<b>Corporate training</b>	<b>Other/ unknown</b>	<b>Total</b>
<b>All training participants</b>	273	132		405
<b>Immediate post-training evaluation surveys</b>	226	120		346
<b>Consent to contact</b>	231	99		330
<b>Agreed to interview</b>	10	22		32
<b>Sent six-month survey email</b>	231	99		330
<b>Completed six-month survey</b>	19	30	2	51

## Immediate post-training evaluation survey

Since the evaluation’s launch in September 2023, 346 evaluation surveys were completed. The survey questions pertain to the training’s perceived success, relevance and applicability, through 11 indicators that participants rate on an ordinal scale from ‘Strongly Agree’ to ‘Strongly Disagree’:

- the objectives of the training were clearly defined;
- participation and interaction were encouraged;
- the topics covered were relevant to my profession;
- the topics covered were relevant to my professional development;
- the content was organized and easy to follow;
- the materials distributed were helpful;
- the training experience will be useful to my work;
- the trainer was knowledgeable about the training topics;
- the training objectives were met;
- training time was sufficient; and,
- the meeting room and facilities were adequate and comfortable.

Throughout the evaluation period, at least 89% of respondents responded ‘Agree’ or ‘Strongly Agree’ to all statements, and no greater than 2% of participants disagreed or strongly

disagreed to any survey response question. In sum, this suggests that the training was very well-received in the immediate post-training period.

**Table 4: Immediate Post-Training Survey Responses, October 2023-May 2025.**

<b>Question</b>	<b>% Agree/Strongly Agree</b>	<b>% Strongly Agree</b>
<b>The objectives of the training were clearly defined</b>	99%	80%
<b>Participation and interaction were encouraged</b>	99%	85%
<b>The topics covered were relevant to my profession</b>	93%	62%
<b>The topics covered were relevant to my professional development</b>	94%	67%
<b>The content was organized and easy to follow</b>	97%	72%
<b>The materials distributed were helpful</b>	94%	70%
<b>This training experience will be useful in my work</b>	94%	68%
<b>The trainer was knowledgeable about the training topics</b>	99%	90%
<b>The training objectives were met</b>	99%	72%
<b>Training time was sufficient</b>	89%	69%
<b>The meeting room and facilities were adequate and comfortable</b>	98%	76%

As with the interim report, there is no notable variation between post-training survey responses from corporate and team-based training sessions.

## Participant Feedback

Alongside the 11 indicators, participants were also encouraged to provide additional comments on their experience with the training. 104 participants elected to include written feedback in their post-training survey responses. Participants expressed positive attitudes toward training facilitation and delivery, skill building, as well as the training learning environment. More than 85% of all participants' positive feedback pertains to the course instructors' facilitation and delivery style. Examples of the comments provided include:

"Instructor is excellent, don't change a thing!" – Winter 2025

"Instructor was very passionate and clear" – Fall 2023

"The instructor did a great job creating an open environment for sharing. He was very knowledgeable" – Winter 2024

"The instructor did a great job creating an open environment for sharing. He was very knowledgeable" – Winter 2024

“Such a great training that made me know how to treat people in distress” – Spring 2024

Several participants included constructive feedback with respect to a need for trigger warnings (especially around mentions of suicide – a theme that also emerged in interviews), adaptations to training length, and opportunities for additional learning / expanding on existing training content. Suggestions for improvement included the following:

“There was a lot of mention of self-harm that I wasn’t expecting, it might be beneficial to disclose ahead of time” – Winter 2025

"Some more tangible techniques for identifying the stages of crisis and phrase suggestion would be helpful!" – Winter 2024

"I found any repeated mention of suicide or self-harm to be extremely triggering" – Winter 2024

"This could easily be a three-day training to cover more materials" – Spring 2023

Less than 10% of participant feedback provided suggestions for change. The remaining 90% of feedback was exclusively positive.

## Six-month post-training survey

The evaluation team sent a survey link to each participant six months after they completed their training, for all participants completing training up to November 2024. The evaluation received 54 surveys that were fully or partially completed. The majority of these were completed by employees (75%), while other roles such as volunteers and city councillors represented the remaining 25% of responses.

Table 5: Survey respondent role

Role of respondent	Count (%)
All other roles/prefer not to answer	13 (25%)
Employee	39 (75%)
<b>Total</b>	<b>52 (100%)</b>

Survey respondents came from both newer and longer-serving municipal employees, with about equal proportions with less than five years’ and greater than five years’ service.



**Table 6: Years of experience with HRM**

<b>Years of experience with HRM</b>	<b>Count</b>
Less than a year	4
1-2 years	8
3-5 years	10
5-10 years	11
More than 10 years	13
Prefer not to say	6
<b>Grand Total</b>	<b>52</b>

Most respondents had not previously completed NCI training or any other similar training (e.g., de-escalation or crisis response training). 31 of 52 respondents (60%) had not taken any prior similar training, while six had previously taken NCI training, and 12 had taken another form of training, but not NCI. Three could not recall whether they had taken any similar training previously.

As set out in Tables 7 and 8, slightly more than half (27 of 51, 53%) of respondents attended training because their supervisor or coordinator requested that they do so, while about one-third (16 of 51, 31%) attended out of personal interest. The remaining eight respondents indicated that they had another reason for attending. The majority (30 of 51, 59%) of respondents attended corporate training sessions, while a large minority of respondents (19 of 51, 37%) attended a team-based training session, organized for their business unit.

**Table 7: Reason for attending training**

<b>What best describes your reason for attending this training session?</b>	<b>Count</b>
I registered myself because I was personally interested in the training (with approval from my supervisor/coordinator/HR).	16
My supervisor/coordinator recommended or requested that I attend this training.	27
Other reason for attending	8
<b>Grand Total</b>	<b>51</b>

**Table 8: Type of training attended**

<b>What best describes the training session you attended?</b>	<b>Count</b>
I attended a Corporate Training session, with participants from multiple HRM business units	30
I attended a team-specific training session, which was organized for my team or business unit	19
Prefer not to answer	2
<b>Grand Total</b>	<b>51</b>

## Perceptions of the training

Respondents were asked a series of questions related to their self-assessed use of, and perceived value from, the training. Participants were first asked to assess their perspectives on the training before taking it as well as after taking it, in terms of its relevance to their work at the municipality. The vast majority, both before and after the training, thought it was somewhat or very useful to their current role. However, after completing the training, a slightly greater proportion (12%) felt it was not very useful to their role, compared to those who felt this way prior to taking the training (4%).

**Table 9: Perceptions of training usefulness, prior to taking the training**

<b>[Q12] Prior to taking the training, did you think the training would be...</b>	<b>Count</b>	<b>Percent</b>
Not at all useful to your current role	0	0%
Not very useful to your current role	2	4%
Somewhat useful to your current role	25	49%
Very useful to your current role	24	47%
<b>Grand Total</b>	<b>51</b>	<b>100%</b>

**Table 10: Perceptions of training usefulness, after taking the training**

<b>[Q13] After taking the training, do you think the training was...</b>	<b>Count</b>	<b>Percent</b>
Not at all useful to your current role	0	0%
Not very useful to your current role	6	12%
Somewhat useful to your current role	23	45%
Very useful to your current role	22	43%
<b>Grand Total</b>	<b>51</b>	<b>100%</b>

When asked to assess their utilization of the training, 30% of respondents indicated that they had never, or less than once per month, utilized skills or strategies from the training. The remaining 70% of respondents reported using these skills and strategies at least once per month, with 22% using them weekly and 16% using them daily or almost daily.

**Table 11: Perceived frequency of training use**

<b>[Q14] Since completing the training, how often have you used skills or strategies you learned in the training?</b>	<b>Count</b>	<b>Percent</b>
Never	5	10%
Less than once per month	10	20%
Not weekly, but at least once per month	17	33%
Not daily, but at least once per week	11	22%
Daily or almost daily	8	16%
<b>Total</b>	<b>51</b>	<b>100%</b>

When asked to assess direct benefits from the training to themselves, their colleagues, or the people they serve, respondents provided a somewhat mixed but generally more-positive-than-negative picture of the value of the training. 40 of 51 (78%) respondents agreed or strongly agreed that the training improved their confidence at work, and a majority of respondents (55%) agreed or strongly agreed that the training reduced their levels of stress and improved wellbeing of members of the public (55%) and the safety of others in their workplace (51%). Respondents were less likely to agree or strongly agree that the training had made them safer (37%), reduced their need to seek help (45%), or improved their overall work satisfaction (43%). However, most respondents who did not agree with these statements selected ‘neutral’ rather than ‘disagree’ or ‘strongly disagree’.

**Table 12: Perceptions of training impact**

<b>[Q15] The training has...</b>	<b>...improved my confidence in dealing with potential crisis or conflict situations at work</b>	<b>...made me safer at work</b>	<b>...made other people in my workplace safer</b>	<b>...reduced my level of stress when dealing with crisis or conflict situations at work</b>	<b>...improved the wellbeing of members of the public who interact with me</b>	<b>...reduced my need to seek help when resolving crisis or conflict situations</b>	<b>...has improved my overall satisfaction in my role</b>
Agree or Strongly Agree	40	19	26	28	28	23	22
Neutral	9	26	20	18	18	24	25
Disagree or Strongly Disagree	2	6	5	5	5	4	4
<b>Total</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>51</b>

When asked to assess questions regarding integration of training into their role and workplace, most respondents (84%) agreed that the training was very relevant to their role. However, only a minority of respondents agreed that the training was regularly discussed with co-workers (24%) or that it has become incorporated into their team’s practices (38%). Respondents were about evenly divided regarding the question of whether the training was hard to implement in practice (with 37% agreeing and 35% disagreeing with this statement).

Table 13: Perceptions of training integration

<b>[Q16] The training...</b>	<b>...is very relevant to my role</b>	<b>...is often hard to implement in practice</b>	<b>...is regularly discussed between me and my co-workers</b>	<b>...has been incorporated into my team's regular working practices at HRM</b>
Agree or Strongly Agree	43	19	12	19
Neutral	6	14	14	20
Disagree or Strongly Disagree	2	18	24	11
<b>Total</b>	<b>51</b>	<b>51</b>	<b>50</b>	<b>50</b>

## Knowledge check

As in the interim report, people were broadly successful in the knowledge check questions. 48 of 49 respondents who completed knowledge check questions provided the correct answers to four of five knowledge check questions (questions 17, 18, 20, and 21). The only question where some respondents struggled was question 19 (regarding how to respond to the 'defensive' level of crisis), where 38 of 49 (78%) of respondents provided the correct answer.

## Improvements to the training

Respondents were asked to suggest possible improvements to the training. The three most-frequently-selected ways the participants thought the training could be improved were, first, to provide more work-relevant examples within the training (selected by 25 of 41, or 61% of respondents); to offer refresher training (selected by 23 of 41, or 56% of, respondents); and, to offer more opportunities for role play (selected by 16 of 41, or 39% of respondents). The desire for role play and refresher training was also expressed in interviews and focus groups. Most respondents (33 of 41, 80%) did not indicate a desire for shorter or longer training, suggesting the training length is about right.

## Statistical analysis

In the interim report, early data from the survey suggested that having taken the training in a group training session yielded more favourable assessments of the training's utility and integration into the workplace. However, further statistical analysis on the survey dataset – in light of the additional responses that have been received – do not suggest that people taking the training in a group setting has any statistically significant effect on attitudes

toward, or self-reported use of, the training.<sup>8</sup> While interviews and observations (discussed further below) suggest some unique benefits to delivering training in a group training setting surrounded by co-workers, it does appear that people who took the training in corporate training session had similarly-positive assessments of the value of the training.

However, correlational analysis – analyzing the relationship between responses on different scaled attitudinal and self-report variables<sup>9</sup> – does reveal some noteworthy patterns. Perhaps unsurprisingly, assessments on one attitudinal or self-report variable was generally positively correlated with assessments on other variables (for example, reporting improved confidence after the training was correlated with reporting improved overall job satisfaction). Additionally, people who claimed to use the training more regularly (at Q14) had more positive assessments on several indicators (at Q15 and Q16), such as confidence in dealing with crisis situations, reduced stress, relevance to their role, and incorporation into team working practices. Compared with people who indicated using skills and strategies from the training less frequently, those who used it more frequently also had more positive overall assessments of the training after completing it. This suggests that the training has the greatest self-assessed benefit among those who have the highest likelihood of using it.

Additional statistical data can be found in the appendices of this report.

## Interviews with training participants

During the two-year evaluation 32 interviewees, including HRM staff members from 18 different business units or departments as well as from community organizations and businesses that received the training, participated in a post-training interview. When asked how often they encounter conflict or crisis situations in their role, 23 interviewees (70%) stated they face crisis situations daily or often, while six interviewees (18%) stated they infrequently face crisis situations and an additional three (12%) noted that they would classify their encounters as conflict rather than crisis due to the nature of their work. Regardless of how frequently they encounter crisis-related situations in their role, all interviewees agreed the training is useful and beneficial for building some skills and knowledge that could possibly support in crisis or conflict situations. Further, most interviewees agreed that NCI training is relevant to their workplace and role. That is, 27 interviewees (84%) found at least one component of the training to be relevant and applicable to their role while 22 interviewees (70%) stated they feel more capable and confident to approach conflict after receiving NCI training.

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<sup>8</sup> Specifically, the evaluation used an independent samples t-test to compare differences in scaled attitudinal responses between those who attended team-based training and those who attended corporate training, and found no significant differences in responses. See Appendix 6.0, Table A.1 and Figure A.1 for more details.

<sup>9</sup> Using a two-tailed Pearson correlation test; see Appendix 6.0, Table A.2 for test results.

“Just because of the nature of my role, I have taken a lot of training and I think that this one really tied a lot of those pieces in together and made me feel more confident in that and what I know and how to apply it” – Winter 2025

“I’m always, you know, mindful of what to look for and how to possibly engage with community. So, this heightens things for me to kind of be acutely aware of surroundings and atmospheric and perspective” – Winter 2024

“And for me, it's basically pulled on, like, mediation skills, those types of things to try and give [the public] support as best I could with the choices they had within the situation” – Spring 2024

When asked why they chose to participate in NCI training, 29 interviewees (91%) stated they felt motivated to better engage their teams, community, support community-members, or feel more prepared to support their team in the workplace. Of these 29 interviewees, 25 (78%) had previously attended a crisis intervention or cultural competency training and acknowledged that their previous knowledge supported their learning experience as well as their motivation. Several examples of participants’ reasons for taking the training are below:

“I am always looking to expand my understanding of best-strategies and even if I don’t learn anything new from this at least I got to see things from a new perspective because I’m participating in a different environment and with new people who maybe have new ideas” - Winter 2025

“I took the training to so that I could feel better equipped to support the individuals that I work with... learning strategies for how to productively have conversations and difficult conversations that was so helpful” – Fall 2023

“I've always been interested in this ...I wanted to know how to deal with very different people in stressful situations” – Winter 2024

“I always wanted to be learning the best way I can to support, especially being in a supervisory role - being able to support my team moving forward because you can talk all you want about dealing with the public in these roles, but it goes hand in hand with dealing with office conflict as well” – Spring 2024

Although 25 interviewees (78%) had a strong understanding of NCI training goals before attending their training session, five interviewees (16%) reported feeling confused about the training’s delivery style, intention, and relevancy to their workplace or role. For example, one interviewee expected a somewhat different training focus:

“I think the facilitator did a good job once I was in there, but from the name I thought this would be more about something different and I thought it was more about emergency responses” – Fall 2024

“I was expecting it to be focused a little more on like people who are acting out kind of violently or being a bit more aggressive and what you do in that moment to de-escalate it and it did address that, but it was more of a broad spectrum” – Fall 2023

Nonetheless, even among those who were unsure of what the training might include, most felt that it was made clear within the training delivery process. As one interviewee stated:

“I think that if I didn't have that prior knowledge, the instructor was thorough enough and gave enough analogies, explanations, enough opportunity for discussion that I think even coming in without the prior knowledge, you'd be able to grasp it and get a lot out of the course” – Fall 2023

While most participants (90%) feel the strategies taught in NCI training can be readily implemented into their role, three participants (9%), noted their workplace protocol *might* make it difficult to perform NCI strategies before security personnel or union representatives intervene. For example, one interviewee stated:

“But there may be interventions that come before me. So, you know, if I was in the [facility], and someone started being aggressive or violent towards me, security may intervene before I'm able to intervene myself, because they're the first responder to the situation” – Winter 2024

## Perceived strengths and weaknesses of the training

All interviewees shared strengths of the training. These interviewees noted that the training was made stronger by:

- ensuring that group conversation was a pillar of learning
- providing great tools and options for dealing with crisis or conflict situations;
- providing important context and skills for supporting community members;
- creating an interactive and welcoming learning environment;
- delivering supportive and engaging facilitation;
- giving staff to learn how to engage the community rather than just defend their stance of opinions;
- facilitating strong table discussion and activities
- providing a strong foundation to support rational thinking;
- delivering helpful visual aids; and,

- providing a myriad of helpful tools to support and approach unique perspectives and lived experiences.

In total, eight interviewees (25%) identified no weaknesses in the training content or delivery. Twenty-one interviewees provided general constructive criticism. The interviewees stated that there is a need for:

- additional opportunities for applied- knowledge learning
- additional opportunities for built-in knowledge refreshers
- additional videos or knowledge and skills-based visuals;
- additional opportunities for participants to vent and share experiences;
- additional opportunities for group discussion;
- additional opportunities to practice knowledge and skills;
- practical activities such as role playing and group discussion
- additional context on how training content relates to the HRM;
- post-training takeaway materials and refreshers;
- insight into and discussion on personal safety; and,
- information on effective communication skills

## Team-based Training

Of the eleven interviewees who participated in a team-based training, four (36%) noted that the group dynamic not only allowed for a more tailored learning environment but supported continued team learning and self-reflection following the training session. Despite finding the team learning dynamic helpful, the four participants identified a need for more (1) tailored group learning situations, (2) opportunities for tailored practical skill-building (e.g. roleplaying), and (3) additional detail about or discussion on how training content connects to the workplace. Notably, one interviewee in a supervision role noted that it is helpful to facilitate additional NCI-related conversation during team meetings. These discussions not only allow team members to discuss how the training pertains to their day-to-day experiences but allows them an opportunity to role play and practice skills.

“It was interesting to hear the things you feel ... but aren’t really sure if the people around you are experiencing too” – Winter 2025

“It was really nice to be all together... it was really interesting to see others’ perspectives” – Winter 2024

“We’re not all often in the same place, so yeah - it was good to hear from others” – Winter 2024



## Corporate Training

Of the nineteen interviewees who participated in a corporate training (including non-HRM employees who participated in a Business Improvement District [BID] community session), three had an opportunity to discuss the training content with their team, while twelve interviewees reported that although they have team members who have taken the training, they have not had an opportunity to discuss or re-enforce the training content as a team. Notably, one interviewee noted that as they are in a supervision role, they have taken on the responsibility of facilitating team discussion about NCI training content.

“I think hearing other people be open and really speak about their biases was huge. And I think it was really really good” – Winter 2024

“I would like to see more roleplay with the discipline-anxiety defense – the risk one ... to at least see what it looks like” – Winter 2024

“I got a lot out of it. I really enjoyed the instructor. There was a lot of positives about the training” – Spring 2024

## Training recollection

Although the evaluation’s interview questions did not explicitly ask if participants could recall training content, there was an observable trend that participants generally struggled to recall specific training concepts. Notably, participants completed an interview within four to eight weeks of completing their training. When asked to explain the training’s strengths or weaknesses, many (over 85% of) participants struggled to name specific terms modules, terms, concepts or strategies, including those that they found to be helpful and relevant to their work. Rather than recall exact concepts or terms, a small number of participants described the training concepts by explaining their interpretation as well as the lessons they found to be relevant and transferable into their workplace.

“I think that knowing about what kind of postures to take is important because you want to make sure you are approaching someone without making them feel more stressed, especially when working in [my department]” – [in discussion of the ‘*Supportive Stance*’] Winter 2025

While most participants could not name specific concepts or terms, a small number of participants consistently identified training content and referred to specific training resources and strategies they continue to use in their day-to-day work experiences. Notably, these participants had either taken the training multiple times or had taken a significant number of similar trainings pertaining to crisis-intervention or harm reduction throughout their career due to the nature of their work.

## Observations

Throughout the evaluation, the team observed nine training sessions, including the pilot session, five corporate training sessions, three team-based sessions and one Business Improvement District (BID) community session.

The structured observation tool that guided observations is included in the appendix of this report. The following observations were made based on the observation tool and mainly focus on facilitation and participation. To most effectively capture the training's facilitation and participant engagement, the observation tool attends to various structured elements of the training that can be measured and compared across observation sessions. These elements include:

- How the training is framed and introduced to participants
- The equity and accessibility of training content
- Facilitated opportunities for participant engagement
- If and how the training content is grounded in workplace or BU-specific examples
- Participant's alertness and attention
- Participants' motivation statements
- If and how participants are connecting training content to their workplace
- Trainee classroom dynamics
- Participants' responsiveness to knowledge checks

Overall, observations of the training suggest that training was not only delivered consistently and in line with the intended training approaches, but was iteratively reviewed and adapted to ensure facilitators' approach was meaningful and relevant. As with the 2024 interim report, training messages throughout the second year of the evaluation were repeated in similar ways between sessions. These themes were observed during group activities, participant responsiveness to the facilitator, learning content, knowledge checks, and overall participant engagement. Key differences consistently emerged between BU-specific and corporate training based on overall participant engagement and trainee classroom dynamics throughout the two-year evaluation. While training was delivered consistently and in line with the intended approaches, the observations point to opportunities to increase participants' understanding of group activities and independent table-based work as well as their comfortability and sense of willingness to participate in classroom dynamics and discussion.

## Facilitation

The facilitator consistently framed the training as an opportunity for professional adult learners to bring their expertise and build upon their existing knowledge. At the time of the June 2024 interim report, the facilitator asked trainees to share (I) their role, (II) their personal weather for the day, (III) and their training goals. During the second year of the evaluation, the facilitator also pivoted to consistently probe participants to speak about their prior training experiences. During each observation sessions, participants were engaged and receptive to the facilitator's instructions and content delivery. During observed sessions, participants regularly remarked that the facilitator was receptive to the room and expressed appreciation that activity lengths and breaks were adjusted as needed to accommodate participants with various levels of prior experience and knowledge.

Throughout the evaluation, the facilitator made several adaptations to training delivery that increased participation. The facilitator adapted discussion questions to prompt participants to imagine how NCI training could be implemented in their work or retroactively applied to previous work-place crisis-related incidents. The facilitator adjusted questions such as, “how would you interpret this?” to more specific questions such as, “in your work, what factors might help you determine if an information-seeking question is defensive?” or “let’s each try to think about a scenario from our work where this might help us or could have helped us perhaps”.

Further, the facilitator adjusted the delivery of group knowledge checks. Rather than asking participants to volunteer during group knowledge checks, the facilitator begun calling on specific group tables and individuals to respond. The adapted delivery increased participation and allowed participants an opportunity to make learning mistakes and address gaps in their knowledge. This technique appeared to be particularly effective during corporate or BID training sessions as participants were not familiar with one another and tended to be less likely to volunteer to speak or to informally discuss content amongst one another. Throughout the training sessions attended in the final year of the evaluation, the facilitator began to deploy this technique from the beginning of the training day rather than introducing mid-way through module content.

## Participation

Throughout the observed training sessions, participants shared their training goals. Throughout the evaluation period, these goals commonly included:

- to know when to walk away from a situation instead of getting heated;
- to focus on trigger words and words that work well for someone in crisis;
- to understand what they are currently doing wrong;

- to become a better support to team members and the community; and,
- to have more ‘tools in the toolbox’ for dealing with crisis situations.

While verbal participation varied across training groups, most trainees (more than 80% across each observation session) consistently demonstrated engagement and alertness throughout the first 3-4 hours of each training day (notetaking, reviewing the training booklet, nodding, verbally agreeing (i.e. ‘this is excellent’) etc.). Following the fourth hour of each training day, there was a stark decline in participants’ engagement and alertness (with slightly fewer than half of trainees continuing to engage consistently after this point). Notably, some (2-3) participants verbally conveyed that although the content was interesting, they were losing their attention and momentum.

### Differences between team-based and corporate training

Throughout the observation sessions, several notable differences emerged between the BU specific and corporate group trainings. During corporate training sessions, 10%-25% of participants consistently responded to facilitators’ discussion prompts or knowledge checks without being repeatedly prompted or called upon by the facilitator. On the other hand, during the team-based training, most group members were evenly participating and engaged (about 80%). Further, during corporate training sessions, it took an average of 2-3 hours before most participants would begin to react and engage each other (e.g. head-nodding, verbal signs of agreement, eye contact, laughing, question-asking, follow-up responses). However, during team-based training sessions, most trainees (80%) were reactive to and invested in others’ responses from the start of the first training day.

Moreover, during team-based training, participants were transparent about their animosity toward certain aspects of training content, but were open to engaging, challenging and questioning the training content in a constructive manner. Further, participants of team-based training sessions often voiced when they were confused about learning content or did not understand how the training content could apply to their role. Notably, during the BID community training, although participants came from different workplace experiences, they tended to be similarly reactive to training content and often found unprompted connections pertaining to their shared experiences as front-facing community workers.

As the BU training group shared workplace experiences and knowledge, they would often facilitate sporadic cross-table group discussion. During these discussions, participants connected the training content to workplace examples, recent issues, or ongoing discussions being had amongst their team. While this discussion prompted participants to ground the training content in their workplace, it revealed a gap in knowledge between the participants and facilitator. As the facilitator was unfamiliar with participants’ workplace and

work experiences, such discussion would often disrupt the training delivery. Although the facilitator attempted to navigate this gap by interjecting to ask questions, the group was not receptive to providing context or including the facilitator in team-based discussions.

## Group discussion and activities

Alongside ongoing opportunities for participant engagement, the facilitator provided trainees opportunities for small group table exercises that corresponded to module content. The small-group table exercises included facilitated activities, reflection prompts, and scenario questions. The module activities remained the same throughout observation sessions, with the addition of a case-study based exercise that allowed participants to apply training content to fictional workplace examples and a role-play activity that was selectively facilitated based on training time and group dynamic.

Throughout all observation sessions, the small-group table exercises prompted participants who had not otherwise contributed to group discussion to share their responses and engage learning materials. During the table activities, trainees remained engaged, transparent in sharing mistakes, and invested in what others were saying. The participants showed increased confidence through their engagement (sharing workplace examples, asking questions, attempting to answer questions, etc.) as well as their receptiveness to other participants (nodding, responding to others' examples, etc.). Further during the small-group table discussions and activities, participants were more likely to apply the training content directly to examples from their workplace and role.

Although participants were engaged throughout the table activities, they often needed to seek clarification about task instructions. This was most consistently demonstrated during individual activities rather than group-based activities. To seek clarification, participants would often discuss the instructions with others at their table or turn to the larger group before beginning their work. Participants would seek clarification for slides that contained written instructions as well as slides that contained no instruction or context pertaining to the activity. Moreover, despite prompting participants to share and apply training content to their work, the small group table discussions consistently ended (within the final 2-4 minutes) with participants moving off-topic to discuss personal matters. Often, participants expressed confusion about the end goal of the activity by making a remark such as: "I think that's everything we're supposed to do?" or "was that all?"

## Focus groups

Focus groups were conducted in spring 2025, with three separate focus groups organized: one for participants who had completed their training in a team-based setting, one for participants who had attended corporate training, and one for leaders (i.e., those in

management positions) whose teams had attended NCI training. With the exception of the focus group for those trained in team-based settings, the other two focus groups did not receive a sufficient number of participants on which to draw meaningful conclusions. Unsuccessful attempts were also made to arrange a fourth focus group. Nonetheless, some consistent messages, reflecting evidence from other parts of the evaluation, came out of the focus group discussions.

In general terms, the focus group exercises generated messages that largely mirrored what we learned from interviews and observations. For example, focus group members were largely positive about the training content, length, and delivery, and in particular acknowledged the enthusiasm displayed by the NCI course trainers. In addition, like interviewees, focus group members were able to recall general messages from the training related to the goals of de-escalation, but were not generally able to recall specific training content or tools (such as the crisis development model or its stages). Focus group participants could readily identify instances in which they had utilized de-escalation strategies after receiving the training, and acknowledged that they may have dealt with certain situations differently before receiving the training, but could rarely name which specific strategies or components of the training course they were utilizing.

## Analysis

This section considers the data presented in the findings, in the context of the evaluation's main questions.

### To what degree has the training been implemented as intended?

In the two years since the initial roll-out of NCI training, the training has been largely implemented as intended. Business units across the municipality supported the implementation of the training, training sessions were delivered as intended, and training content was well-received. The only major, notable change in training delivery was a change in workbook in November 2023, reflecting the fact that the municipality was not teaching physical restraint methods and so should utilize a workbook that does not include restraint methods. The municipality was also able to provide additional NCI training sessions that went beyond municipal staff, to volunteers and community organizations. The training continues to be offered and receives sufficient demand.

### How do staff perceive and utilize the training?

In the interim report, we indicated that staff perceptions of the training are broadly positive, based on interviews, immediate post-training evaluation surveys, and six-month post-training surveys. This remains true at the conclusion of the evaluation. Participants in both team-based and corporate training sessions had positive assessments of the training, and most people who completed the six-month post-training survey felt that the training had been relevant to their role. Moreover, people who were most likely to regularly use skills and strategies from the training were also most likely to have positive assessments of the training and perceive benefits to themselves, their co-workers and the public from the training.

### Do staff who have received the training retain key training messages?

Similar to the findings in the interim report, the knowledge check continued to provide evidence that the main training messages were received and retained by most participants. As noted in the findings related to interviews and focus groups, it appears that participants tend to retain key principles but not detailed content, and do not actively refer to or utilize specific training content. Instead, they appear to primarily retain a general strategy of situational de-escalation and empathetic listening when faced with conflict or potential crisis at work.

## Do people experience the training differently if they receive it in a team-based training, compared to a corporate training session?

The balance of evidence in this report shows qualitative differences between team-based and corporate training sessions, and these differences generally favour team-based training where possible, but also reaffirm a stand-alone value of corporate training sessions as well. In the interim report, we found differences in survey responses between team-based and corporate training sessions; however, when the survey sample increased in size, these differences were no longer apparent. Overall, participants in both delivery modes had broadly positive assessments of the training's value to their role.

When including findings from the observations and interviews, however, some benefits to team-based training become apparent. For example, 61% of survey respondents indicated a desire for better examples that were more specific to their team or workplace. Providing these kinds of examples is more easily achieved in a team-based training that shares a workplace. In addition, observations suggested that team-based trainings had stronger participation, with conversations and discussions starting more quickly and lasting longer. Finally, interviews suggested that people appreciated the opportunity to engage in training in team-based settings as a way to spend time with co-workers outside of normal work routines.

## Does HRM hold sufficient data to identify any correlations between training delivery and improvements to outcomes for HRM staff and the people they serve?

As noted above, no additional analysis related to this question has been completed since the interim report. As indicated in the interim report, there are several relevant data sources available to HRM for future training evaluations, which could be used to assess impacts from training. Specifically, relevant data sources are available to connect administrative data to outcome measurement, at least in instances where police calls for service to a municipal facility can be utilized as a reasonable outcome or proxy outcome measure of success. Additional key data sources, such as relevant HR data and facility use/daily average user data, would be important data sources to build sufficient statistical controls into any future analysis, and we have been advised that such data could be made available for outcome measurement. However, it is important to recognize that training roll-out would need to be controlled using experimental or quasi-experimental methods if causal claims about training effects are desired in future evaluations.



## What lessons can be drawn from this training evaluation, to inform future community safety training efforts in HRM?

First, as indicated in the interim report, training has proceeded relatively successfully, and this has clearly been the result of careful planning, support from multiple HRM business units, strong efforts at internal communication prior to training launch (including internal pilot sessions and meetings with senior managers), and the use of talented trainers. These ingredients were likely very important for the success of the training program to date, independent of the potential relevance or effectiveness of the NCI training content.

Second, the ongoing utilization of independent evaluation throughout the training implementation appears to have helped stabilized this process, and provided ongoing confidence to the implementation team that the training was having the desired effects, or at least that it was perceived by participants as being valuable to their work. While this particular training implementation was implemented as intended, the use of independent evaluation becomes even more important when implementation does not go to plan.

## Conclusions

The messages from the full evaluation largely mirror the messages from the interim evaluation report. The **roll-out and implementation of NCI training in by Halifax Regional Municipality has largely been successful** in light of the municipality's intentions when choosing to pursue this training. The training was delivered as intended to hundreds of participants, and all data sources suggest that the training was overwhelmingly well-received. Trainees found the training useful both for public-facing interactions as well as interactions with co-workers, and could readily identify ways in which the training changed their behaviours, relative to how they would have behaved in potential crisis situations prior to receiving the training. Additionally, those who were most likely to use the training in their daily work were also the most likely to find the training valuable, which suggests that the training experience was particularly well-matched to those who experience conflict and crisis regularly.

In turn, there appears to be **every indication that the municipality should continue to offer the training**, including potential refresher training. The most consistent suggestions for improvements to the training received from participants included additional opportunities for role play to enhance skill-building, and efforts to tailor content to their specific work context. The training is probably best seen as enhancing the overall toolkit of municipal employees to deal with conflict and potential crisis situations, and it does not appear to crowd out the value of other potential trainings, including other trainings that develop skills and competencies related to crisis intervention. Additionally, while team-based training appears to provide several unique benefits, delivery in corporate training environments was also apparently successful and about equally well-received by participants; in turn, both team-based and corporate training modes seem to be valuable.

As noted at several points in this report, people who have received the training do not appear to actively or easily recall specific course content, but rather **participants generally recall general principles about better and worse strategies for managing crisis** and interpreting conflict behaviour. As such, while the use of NCI training appears to have been successful on its own terms, there is no particular reason to believe that NCI training content is uniquely better than other crisis intervention and de-escalation training products that offer similar messages and principles. This is partly due to the fact that there is little systematic evidence on the unique value of NCI training compared to other similar courses (e.g., from experimental research or multi-site studies), and what evidence does exist provides mixed findings.

However, this finding may also be due to the ways in which people absorb training of this sort, and the broad rather than specific messages that people receive when they are asked

to engage with training that encourages less conflict and greater awareness and empathy. Moreover, it is impossible to separate the perceived value of the training from the perceived quality of the trainers, and participants regularly made a point of acknowledging the enthusiasm and competency brought to each training session by the municipality's trainers. In turn, should the municipality for any reason wish to test other crisis intervention trainings in the future, **it should be expected that any similar training would be largely compatible with, or complementary to, NCI training**, so long as the quality of the trainers' delivery remained similarly high.

Part of the purpose of this study, independent of assessing the value of NCI training for the municipality, was to build evaluation into broader business processes in the Community Safety Department. By including evaluation data in regular working group meetings and continuously checking course delivery against participant perceptions, the roll-out and implementation of NCI training was able to identify small issues before they became large, and continue to validate the perceived value of the training content. For future training offerings of similar or larger scale, the municipality would likely continue to benefit from this approach to implementation.

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# Appendices

- 1.0 – Immediate Post-training Survey (Training evaluation form)
- 2.0 – Structured Observation Tool
- 3.0 – Six-month post-training survey
- 4.0 – Interview Schedule
- 5.0 – Focus group guide
- 6.0 – Additional data tables

## 1.0 Immediate Post-Training Survey

# Training Evaluation Form

Date \_\_\_\_\_

Trainer \_\_\_\_\_

Title and Location of Training \_\_\_\_\_

**Instructions:** Please indicate your level of agreement with the statements listed below.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The objectives of the training were clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participation and interaction were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The topics covered were relevant to my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The topics covered were relevant to my professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The content was organized and easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The materials distributed were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. This training experience will be useful in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The trainer was knowledgeable about the training topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The training objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Training time was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The meeting room and facilities were adequate and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Other: _____					
_____					
_____					
_____					
_____					

## 2.0 Structured Observation Tool

### HRM NCI Training Assessment Tool 2023

Date: \_\_\_\_\_ Business Unit (specify) or Volunteers: \_\_\_\_\_

Location: \_\_\_\_\_

This tool is a structured observation sheet for the HRM (Halifax Regional Municipality) NCI (Nonviolent Crisis Intervention) training evaluation. This form is intended to assist the evaluators in taking consistent notes that can be analyzed following the training. This observation sheet will assess aspects of the training following the NCI module breakdown that informs training delivery. The sheet will focus on the following aspects of the training in relation to the evaluation framework:

- 1.) Training Delivery:** Is the training able to be delivered as it was designed by NCI and adapted by the HRM training team? \*\*This is not an evaluation of the training team, but rather of the content, time, and environmental factors influencing training delivery. This information will support the evaluation team in understanding how training is being delivered, whether delivery changes over time, and whether there is training content that is particularly well received or poorly received. \*\*
- 2.) Trainee Engagement and Comprehension:** Are trainees engaged in training content, discussion, and activities? Are trainees demonstrating comprehension of and confidence with training content? Are trainees demonstrating an understanding of how training content may be implemented and used in the workplace?

Main Aspect:	(I) Training Delivery		
	Category	Guidance	Notes
<b>Training Delivery:</b> is the training able to be delivered as it was designed by NCI and adapted by the HRM training team?	Framing of training and evaluation	<ul style="list-style-type: none"> <li>❖ How is the training introduced?</li> <li>❖ What are trainees asked to share in their introductions?</li> <li>❖ How and when is the evaluation introduced?</li> <li>❖ Is there an opportunity for trainees to ask relevant questions or address concerns about the evaluation? When?</li> </ul>	
	Group-adaptations /accommodations (optional to business units)	<ul style="list-style-type: none"> <li>❖ Have the trainers implemented any adaptations based on business unit-specific requests or information provided pre-training?</li> <li>❖ Are the trainees provided sufficient time to engage with given adaptations or accommodations?</li> </ul>	



	Equity and Accessibility	<ul style="list-style-type: none"> <li>❖ Are key-terms and complex concepts presented in accessible plain-language alongside grounded examples?</li> <li>❖ Are trainees' prior, or lack of, related training experiences taken into consideration to inform training content and delivery?</li> </ul>	
	Opportunity for module delivery	<ul style="list-style-type: none"> <li>❖ Is the content within each module able to be sufficiently delivered within the time allotted to the training?</li> </ul>	

	Opportunities for didactic vs. participatory learning	<p>Are there:</p> <ul style="list-style-type: none"> <li>❖ Questions directed at trainees?</li> <li>❖ Facilitated discussion and activities?</li> <li>❖ Space and opportunities for trainees to voice relevant opinions, concerns, and questions?</li> <li>❖ What opportunities are there for group/table-based discussion, activities, and role-playing? <i>Indicate time and detail of activity/discussion as this may change between groups.</i></li> </ul>	
	Practical implementation of training content	<ul style="list-style-type: none"> <li>❖ Is the training content grounded in examples or reflective questions that frame the training as important and relevant to the trainees' work?</li> </ul>	

		❖ What opportunities are trainees provided to assess and discuss transfer or training? (Including reduced risk, staff burnout, and ensuring the wellbeing of those who interact with HRM staff)	
	Knowledge Checks	❖ How are knowledge checks being conducted? (e.g., group-based, table-based, written, verbal, etc.).	

Main Aspect:  <i>Trainee Engagement and Comprehension:</i> Are trainees engaged and involved in the training content, discussions, activities, and knowledge checks?	(II) Trainee Engagement & Comprehension		
	Category	Guidance	Notes
	Introductions	❖ What are trainees sharing in their introductions? Are there common themes or experiences shared? (e.g., previous training experiences or attitudes toward the training)	
	Alertness and attention	❖ Are trainees demonstrating signs of engagement? (e.g., taking notes, nodding, showing eye-contact or signs of alertness?) ❖ Are trainees demonstrating signs of disengagement? (e.g., being on their phones) ❖ Do trainers need to provide prompts or re-direct activities and discussions to encourage engagement?  <i>Indicate the estimated # or % of trainees showing signs of engagement vs. disengagement in each module. Specify activities / discussion prompts.</i>	

		<ul style="list-style-type: none"> <li>❖ In # or %, how many trainees are answering questions, sharing examples, or prompting discussions during opportunities for trainee engagement?</li> <li>❖ Are there any significant observations or notable trends on which trainees are sharing? (e.g., are the same group of trainees answering every question).</li> </ul> <p><i>Indicate discussion theme or activity prompt as these may change between training groups.</i></p>	
	Motivation statements	<ul style="list-style-type: none"> <li>❖ Are trainees making comments or asking questions that indicate they are buying-in or opposed to the training?</li> <li>❖ Are these comments or questions rooted in personal beliefs, attitudes, ideology, etc.?</li> <li>❖ Are these comments or questions rooted in professional experiences, on-the-job logistics, etc.?</li> </ul>	

	Transfer of Training	<ul style="list-style-type: none"> <li>❖ Are trainees relating the training content to their experiences as an HRM staff person? (reduced risk, reduced staff burnout, ensuring the wellbeing of HRM staff).</li> <li>❖ Are trainees demonstrating adoption of language or use of concepts provided in the training?</li> <li>❖ What language or concepts are being adopted and used?</li> </ul>	
	Knowledge Checks	<ul style="list-style-type: none"> <li>❖ What is the # or % of trainees participating in group knowledge checks?</li> <li>❖ Are trainees showing readiness and confidence when participating in knowledge checks?</li> </ul>	

	Trainee classroom dynamics	❖ Are there any dynamics between trainees that seem significant to their success? (professional atmosphere, off-topics discussions, tensions, positive learning environment)	
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### 3.0 Six-Month Post Training Survey

#### **Consent statement**

You are invited to complete a survey regarding your experience of the Non-Violent Crisis Intervention (NCI) training offered through Halifax Regional Municipality (HRM). This survey is distributed approximately six months following your training, and is different from the survey you completed immediately after the training.

The survey is part of an independent evaluation of the NCI training, being undertaken by an evaluation team from Dalhousie University. The survey includes questions on your perspective on the NCI training, some information about you, what you recall from the training, and any suggestions for training improvement.

This survey is completely voluntary, meaning that it is your choice and you do not have to complete the survey if you don't want to.

The information collected through the survey will be anonymous. This means that there are no questions in the survey that ask for identifying details such as your name or contact information. All survey responses will be saved on a secure Dalhousie server, and only members of the evaluation team will have access to the data.

The survey should take approximately 10 minutes to complete. If you wish to stop the survey after you have started it, you may do so at any time. If you decide that don't want your answers recorded in the study, do not submit your survey at the end. Please note, because your data is anonymous it is not possible to withdraw any specific information once the survey has been submitted.

Findings from this survey will be used to develop reports that will be shared with HRM's Community Safety Department to help improve the training, and may also be used in other presentations and written works in the future.

If you have any questions or concerns about the research, please contact Dr. Giacomantonio at any time at [chrisgiac@dal.ca](mailto:chrisgiac@dal.ca).

**Q1: Please review the above statement and indicate below if you are willing to continue with this survey**

☐ By ticking this box, you consent to the statement above

*Questions in this section require an answer. If you do not wish to provide information for any questions in in this section, select 'Prefer not to answer'.*

**Q2: In which month did you most recently complete NCI training through Halifax Regional Municipality?**

- |   |  |                                     |                                     |
|---|--|-------------------------------------|-------------------------------------|
| <input type="radio"/> Prior to October 2023 | <input type="radio"/> October 2023         | <input type="radio"/> November 2023 | <input type="radio"/> December 2023 |
| <input type="radio"/> January 2024          | <input type="radio"/> February 2024        | <input type="radio"/> March 2024    | <input type="radio"/> April 2024    |
| <input type="radio"/> May 2024              | <input type="radio"/> June 2024            | <input type="radio"/> July 2024     | <input type="radio"/> August 2024   |
| <input type="radio"/> September 2024        | <input type="radio"/> October 2024         | <input type="radio"/> November 2024 | <input type="radio"/> December 2024 |
| <input type="radio"/> January 2025          | <input type="radio"/> Prefer not to answer |                                     |                                     |

**Q3: Prior to completing your most recent NCI training, have you ever previously taken NCI training?**

- ☐ Yes ☐ No  
☐ Can't remember or prefer not to answer

If yes, in which year(s) did you previously take NCI training?

**Q4: Prior to completing your most recent NCI training, have you ever previously taken any other similar training?**

- ☐ Yes ☐ No  
☐ Can't remember or prefer not to answer

If you have previously taken one or more similar training program(s), please tell us which program(s), and in which year(s) you took them:

*Questions in this section require an answer. If you do not wish to provide information for any questions in in this section, select 'Prefer not to answer'.*

**Q5: Which of the following best describes your role with HRM?**

- ☐ Employee ☐ Volunteer ☐ Councilor ☐ Prefer not to answer  
☐ Other role

If you have chosen "other", please specify:

**Q6: If you are an employee with HRM, in which HRM business unit do you work?**

- |  |  |
|--|--|
| <input type="radio"/> Not Applicable (I am a Councilor or Volunteer) | <input type="radio"/> CAO's Office                 |
| <input type="radio"/> Community Safety                               | <input type="radio"/> Finance and Asset Management |
| <input type="radio"/> Halifax Regional Fire and Emergency            | <input type="radio"/> Halifax Transit              |
| <input type="radio"/> Human Resources                                | <input type="radio"/> Information Technology       |
| <input type="radio"/> Legal and Legislative Services                 | <input type="radio"/> Mayor's Office               |
| <input type="radio"/> Parks and Recreation                           | <input type="radio"/> Planning and Development     |
| <input type="radio"/> Property, Fleet and Environment                | <input type="radio"/> Public Works                 |
| <input type="radio"/> Other business unit                            | <input type="radio"/> Prefer not to say            |

If you selected 'Other Business Unit', please indicate which business unit here

**Q7: How many years have you worked for HRM?**

- ☐ Less than a year      ☐ 1-2 years      ☐ 3-5 years      ☐ 5-10 years  
☐ More than 10 years      ☐ Prefer not to say

*Questions in this section require an answer. If you do not wish to provide information for any questions in this section, select 'Prefer not to answer'.*

**Q8: What best describes your reason for attending this training session?**

- ☐ I registered myself because I was personally interested in the training (with approval from my supervisor/coordinator/HR).
- ☐ My supervisor/coordinator recommended or requested that I attend this training.
- ☐ Prefer not to answer
- ☐ Other reason for attending

If you have chosen "other", please specify:

**Q9: Which of the following best describes the training session you attended?**

- ☐ I attended a Corporate Training session, with participants from multiple HRM business units
- ☐ I attended a team-specific training session, which was organized for my team or business unit
- ☐ Prefer not to answer

**Q10: To your knowledge, how many of your co-workers (the people you work with most closely on a daily basis) have completed this training?**

- ☐ All of my co-workers      ☐ Most (more than half), but not all
- ☐ Some, but less than half      ☐ None
- ☐ Don't know/unsure      ☐ Prefer not to answer

Q11: To your knowledge, has your direct supervisor completed the training?

- ☐ Yes ☐ No ☐ Don't know/unsure ☐ Prefer not to answer

### Attitudes and opinions about the training

*Several of the following questions ask about the relevance of your training to your role at HRM. If you have changed roles since you completed the training, please answer the questions in relation to the role you had when you completed the training.*

Q12: Prior to taking the training, did you think the training would be:

- ☐ Very useful to your current role ☐ Somewhat useful to your current role  
☐ Not very useful to your current role ☐ Not at all useful to your current role

Q13: After taking the training, do you think the training was:

- ☐ Very useful to your current role ☐ Somewhat useful to your current role  
☐ Not very useful to your current role ☐ Not at all useful to your current role

Q14: Since completing the training, how often have you used skills or strategies you learned in the training?

- ☐ Daily or almost daily ☐ Not daily, but at least once per week  
☐ Not weekly, but at least once per month ☐ Less than once per month  
☐ Never

Q15: Since completing the training, to what degree do you believe that the training has...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
...improved my confidence in dealing with potential crisis or conflict situations at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...made me safer at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



...made other people in my workplace safer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...reduced my level of stress when dealing with crisis or conflict situations at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...improved the wellbeing of members of the public who interact with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...reduced my need to seek help when resolving crisis or conflict situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...has improved my overall satisfaction in my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16: To what degree do you think the training...**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
...is very relevant to my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is often hard to implement in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is regularly discussed between me and my co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...has been incorporated into my team's regular working practices at HRM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Knowledge Check

*The following questions ask you to recall key principles and ideas from the training. Please select the best answer in each case, recalling course content to the best of your ability. Keep in mind that this survey is anonymous and this knowledge check is being done to evaluate the training, and is not intended to evaluate you.*

**According to the training:**

**Q17: Which statement best reflects the NCI principle that distress behaviour is a form of communication?**

- ☐ Behaviour is only important if it is disruptive.
- ☐ All behaviour has no meaning and should be ignored.
- ☐ Behaviour is a way for individuals to express their needs and feelings.
- ☐ Only verbal behaviour should be considered communication.

**Q18: Why is a person-centred and trauma-informed approach important when responding to distress behaviour?**

- ☐ It ensures that the response is standardized and applies to everyone.
- ☐ It allows for a quicker resolution by using a one-size-fits-all method.
- ☐ It prioritizes the organization's policies over the individual's needs.
- ☐ It tailors the response to individual needs, considering factors like trauma and cognitive functioning.

**Q19: When a person exhibits signs of being at the 'Defensive' level of crisis, how should staff respond?**

- ☐ By using physical restraint immediately to prevent escalation.
- ☐ By being directive, setting limits, and offering choices.
- ☐ By ignoring the behaviour as it will pass on its own.
- ☐ By engaging in a detailed discussion about the person's behaviour.

**Q20: What is the purpose of identifying Precipitating Factors within the framework of Integrated Experience?**

- ☐ To understand the underlying cause or reason for the behaviour.
- ☐ To assign blame to the individual in crisis.
- ☐ To determine the appropriate punishment for the behaviour.
- ☐ To ignore the individual's needs and focus on policy enforcement.

**Q21: Which of the following is true about building Therapeutic Rapport after a distress behaviour?**

- ☐ It is only necessary if the crisis results in physical intervention.
- ☐ It involves listening with empathy, showing that you value what they have to say.
- ☐ It should be avoided to maintain professional boundaries.
- ☐ It is the responsibility of the individual in crisis to initiate rapport building.

## Suggestions for improvement

Q22: Since completing the training, what (if anything) did you learn that you have found particularly useful in your daily work?

Q23: Which, if any, of the following suggestions would you make to improve the training? [check all that apply]

- ☐ Make the training shorter
- ☐ Make the training longer
- ☐ Provide regular refresher courses for people who have completed the training
- ☐ Provide more opportunities for role play
- ☐ Provide more examples in training content that are relevant to my role or business unit
- ☐ Include more content or new content on a specific area (please specify which content)

If you have chosen "other", please specify:

Q24: Do you have any further comments or suggestions on how the training could be improved?

## 4.0 Interview Schedule

### Interview Schedule

#### Post-training interview for NCI training participants

**Intro statement** *[can also be sent in advance via email, and interviews can be in-person or virtual]*

Thank you for taking part in this interview. This interview is being undertaken as part of an evaluation of HRM's implementation of NonViolent Crisis Intervention (NCI) training. The purpose of the evaluation is to understand whether and to what degree the training was implemented as intended; to gather your and other staff members' perceptions about, and recollection of, the training content; and to identify broader lessons for future training delivery.

Your contributions in the interview will be treated confidentially and any statements you make will not be attributed to you or used in a way that can identify you in any subsequent evaluation reports, presentations, or publications.

Your participation is also voluntary, and you are welcome to end the interview at any time. You may also decline to answer any questions, for any reason. Also, after the interview is completed, you may request that your interview data is not used, in which case we will remove your interview from further analysis. If you have any questions about the project at any time, you can contact [me/the project lead] at [chrisgiac@dal.ca](mailto:chrisgiac@dal.ca).

We expect the interview to take between 30-45 minutes. We would like to make an audio recording of the interview for our own records, as well as take notes during the discussion. Do you have any concern with this approach to recording? If you'd prefer not to be audio-recorded, please let us know and we can work from written notes alone.

Do you have any questions before we begin?

*[This interview will be semi-structured and question order and phrasing may be modified based on the discussion. New questions may be introduced and some questions may not be addressed in all interviews]*

### **Interview questions**

1. Please tell me a bit about your role at HRM. Where do you work, and what do you do there?
  - a. How often do you face any kinds of crisis or conflict situations in your role?
  - b. Were there any other trainings you had done previously, that were relevant to this training?
    - i. Had you taken any crisis intervention or de-escalation training previously?
    - ii. What about cultural competence or trauma-informed response training?
  - c. Were there other trainings you think would have been valuable before you took this training, or which you think would help you utilize this training going forward?
2. Why did you take the training?
  - a. Before you took the training, were there situations you faced where you would have benefitted from this kind of training?
  - b. If yes, how did you previously handle those kinds of situations?
  - c. Before you took the training, what did you think was the goal of the training?
    - i. How did you hear about the training?
    - ii. Did you have sufficient information about the training content and goals?
  - d. After completing the training, do you have the same understanding of the goal of the training, or has anything changed?
3. What did you think of the training?
  - a. What were the strongest parts of the training?
  - b. Which parts of the training needed improvement?
  - c. Which, if any, parts of the training did you think were valuable or relevant to your role?
  - d. Which, if any, parts of the training did you think were not valuable or relevant to your role?
4. Have other people in your department or unit also had the training?
  - a. Has your manager or supervisor had the training?
  - b. Have people in your department or unit helped to reinforce any of the training content?
  - c. Have you discussed the training content with your colleagues since completing the training?
5. Have you been able to apply anything you used in your training to your role? If so, in what kinds of situations did you use it?
  - a. Have you felt more capable of dealing with crisis or potential crisis situations?
  - b. Are there any challenges in applying the training in your role?

- i. Are there policies or procedures relevant to your role that run counter to the training content?
  - c. Have people in your department or unit made use of the training, to your knowledge?
  - d. If you haven't used it, do you expect to use it? In what kinds of situations might you use it?
6. **Closing Question:** Is there anything else you'd think I should know about your experience with this training, that we haven't had a chance to discuss?

## 5.0 Focus group guide

*The following questions will act as a guide for discussion, but phrasing may differ based on conversation within the focus group, and additional questions may become relevant during the focus group discussion. It is not expected that every focus group will include each of these questions, but focus group discussions should capture information about each broad question area.*

1. Begin with introductions/rounds.
2. **Rationale:** In the broadest terms, why did you choose to do this training?
  - a. What did you think you would gain from the training?
  - b. If you were instructed to take the training, why do you think your manager or director wanted you to complete the training?
3. **Content:** How would you describe the main ideas from the training?
  - a. What strategies for conflict resolution are supported by the training content?
  - b. What kinds of situations was the training meant to address?
4. **Your use of training:** Since completing the training, have you had opportunities to make use of concepts or strategies that you learned in the training?
  - a. Can you provide an instance where you might have acted differently, if you hadn't previously completed the training?
  - b. What might you have done differently, prior to completing the training?
5. **Others' use of training:** Do other people in your team appear to utilize the training?
  - a. If so, in what ways?
  - b. Have they taken the training?
  - c. Do your managers encourage you to use strategies from the training?
6. **Improvements to training:** Do you have any concerns about the training content?
  - a. Do you think the content was relevant to your role or team?
  - b. Were there components of the training that were particularly useful, or particularly irrelevant?
7. **Refresher training:** If a refresher training were offered, would you be interested in attending?
  - a. If so, why would you want to attend, and what kind of content would you want to see?
  - b. If not, why not?
8. **Anything else:** Is there anything else regarding your experience of the training that you'd like to discuss, but that we haven't asked about today?

## 6.0 Additional survey data tables

Two main statistical tests were conducted on the survey data, utilizing the Statistical Package for the Social Sciences (SPSS) software version 29.

The first test was an independent samples t-test, comparing the mean response scores for those attending team-based trainings to response scores for those attending corporate training sessions. This test was conducted to determine whether attending a team-based training session was related to any differences in attitudes toward, or self-reported use of, the training, when compared to attending a corporate training session. This test used responses to six-month post-training survey Question 9 (regarding whether the respondent had attended a team-based or corporate training session) as an independent variable, and scaled responses to questions 13 through 16 (and all sub-questions) as dependent variables. No t-test showed two-sided significance, as shown in Table A.1, and response means were largely similar to one another, as shown in Figure A.1.

Second, a Pearson correlation matrix was generated to examine relationships between all scaled variables (questions 13 through 16). Attitudes towards the training and self-reported use of the training was generally positively correlated, such that (a) higher attitudinal ratings correlated with one another (e.g., if a respondent was more likely to report that the training had improved their confidence, they were also more likely to report that the training was very relevant to their role), and (b) higher attitudinal ratings correlated with greater self-reported frequency of use of the training content in day-to-day work. The correlations are shown in Table A.2.



**Table A.1 – Independent samples t-test of differences between Team-based and Corporate Training Participants, six-month post-training survey, all scaled responses**

**Independent Samples Test**

**Survey question** Levene's Test for Equality of Variances t-test for Equality of Means

		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-sided	Two-sided			Lower	Upper
Q14_ Since completing the training, how often have you used skills or strategies you learned in the training?	<i>Equal variances assumed</i>	3.516	.067	-.455	47	.326	.651	-.163	.359	-.885	.559
	<i>Equal variances not assumed</i>			-.430	31.532	.335	.670	-.163	.380	-.937	.611
Q15a_ The training improved my confidence in dealing with potential crisis or conflict situations at work	<i>Equal variances assumed</i>	.182	.672	-.368	47	.357	.715	-.086	.234	-.557	.385
	<i>Equal variances not assumed</i>			-.359	35.478	.361	.722	-.086	.239	-.572	.400
Q15b_ The training made me safer at work	<i>Equal variances assumed</i>	.000	.992	.894	47	.188	.376	.226	.253	-.283	.736
	<i>Equal variances not assumed</i>			.903	39.647	.186	.372	.226	.251	-.281	.733
Q15c_ The training made other people in my workplace safer	<i>Equal variances assumed</i>	4.518	.039	1.640	47	.054	.108	.442	.270	-.100	.984
	<i>Equal variances not assumed</i>			1.793	46.854	.040	.079	.442	.247	-.054	.938
Q15d_ The training reduced my level of stress when dealing with crisis or conflict situations at work	<i>Equal variances assumed</i>	.000	.987	-.887	47	.190	.379	-.240	.271	-.785	.304
	<i>Equal variances not assumed</i>			-.894	39.403	.188	.377	-.240	.269	-.784	.303
Q15e_ The training improved the wellbeing of members of the public who interact with me	<i>Equal variances assumed</i>	.186	.669	.178	47	.430	.860	.046	.257	-.471	.563

	<i>Equal variances not assumed</i>			.180	40.488	.429	.858	.046	.253	-.465	.556
Q15f_ The training reduced my need to seek help when resolving crisis or conflict situations	<i>Equal variances assumed</i>	.636	.429	-.456	47	.325	.650	-.126	.277	-.683	.431
	<i>Equal variances not assumed</i>			-.475	43.257	.319	.637	-.126	.266	-.663	.410
Q15g_ The training has improved my overall satisfaction in my role	<i>Equal variances assumed</i>	.233	.632	.157	47	.438	.876	.040	.257	-.477	.557
	<i>Equal variances not assumed</i>			.155	36.921	.439	.878	.040	.260	-.487	.567
Q16a_ The training is very relevant to my role	<i>Equal variances assumed</i>	1.182	.282	.267	47	.395	.790	.063	.236	-.412	.538
	<i>Equal variances not assumed</i>			.286	45.802	.388	.776	.063	.221	-.381	.507
Q16b_ The training is often hard to implement in practice	<i>Equal variances assumed</i>	.605	.441	-.274	47	.392	.785	-.091	.332	-.760	.577
	<i>Equal variances not assumed</i>			-.267	35.112	.395	.791	-.091	.341	-.784	.602
Q16c_ The training is regularly discussed between me and my co-workers	<i>Equal variances assumed</i>	2.098	.154	1.480	46	.073	.146	.522	.353	-.188	1.232
	<i>Equal variances not assumed</i>			1.575	42.702	.061	.123	.522	.332	-.147	1.191
Q16d_ The training has been incorporated into my team's regular working practices at HRM	<i>Equal variances assumed</i>	.192	.663	.718	46	.238	.477	.233	.325	-.421	.888
	<i>Equal variances not assumed</i>			.750	40.883	.229	.458	.233	.311	-.395	.862
Q12_ Prior to taking the training, did you think the training would be [scale – very useful to not at all useful]	<i>Equal variances assumed</i>	1.450	.235	-.235	47	.408	.815	-.040	.172	-.386	.305

	<i>Equal variances not assumed</i>			-.246	43.790	.403	.807	-.040	.164	-.371	.290
Q13_ After taking the training, do you think the training was [scale – very useful to not at all useful]	<i>Equal variances assumed</i>	.055	.815	-.761	47	.225	.450	-.154	.203	-.562	.254
	<i>Equal variances not assumed</i>			-.761	38.406	.226	.451	-.154	.203	-.565	.256

Figure A.1: Mean response score, corporate and team-based training participants, all scaled responses

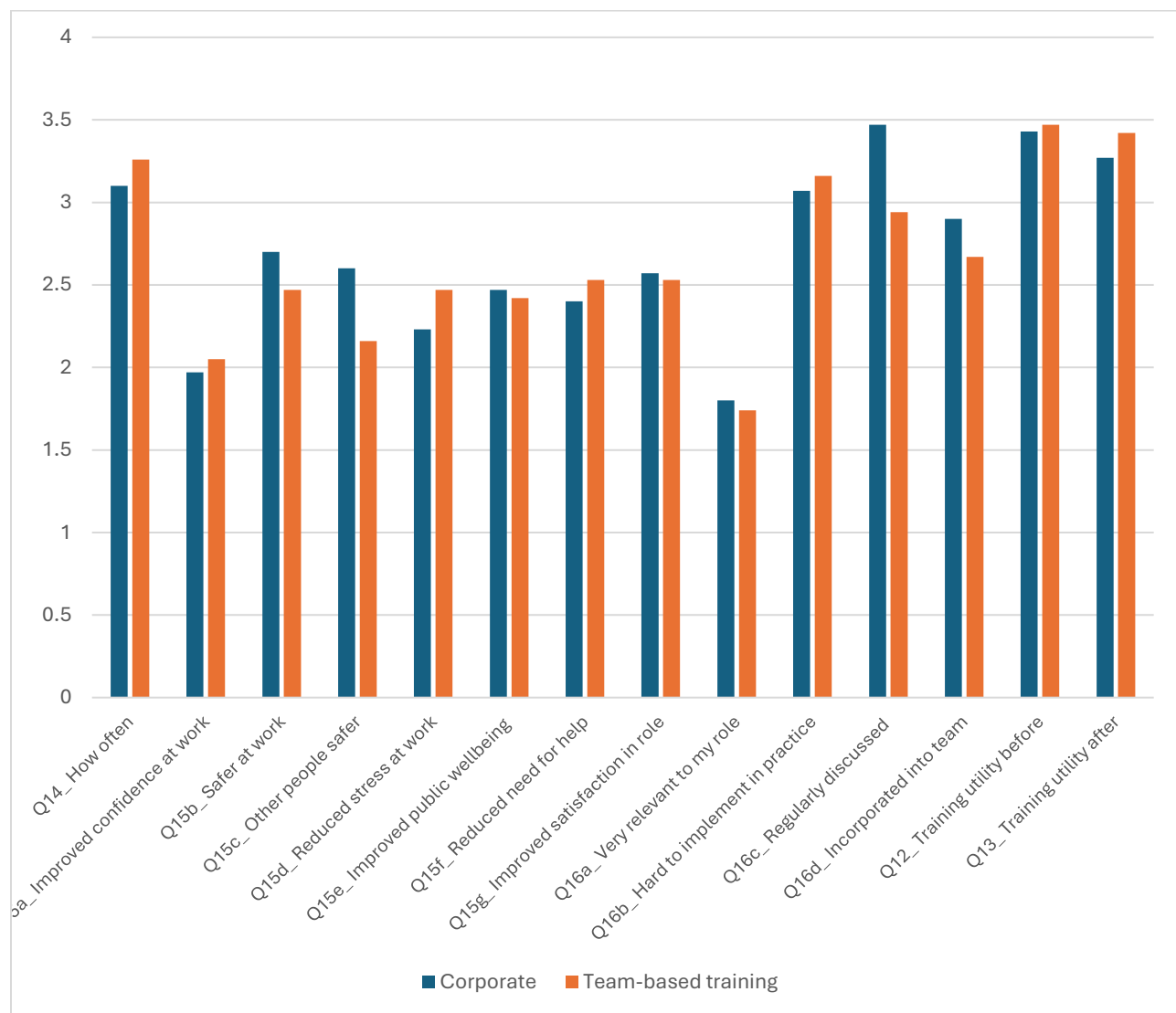


Table A.2 – Pearson correlations (2-tailed) between all scaled responses, six-month post-training survey

	Q14_ How often	Q15a_ Improved confidence at work	Q15b_ Safer at work	Q15c_ Other people safer	Q15d_ Reduced stress at work	Q15e_ Improved public wellbeing	Q15f_ Reduced need for help	Q15g_ Improved satisfaction in role	Q16a_ Very relevant to my role	Q16b_ Hard to implement in practice	Q16c_ Regularly discussed	Q16d_ Incorporated into team	Q12_ Training utility before	Q13_ Training utility after
Q14_ How often	1	-.559**	-0.263	-0.274	-.483**	-.395**	-0.217	-.289*	-.450**	0.065	-.369**	-.476**	0.086	.438**
Q15a_ Improved confidence at work	-.559**	1	.609**	.336*	.820**	.542**	.616**	.603**	.548**	-0.07	.288*	.442**	-.315*	-.647**
Q15b_ Safer at work	.026	.609**	1	.781**	.665**	.577**	.696**	.701**	.509**	-0.132	.367**	.400**	-.403**	-.628**
Q15c_ Other people safer	.027	.336*	.781**	1	.472**	.586**	.542**	.490**	.420**	-0.123	.424**	.514**	-.336*	-.454**
Q15d_ Reduced stress at work	.483**	.820**	.665**	.472**	1	.602**	.671**	.669**	.644**	-0.055	.288*	.441**	-.411**	-.700**
Q15e_ Improved public wellbeing	.395**	.542**	.577**	.586**	.602**	1	.675**	.595**	.458**	-.283*	.371**	.538**	-.339*	-.466**
Q15f_ Reduced need for help	.021	.616**	.696**	.542**	.671**	.675**	1	.733**	.496**	-0.24	0.245	.430**	-.434**	-.605**
Q15g_ Improved satisfaction in role	.289*	.603**	.701**	.490**	.669**	.595**	.733**	1	.569**	-.292*	.410**	.375**	-.410**	-.579**
Q16a_ Very relevant to my role	.450**	.548**	.509**	.420**	.644**	.458**	.496**	.569**	1	-.341*	.446**	.385**	-.421**	-.548**
Q16b_ Hard to implement in practice	0.065	-0.07	-0.132	-0.123	-0.055	-.283*	-0.24	-.292*	-.341*	1	-.388**	-0.103	.311*	-0.015
Q16c_ Regularly discussed	.369**	.288*	.367**	.424**	.288*	.371**	0.245	.410**	.446**	-.388**	1	.676**	-0.237	-.363**

Q16d_ Incorporated into team	-													
Q12_ Training utility before	.476*	.442**	.400**	.514**	.441**	.538**	.430**	.375**	.385**	-0.103	.676**	1	-.308*	-.490**
Q13_ Training utility after	0.086	-.315*	-.403**	-.336*	-.411**	-.339*	-.434**	-.410**	-.421**	.311*	-0.237	-.308*	1	.883**
	.438*	-.647**	-.628**	-.454**	-.700**	-.466**	-.605**	-.579**	-.548**	-0.015	-.363**	-.490**	.883**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).