FORGE

FORGE Program Design

Facilitating Opportunities for Reentry, Growth & Empowerment

A Structured, Evidence-Based Mentorship Development Program

Dooly State Prison

Version 1.0 — March 19, 2026

"Service Over Self"

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Version: 1.0 — March 19, 2026 **Built on:** Existing FORGE values, handbook, and Code of Conduct **Informed by:** Research from 25+ successful prison programs across 8 states

How to Use This Document

This document redesigns FORGE from the ground up while preserving what works: the Service Over Self philosophy, the stakeholder model, the conflict resolution framework, and the Code of Conduct. What it adds is everything that was missing — structure, sequence, progression, curriculum, assessment, and accountability.

Part I defines the program architecture — phases, timelines, and progression. **Part II** lays out the full curriculum — week by week, session by session. **Part III** provides the simulation scenario library. **Part IV** covers assessment, verification, and mentor certification. **Part V** addresses program governance and operations. **Part VI** provides measurement tools and data collection.

PART I: PROGRAM ARCHITECTURE

Program Overview

FORGE is a **9-month, three-phase program** that develops incarcerated men from participants into certified peer mentors capable of facilitating evidence-based programming across housing units at Dooly State Prison.

Design Principles (drawn from research): - Cohort-based — Groups of 12-15 men progress together (PEP, Defy, GRIP model) **- Phased progression** — Clear tiers from participant to mentor (OMCP, CDCR model) **- Multi-modal learning** — Instruction + emotional processing + practice (GRIP's three modalities) **- Parallel process** — Participants must do their own work before they can mentor others (OMCP) **- Normative culture** — Participants help set and enforce standards (GRIP model) **- Simulation-based** — Practice under realistic conditions before deployment (FORGE's existing vision) **- Measurable** — Pre/post assessments at every phase gate (evidence-based practice)

The Three Phases

PHASE 1: FOUNDATION
(12 weeks)

"Know Yourself"

- Cognitive skills
- Emotional literacy
- Self-accountability
- Conflict resolution
- Trauma awareness

GATE

Written exam +
self-assessment portfolio

PHASE 2: DEVELOPMENT
(12 weeks)

"Build Others"

- Mentor training
- Facilitation skills
- Simulation training
- Restorative practices
- Teaching skills

GATE

Skills demo +
simulation pass

PHASE 3: PRACTICUM
(12 weeks)

"Lead and Serve"

- Supervised mentoring
- Co-facilitation
- Independent sessions
- Portfolio completion
- Certification review

GATE

Mentor review board +
certification

Schedule

- **Sessions per week:** 3 (Tuesday, Wednesday, Thursday)

- **Session length:** 2 hours each
- **Total program hours:** ~216 hours across 36 weeks (9 months)
- **Cohort size:** 12-15 participants
- **Cohorts per year:** 1-2 (staggered starts allow Phase 3 mentors to assist Phase 1 cohorts)

Session Structure (standard 2-hour block):

Time	Activity	Purpose
0:00-0:10	Check-in circle	Connection, emotional temperature
0:10-0:20	Review & reflection	Homework review, previous session recall
0:20-1:00	Instruction	Core lesson content
1:00-1:30	Practice/Exercise	Role-play, simulation, group exercise
1:30-1:50	Debrief & discussion	Process what was learned
1:50-2:00	Checkout & assignment	Key takeaway, homework assignment

Eligibility Requirements

To Enter Phase 1: - No serious disciplinary infractions in the past 12 months - Willingness to commit to full 9-month program - Written application (1-page statement on why they want to participate) - Interview with current FORGE mentor or program lead - Agreement to FORGE Code of Conduct

These requirements are deliberately accessible. Unlike programs targeting near-release populations, FORGE develops long-term mentors. Men with significant time remaining are encouraged to apply — they become the stable mentor workforce (per OMCP model).

Phase Gate Requirements

Phase 1 → Phase 2 (Foundation → Development): - Attendance: minimum 85% of sessions (no more than 5 absences) - Complete self-assessment portfolio (written) - Pass Phase 1 knowledge check (written, 70% minimum) - No Code of Conduct violations during Phase 1 - Peer evaluation: endorsed by at least 2 cohort members - Staff observation: no concerns flagged

Phase 2 → Phase 3 (Development → Practicum): - Attendance: minimum 85% of sessions - Pass 3 of 5 simulation assessments (scored by rubric) - Demonstrate 2 co-facilitation sessions (observed and scored) - Complete teaching portfolio (lesson plans for 3 topics) - Peer evaluation: endorsed by at least 3 cohort members - Staff observation: no concerns flagged

Phase 3 → FORGE Certified Mentor: - Complete 60 hours of supervised mentoring/facilitation - Deliver 4 independent sessions (observed and scored) - Pass final simulation assessment (panel evaluation) - Complete full FORGE Mentor Portfolio - Review board evaluation (mentor panel + staff) - Commitment to 6-month post-certification service

PART II: CURRICULUM

Phase 1: Foundation — "Know Yourself" (Weeks 1-12)

The parallel process principle (from OMCP) requires that participants do their own personal work before they can effectively help others. Phase 1 is entirely focused on self-development using evidence-based cognitive behavioral methods.

Week 1: Orientation and Community Building

Session 1 — Welcome to FORGE - Program overview, timeline, and expectations - The FORGE story: why this program exists - Stakeholder model introduction: "We are stakeholders in this system" - Elevator speech practice - Code of Conduct review and signing of Participant Commitment - *Exercise:* Each participant shares one thing they want to be different in 9 months

Session 2 — Building the Container - Circle process introduction (from restorative justice practices) - Ground rules co-created by the group (normative culture — GRIP model) - Trust-building exercise: "Two truths and a question" - Introduction to journaling practice - *Homework:* Write a 1-page personal history — where you came from, what brought you here, where you want to go

Session 3 — Service Over Self - Deep dive into FORGE's leadership philosophy - What "service" means in a correctional environment - Examples from other programs (PEP servant leadership, RSVP peer model) - *Exercise:* Identify 3 acts of service you can perform this week in the dorm - *Homework:* Complete acts of service and journal about the experience

Week 2: How Thinking Works

Session 4 — Thinking Controls Behavior *(adapted from T4C Lesson 1)* - The Think-Feel-Act cycle - How automatic thoughts drive behavior - Introduction to "thinking reports" — documenting situation → thought → feeling → action → consequence - *Exercise:* Complete 2 thinking reports from recent situations - *Homework:* Complete 3 thinking reports before next session

Session 5 — Thinking Errors *(adapted from T4C)* - The 8 common thinking errors: 1. Closed thinking ("I'm right, you're wrong") 2. Victim stance ("It's not my fault") 3. Lack of empathy ("I don't care how they feel") 4. Minimizing ("It's not that serious") 5. Power thrust ("I'll make them do it") 6. Entitlement ("I deserve it") 7. Cognitive indolence ("I don't want to think about it") 8. Discontinuity ("I meant to, but...") - *Exercise:* Review

previous thinking reports — identify which thinking errors were present - *Homework:* Catch yourself in 3 thinking errors this week and document them

Session 6 — Cognitive Restructuring - Challenging and replacing thinking errors - The STOP technique: Stop → Think → Options → Plan - Building an alternative thought bank - *Exercise:* Take a completed thinking report and rewrite it with corrected thinking - *Homework:* Practice the STOP technique twice this week and journal the results

Week 3: Emotional Literacy

Session 7 — Understanding Emotions *(informed by GRIP emotional literacy curriculum)* - The emotion wheel: primary and secondary emotions - Why anger is a "secondary" emotion (masks fear, shame, hurt, sadness) - Body signals: how emotions show up physically - *Exercise:* Body mapping — draw where you feel anger, fear, shame, sadness in your body - *Homework:* Track your emotions 3 times daily for one week (time, emotion, body signal, trigger)

Session 8 — Emotional Regulation - The escalation curve: calm → agitated → flooded → crisis → recovery - Recognizing where you are on the curve - The 4-4-4 breathing technique (4 seconds in, 4 hold, 4 out) - Grounding techniques: 5-4-3-2-1 sensory method - *Exercise:* Practice regulation techniques in pairs — one person describes a stressful situation, the other coaches regulation - *Homework:* Use a regulation technique 3 times this week and document what happened

Session 9 — The Anger Beneath the Anger *(drawn from GRIP)* - Exploring the emotions anger covers up - Shame, rejection, powerlessness, grief — naming what's underneath - How unprocessed pain becomes aggression - *Exercise:* "Beneath my anger" writing exercise — describe a recent anger moment and identify what was underneath - *Group process:* Voluntary sharing (no pressure) and group support

Week 4: Trauma Awareness

Session 10 — Understanding Trauma *(adapted from SAMHSA framework + Seeking Safety)* - SAMHSA's Three E's: Event, Experience, Effect - ACEs (Adverse Childhood Experiences) overview — understanding the science - Prevalence of trauma among incarcerated populations (75-90%) - Key point: trauma is not an excuse — it is an explanation that creates a pathway to change - *Exercise:* Anonymous ACE score activity (participants score privately, facilitator shares aggregate) - *Homework:* Journal reflection — "How has my past shaped my present?"

Session 11 — Trauma Responses in the Dorm - Fight, flight, freeze, fawn — how trauma responses look in a correctional environment - Why certain situations trigger disproportionate reactions - Recognizing trauma responses in yourself and others - The difference between responding and reacting - *Exercise:* Identify 3 common dorm situations that trigger trauma responses — discuss as group - *Homework:* Notice one trauma response (yours or someone else's) this week and journal about it

Session 12 — Coping and Safety *(adapted from Seeking Safety)* - Safe vs. unsafe coping strategies - Building a personal safety plan (not clinical — practical and dignity-preserving) - Self-care in a correctional environment:

what's actually possible - FORGE is trauma-aware, not therapeutic — knowing when to refer - *Exercise:* Each participant creates a personal "safe coping" card with 5 strategies they can use - *Homework:* Practice one new coping strategy this week

Week 5: Active Listening and Communication

Session 13 — Active Listening *(adapted from T4C)* - The 5 components of active listening: attending, reflecting, clarifying, summarizing, validating - The difference between hearing and listening - Barriers to listening: judgment, planning your response, assumptions - *Exercise:* Paired listening exercise — Partner A speaks for 3 minutes about something important. Partner B listens without interrupting, then reflects back what they heard. Switch roles. - *Homework:* Practice active listening in 2 conversations this week — journal what you noticed

Session 14 — Communication Styles - Aggressive, passive, passive-aggressive, and assertive communication - Identifying your default style - "I" statements vs. "You" statements - Speaking with intention: say what you mean, mean what you say - *Exercise:* Rewrite 5 aggressive statements as assertive "I" statements - *Homework:* Use "I" statements in 3 conversations this week

Session 15 — Giving and Receiving Feedback - Why feedback is a service, not an attack - The SBI model: Situation → Behavior → Impact - Receiving feedback without defensiveness - How to disagree without disrespecting - *Exercise:* Practice giving SBI feedback in triads — one gives, one receives, one observes and coaches - *Homework:* Give one piece of SBI feedback to someone this week

Week 6: Conflict Resolution Deep Dive

Session 16 — The FORGE Conflict Resolution Model (Expanded) - Review the 5-step model from the handbook: 1. Pause & Posture 2. Name the Heat 3. Facts > Stories 4. Needs & Options 5. Agreement & Check-Back - Adding depth to each step with specific techniques - The "heat scale" — rating situations 1-10 and matching response intensity - *Exercise:* Rate 10 scenarios on the heat scale and discuss appropriate responses

Session 17 — De-escalation Techniques - Body language in de-escalation: stance, hands, distance, eye contact - Tone and pace: slowing down the conversation - Tactical empathy: acknowledging without agreeing - The redirect: shifting from positions to interests - Red lines: when to step back and refer (weapons, threats, gang dynamics) - *Exercise:* Standing role-play — practice de-escalation body language and tone in pairs

Session 18 — Mediation Skills - The neutral third party: what it means and doesn't mean - Mediation vs. taking sides - Setting ground rules for a mediation - Managing when both parties are escalated - Documenting resolution agreements - *Exercise:* Triad mediation practice — two parties in conflict, one mediator. Rotate roles. - *Homework:* Write a reflection on the hardest part of staying neutral

Week 7: Accountability and Integrity

Session 19 — Personal Accountability *(informed by MRT moral development framework)* - The accountability spectrum: denial → minimization → blame-shifting → partial ownership → full accountability - Where are you on the spectrum? (honest self-assessment) - Accountability is not self-punishment — it's self-liberation - The difference between guilt (I did something bad) and shame (I am bad) - *Exercise:* Write an accountability statement about a past harm — own it fully without excuses or minimization - *Homework:* Identify one area of your life where you're still in denial or minimization

Session 20 — Integrity Under Pressure - Defining integrity: alignment between values, words, and actions - The 4 tests of integrity: 1. The mirror test: Can you look yourself in the eye? 2. The public test: Would you do this if everyone was watching? 3. The child test: Would you want your child to see this? 4. The legacy test: Is this the man you want to be remembered as? - How pressure reveals character - *Exercise:* Ethical dilemma scenarios — small groups discuss and present their reasoning

Session 21 — Making Amends and Moving Forward - Restorative accountability: understanding the harm you've caused - The ripple effect of crime: primary victims, secondary victims, community impact - Writing an impact awareness letter (not sent — for personal processing) - Moving from regret to purpose - *Exercise:* Begin drafting an impact awareness letter - *Homework:* Complete the impact awareness letter

Week 8: Social Skills and Perspective-Taking

Session 22 — Empathy Development *(adapted from T4C and GRIP)* - Cognitive empathy: understanding what someone thinks - Emotional empathy: feeling what someone feels - Compassionate empathy: being moved to help - Why empathy is a skill, not a personality trait — it can be developed - *Exercise:* Perspective-taking exercise — read a scenario from the perspective of each person involved (the person harmed, the person who caused harm, a bystander, a family member)

Session 23 — Reading the Room - Social awareness: picking up on nonverbal cues - Understanding group dynamics and power structures - How your presence affects others (the energy you bring) - Situational awareness in the dorm - *Exercise:* "Silent observation" — observe a common area for 15 minutes and report what you noticed about dynamics, body language, and mood

Session 24 — Building Pro-Social Relationships - What makes a relationship healthy vs. toxic - Boundaries: what they are and why they matter - The FORGE brotherhood: support without enabling - How to hold someone accountable without destroying the relationship - *Exercise:* Map your current relationships — identify which are pro-social and which pull you backward - *Homework:* Strengthen one pro-social relationship this week through intentional service

Week 9: Problem Solving and Decision Making

Session 25 — Problem-Solving Framework *(adapted from T4C)* - The 6-step problem-solving model: 1. Stop and think — don't react 2. Define the problem clearly 3. Gather information 4. Generate options (at least 3) 5. Evaluate consequences of each option 6. Choose, act, and review - Common problem-solving traps: impulsivity, tunnel vision, either/or thinking - *Exercise:* Apply the 6-step model to a real problem you're currently facing

Session 26 — Decision Making Under Pressure - How stress narrows your options (tunnel vision) - Pre-deciding: making decisions before the pressure hits - Personal rules: "I will always..." / "I will never..." - The 10-10-10 rule: How will I feel about this in 10 minutes? 10 months? 10 years? - *Exercise:* Write 5 personal rules for situations you commonly face

Session 27 — Consequential Thinking - Short-term vs. long-term consequences - Who else is affected by my decisions? (ripple effect mapping) - "Playing the tape forward" — walking through the full chain of consequences - *Exercise:* Take a past bad decision and map every consequence that flowed from it. Then rewrite the decision using the 6-step model. - *Homework:* Use the 6-step model for one real decision this week

Week 10: Mindset and Purpose

Session 28 — Growth Mindset *(building on FORGE handbook "Attitude & Mindset" section)* - Fixed mindset vs. growth mindset (Dweck) - "Yet" — the most powerful word: "I can't do this... yet" - Failure as information, not identity - How incarceration can be a crucible for growth - *Exercise:* Identify 3 fixed-mindset beliefs you hold and rewrite them as growth-mindset statements

Session 29 — Finding Purpose - Purpose as a protective factor against recidivism - The difference between goals and purpose - Viktor Frankl: finding meaning in suffering - Your future self: who do you want to be? - *Exercise:* Write a "letter from my future self" — 5 years from now, what does the man you're becoming say to the man you are today?

Session 30 — The Stakeholder Identity - Deep dive into FORGE's stakeholder model - You are not a bystander — you are responsible for the culture of this dorm - What changes when you accept you're a stakeholder? - Connecting personal transformation to collective responsibility - *Exercise:* "My stakeholder commitment" — write 5 specific actions you will take as a stakeholder in your dorm - *Homework:* Begin living your stakeholder commitment — journal daily for 2 weeks

Week 11: Integration and Review

Session 31 — Skills Integration Practice - Scenario-based practice combining all Phase 1 skills - 3 multi-layered scenarios requiring: cognitive restructuring + emotional regulation + active listening + conflict resolution + problem solving - Small group work with rotating roles

Session 32 — Self-Assessment and Reflection - Review personal journal and thinking reports from the past 10 weeks - Complete self-assessment questionnaire (see Part IV) - Identify areas of greatest growth and areas still needing work - *Exercise:* Write a 2-page self-assessment: "Who I was when I started FORGE and who I am now"

Session 33 — Peer Evaluation and Feedback - Structured peer feedback session - Each participant gives and receives feedback from 3 peers using SBI model - Facilitator observations shared - Discussion: What does it take to move from Phase 1 to Phase 2?

Week 12: Phase 1 Assessment and Transition

Session 34 — Phase 1 Knowledge Check - Written assessment covering: - Thinking errors (identify and correct) - Emotional regulation techniques - Conflict resolution steps - Communication skills - Problem-solving framework - FORGE values and Code of Conduct - 70% minimum to advance

Session 35 — Portfolio Review - Each participant presents their Phase 1 portfolio: - Thinking reports (minimum 15) - Emotion tracking logs - Impact awareness letter - Self-assessment essay - Stakeholder commitment - Journal highlights (participant selects 5 entries) - Panel review: current mentor(s) + facilitator

Session 36 — Phase 1 Celebration and Phase 2 Preview - Recognition of Phase 1 completion - Certificates of completion - Preview of Phase 2: "Now the real work begins — learning to build others" - Phase 2 expectations and commitments - Recommitment ceremony

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Phase 2: Development — "Build Others" (Weeks 13-24)

Phase 2 shifts from self-work to other-focus. Participants learn how to teach, facilitate, mentor, and lead. This is where FORGE's simulation-based training comes to life.

Week 13: The Mentor Identity

Session 37 — What Makes a Good Mentor - Research on effective mentoring (MENTOR's Elements of Effective Practice) - The credible messenger model: why your lived experience is your greatest asset - Mentor vs. friend vs. authority figure — understanding the distinctions - The paradox of mentoring: you give in order to grow - *Exercise:* Think of the best mentor you ever had (or wished you had). What made them effective?

Session 38 — Mentor Boundaries - What mentors do and don't do (reviewing FORGE handbook boundaries) - Emotional boundaries: caring without carrying - Confidentiality: what stays between you and what gets reported - The line between peer support and therapy — knowing your limits - When and how to refer: safety concerns, mental health crises, medical issues - *Exercise:* 10 boundary scenarios — "Is this within my role?" Discuss in pairs

Session 39 — The Parallel Process - You can't give what you don't have - Ongoing self-work: mentors must continue their own growth - Secondary stress: how mentoring can re-trigger your own issues - Self-care practices for mentors - Building a personal support system - *Exercise:* Create a personal "mentor wellness plan" — what will you do to stay healthy while serving others?

Week 14: Teaching and Facilitation Skills

Session 40 — How Adults Learn - Adult learning principles (Knowles): 1. Adults need to know WHY they're learning something 2. Adults learn best from experience 3. Adults approach learning as problem-solving 4. Adults learn best when the topic has immediate application - Learning styles: visual, auditory, kinesthetic, reading/writing - Designing activities for different learners - *Exercise:* Take one FORGE concept and design a 10-minute lesson using 3 different learning approaches

Session 41 — Facilitation vs. Lecturing - The facilitator's role: guide, not expert - Asking powerful questions vs. giving answers - Managing group dynamics: the quiet one, the dominator, the disruptor, the skeptic - The art of the debrief: drawing out learning from exercises - *Exercise:* Each participant facilitates a 5-minute discussion on a topic of their choice. Group provides feedback.

Session 42 — Lesson Planning - The 4-part lesson structure: Hook → Content → Practice → Debrief - Writing clear learning objectives ("By the end of this session, participants will be able to...") - Preparing materials with limited resources - Adapting on the fly: what to do when your plan isn't working - *Exercise:* Write a complete lesson plan for a 30-minute session on one Phase 1 topic - *Homework:* Refine lesson plan for delivery in Session 43

Week 15: Facilitation Practice

Session 43 — Teaching Practicum 1 - 4-5 participants deliver their 30-minute lessons to the group - Peer and facilitator feedback using observation rubric (see Part IV) - Debrief: what worked, what to improve

Session 44 — Teaching Practicum 2 - Remaining participants deliver their lessons - Same feedback process - Discussion: common facilitation challenges and solutions

Session 45 — Group Dynamics and Difficult Moments - When someone shuts down - When the group goes off track - When someone gets emotional - When someone challenges you - When there's a conflict between participants during your session - The power of silence: not every moment needs to be filled - *Exercise:* Role-play each difficult moment — practice responding in real time

Week 16: Motivational Interviewing Basics

Session 46 — The Spirit of MI - The 4 principles: partnership, acceptance, compassion, evocation - "Rolling with resistance" — why pushing harder doesn't work - Change talk vs. sustain talk: what to listen for - The stages of

change: precontemplation, contemplation, preparation, action, maintenance - *Exercise:* Identify which stage of change each scenario participant is in

Session 47 — MI Skills for Mentors - OARS: Open questions, Affirmations, Reflections, Summaries - Practicing open vs. closed questions - The art of affirmation: specific, genuine, effort-focused - Simple vs. complex reflections - *Exercise:* Paired practice — one person plays a resistant mentee, the other uses OARS

Session 48 — MI in FORGE Context - Using MI when a dorm member doesn't want to change - Using MI when someone is considering leaving the program - Using MI during conflict resolution - The "readiness ruler": "On a scale of 1-10, how ready are you to...?" - *Exercise:* 3 realistic FORGE scenarios using MI techniques

Week 17-18: Simulation Training Block 1

Session 49 — Introduction to Simulations - Why simulation training works (FORGE's core innovation) - How simulations will be structured: scenario → response → freeze → coach → replay - The "freeze and coach" technique: stopping mid-scenario to adjust approach - Observer roles: what to watch for - Creating psychological safety for simulations

Sessions 50-54 — Simulation Series: Dorm Conflicts *(see Part III for full scenarios)* - Simulation 1: Property dispute escalating to threats - Simulation 2: Gossip and reputation damage - Simulation 3: New arrival being tested/pressured - Simulation 4: Gambling debt creating tension - Simulation 5: Racial tension in shared space - Each simulation follows the format: 1. Scene set (2 min) 2. First attempt (5 min) 3. Freeze and feedback (5 min) 4. Replay with adjustments (5 min) 5. Group debrief (10 min) 6. Document lessons learned

Week 19-20: Simulation Training Block 2

Sessions 55-60 — Simulation Series: Complex Situations - Simulation 6: Someone confides they have a weapon - Simulation 7: A mentee relapses into substance use - Simulation 8: Two FORGE members in conflict with each other - Simulation 9: A mentor being manipulated/tested - Simulation 10: Mental health crisis (suicidal statements) - Simulation 11: Staff conflict — a CO treating someone unfairly - Simulation 12: Gang pressure on a FORGE participant

Week 21: Restorative Practices

Session 61 — Circle Keeping - The restorative circle process: opening, rounds, closing - The talking piece and its significance - Types of circles: community building, problem-solving, healing, reintegration - The keeper's role: holding space, not directing - *Exercise:* Run a community-building circle with the group

Session 62 — Accountability Conversations - Having hard conversations with people you care about - The accountability conversation model: 1. What happened? 2. Who was affected and how? 3. What needs to happen to make it right? 4. How do we move forward? - The difference between accountability and punishment - *Exercise:* Practice accountability conversations in triads

Session 63 — Building a Restorative Dorm Culture - From reactive to proactive: building relationships before conflict - Regular check-in circles as preventative practice - How to introduce restorative practices to a dorm that doesn't know them - Resistance and patience: culture change takes time - *Exercise:* Plan a 30-minute community circle for your housing unit

Week 22: Life Skills Facilitation

Session 64 — Financial Literacy *(Facilitation Practice)* - Content: budgeting, banking, avoiding debt traps, saving - Focus: How to teach this topic, not just know it - Each participant prepares a 15-minute mini-lesson on one financial topic - *Homework:* Refine lesson for delivery

Session 65 — Reentry Preparation *(Facilitation Practice)* - Content: housing, ID documents, employment, healthcare, family - Focus: How to help others plan for reentry - Common misconceptions about "going home" - *Exercise:* Create a reentry checklist template that mentors can use with mentees

Session 66 — Health, Wellness, and Relationships *(Facilitation Practice)* - Content: physical health, mental health, healthy relationships, parenting - Focus: How to discuss sensitive topics with dignity - Navigating conversations about substance use, family breakdown, loss - *Exercise:* Practice facilitating a group discussion on a sensitive topic

Week 23: Integration and Simulation Assessment

Session 67 — Full Simulation Assessment 1 - 3 graded simulations (randomly assigned from scenario bank) - Scored by rubric: de-escalation, communication, boundaries, resolution, composure - Must pass 3 of 5 total assessments to advance (2 more in Session 69)

Session 68 — Co-Facilitation Practice - Pairs co-facilitate a 45-minute session for the cohort - One leads, one supports — practice the co-facilitation dynamic - Peer and facilitator feedback

Session 69 — Full Simulation Assessment 2 - 2 additional graded simulations - Teaching demonstration: each participant delivers a 20-minute lesson (graded)

Week 24: Phase 2 Assessment and Transition

Session 70 — Portfolio Assembly - Compile Phase 2 portfolio: - 3 complete lesson plans - Simulation performance records - Co-facilitation observation notes - MI practice logs - Self-reflection on mentor readiness - Peer evaluations received

Session 71 — Phase 2 Panel Review - Each participant presents to a review panel: - "Why I'm ready to be a FORGE mentor" - Demonstration of one skill (facilitator's choice) - Q&A from panel - Panel: Phase 3 mentors + facilitator + staff observer (if available)

Session 72 — Phase 2 Celebration and Phase 3 Preview - Recognition ceremony - Phase 3 expectations: "You're about to do this for real" - Practicum assignments: dorm placements and mentee matches - Recommitment ceremony

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Phase 3: Practicum — "Lead and Serve" (Weeks 25-36)

Phase 3 is supervised, real-world mentoring. Participants put everything they've learned into practice — first with close supervision, then with increasing independence.

Structure

Phase 3 alternates between: - **Field work** (mentoring and facilitation in assigned dorms/units) - **Supervision sessions** (weekly group supervision with all Phase 3 participants) - **Advanced training** (specialized topics as needed)

Weekly Phase 3 Schedule

Day	Activity
Tuesday	Supervision session (2 hours) — case review, problem-solving, continued training
Wednesday	Field work — co-facilitate or independently facilitate a session in assigned area
Thursday	Field work — mentoring meetings with assigned mentees (1-on-1 or small group)

Weeks 25-28: Supervised Mentoring

- Each participant is assigned 2-3 mentees
- Co-facilitation with an experienced FORGE mentor or facilitator
- Weekly supervision includes case presentation: "Here's what happened, here's what I did, here's what I'm not sure about"
- Minimum 15 hours of supervised contact during this block

Supervision Session Topics: - Week 25: Establishing the mentoring relationship — first meetings, building trust - Week 26: When it's not going well — difficult mentees, resistance, boundary testing - Week 27: Managing your own reactions — triggers, frustration, wanting to fix - Week 28: Mid-point check-in — reviewing progress, adjusting approach

Weeks 29-32: Increasing Independence

• Begin leading sessions with observation (mentor observes, doesn't co-lead)

• Take on additional mentees (up to 5 total)

• Begin running community circles in assigned dorm

• Weekly supervision continues with deeper case analysis

Supervision Session Topics: - Week 29: Facilitating groups vs. individual mentoring — different skills needed - Week 30: Working with staff — building relationships, navigating authority dynamics - Week 31: When someone fails — handling a mentee's setback without losing hope - Week 32: Advanced conflict scenarios — real situations from the field

Weeks 33-35: Independent Practice

• Lead sessions independently (periodic observation for assessment)

• Full mentoring caseload (3-5 mentees)

• Run at least 2 community circles independently

• Begin training the next cohort's Phase 1 participants (servant leadership pipeline)

Supervision Session Topics: - Week 33: Sustainability — avoiding burnout, maintaining boundaries, self-care - Week 34: Leading leaders — how to develop other mentors - Week 35: Your legacy — what kind of mentor culture are you building?

Week 36: Certification

Session 106 — Final Simulation Assessment - Panel evaluation of 2 complex simulations - Assessed by 3-person panel: experienced mentor, facilitator, and (if possible) staff member - Scored on comprehensive rubric (see Part IV)

Session 107 — Portfolio Defense - Present complete FORGE Mentor Portfolio: - Phase 1 materials (thinking reports, self-assessment, impact letter) - Phase 2 materials (lesson plans, simulation records, MI logs) - Phase 3 materials (mentoring logs, session plans delivered, mentee progress notes, community circle records) - Personal growth narrative: "My FORGE journey" - Mentor philosophy statement: "What kind of mentor I am" - Panel Q&A

Session 108 — Graduation and Commissioning - FORGE Mentor Certification ceremony - Certificates awarded - Public commitment to 6 months of active mentoring service - Charge to the new mentors: "Leadership is not granted. It is forged." - Welcome into the FORGE mentor community

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PART III: SIMULATION SCENARIO LIBRARY

How Simulations Work

Each simulation follows a consistent format:

1. **Setup** (2 min): Facilitator describes the scenario, assigns roles
2. **First attempt** (5-7 min): Mentor responds to the situation in real time
3. **Freeze** (1 min): Facilitator stops the scene, asks "What are you thinking right now?"
4. **Coaching** (3-5 min): Group provides feedback, suggests alternatives
5. **Replay** (5 min): Mentor tries again with coaching incorporated
6. **Debrief** (10 min): What worked? What would you do differently? What did you learn?

Scoring Rubric (for graded assessments):

Criteria	1 (Needs Work)	2 (Developing)	3 (Competent)	4 (Exemplary)
De-escalation	Escalated or froze	Attempted but inconsistent	Effectively reduced tension	Masterful — calm, strategic
Communication	Aggressive, passive, or unclear	Some effective techniques	Clear, assertive, respectful	Exceptional — empathetic, precise
Boundaries	Overstepped or absent	Unclear boundaries	Maintained appropriate role	Modeled boundaries naturally
Resolution	No resolution attempted	Partial resolution	Reached workable agreement	Durable solution, dignity preserved
Composure	Lost composure	Recovered after losing it	Maintained composure	Composed and grounding to others
Referral judgment	Failed to refer when needed	Delayed referral	Recognized and referred timely	Proactive safety awareness

Minimum passing score: 15/24 (average of 2.5 per category)

Scenario Bank

Category A: Dorm Conflicts

A1 — The Property Dispute *Setup:* Two men are arguing loudly about a stolen radio. One is accusing the other, who denies it. Voices are rising. Other dorm members are gathering. *Mentor's task:* De-escalate, get facts, work toward resolution. *Complications (introduced if mentor handles initial situation well):* - The accused man says "I don't answer to you — you're not a CO" - A third party says they saw the theft happen - The accuser mentions he's "going to handle it himself"

A2 — The Gossip Chain *Setup:* A man approaches you upset because someone has been spreading rumors that he's cooperating with staff ("snitching"). He's angry and says he needs to "set the record straight" before something happens. *Mentor's task:* Calm the individual, address the safety concern, navigate the social dynamics. *Complications:* - He doesn't want to tell you who's spreading the rumors - He says he's been getting "looks" from other dorm members - He asks you to talk to the rumor-spreader for him

A3 — The New Arrival *Setup:* A new arrival in the dorm is being pressured by a group to give up his bunk location. He's clearly uncomfortable but trying not to show weakness. *Mentor's task:* Intervene without embarrassing anyone, establish dorm norms, protect the new arrival. *Complications:* - The group pressuring him includes someone who's been in the dorm longer than you - The new arrival says "I can handle it" and doesn't want help - One of the group members is a FORGE participant

A4 — The Noise Complaint *Setup:* It's 11 PM. Someone has their TV/radio too loud. Two people have already asked them to turn it down. They refused. Tension is building. *Mentor's task:* Enforce dorm standards without escalating. *Complications:* - The person says "This isn't a FORGE dorm, you can't tell me what to do" - Another dorm member threatens to "handle it" if the mentor can't - The person with the TV says they can't sleep without it (possible anxiety/trauma)

A5 — The Gambling Debt *Setup:* You overhear that someone in the dorm owes a gambling debt to someone in another dorm. The debtor is scared. The collector has sent word that "payment is due." *Mentor's task:* Assess the safety risk, support the individual, navigate the line between intervention and referral. *Complications:* - The debtor begs you not to say anything to staff - You learn the debt is larger than you initially thought - Someone approaches you and warns you to "stay out of it"

Category B: Mentor Challenges

B1 — The Resistant Mentee *Setup:* Your mentee has missed 3 sessions in a row. When you find him, he says "This program is pointless. Nothing's going to change." *Mentor's task:* Use MI techniques, explore resistance without forcing. *Complications:* - He received bad news from home (denied parole, family issue) - He says another dorm member told him FORGE is "soft" - He asks you directly: "Did this program really change you?"

B2 — The Boundary Test *Setup:* A mentee asks you to hold something for him "just for a few days." It's not contraband, but the request crosses a boundary. Or: a mentee asks you to intervene with a CO on his behalf. *Mentor's task:* Maintain boundaries firmly but with care. *Complications:* - He says "I thought we were brothers" - He gets upset and threatens to quit the program - Other mentees are watching how you handle it

B3 — The Manipulator *Setup:* A new program participant seems to be joining FORGE for the wrong reasons — using the "mentor" title for status, selectively following rules, trying to build influence rather than serve. *Mentor's task:* Address the behavior without assumptions, hold them accountable. *Complications:* - He's charismatic and other participants like him - He accuses you of being jealous of his influence - He technically hasn't violated any specific rule

B4 — The Over-Identifier *Setup:* A mentee is sharing a trauma story that closely mirrors your own experience. You feel yourself getting activated emotionally. *Mentor's task:* Manage your own reaction, maintain the supportive space, know your limits. *Key skills tested:* Self-awareness, emotional regulation, boundary maintenance, appropriate referral

B5 — Two Mentees in Conflict *Setup:* Two of your mentees are in conflict with each other. Each comes to you separately expecting you to take their side. *Mentor's task:* Stay neutral, mediate, avoid triangulation. *Complications:* - One mentee is clearly more in the wrong than the other - One threatens to leave the program if you don't "handle" the other - The conflict is based on an event that happened before they joined FORGE

Category C: Safety Situations

C1 — The Weapon *Setup:* During a conversation, a mentee reveals (directly or indirectly) that he has a weapon. Or: you discover a weapon during a routine interaction. *Mentor's task:* Navigate the safety obligation. This is a red-line situation. *Key learning:* FORGE has zero tolerance for weapons. This requires referral. How do you handle it without creating a more dangerous situation? *Complications:* - He says he needs it for protection because he's been threatened - He asks you to keep it confidential - He says he'll get rid of it himself

C2 — The Mental Health Crisis *Setup:* A dorm member (not necessarily a FORGE participant) makes statements suggesting he's thinking about harming himself. Or: he's behaving erratically and you suspect a mental health crisis. *Mentor's task:* Stay calm, provide immediate support, get appropriate help. This is beyond peer mentoring scope. *Key learning:* Recognize limits, refer appropriately, stay present until help arrives. *Complications:* - He asks you not to tell anyone - No mental health staff is immediately available - Other dorm members are dismissing his behavior ("he's just being dramatic")

C3 — The Gang Situation *Setup:* You become aware that gang dynamics are creating tension in the dorm. Lines are being drawn. People are choosing sides. *Mentor's task:* Assess the risk level, protect the FORGE culture, know when this is beyond your scope. *Key learning:* Gang dynamics require extreme caution. FORGE mentors do not investigate, do not confront gang leaders, and do not position themselves as authorities in gang-related matters. *Complications:* - A FORGE participant is being pressured by gang members - Someone asks you to "pick a side" - The tension is affecting the safety of the entire dorm

C4 — The Staff Conflict *Setup:* A CO is being unnecessarily aggressive or disrespectful to a dorm member. Others are getting agitated. Someone says "We should do something about this." *Mentor's task:* Prevent escalation, maintain FORGE's position on staff authority, protect the dorm from a bad outcome. *Key learning:* FORGE does not override staff authority. Mentors de-escalate the dorm response, not the staff behavior. Grievance procedures exist for a reason. *Complications:* - The CO's behavior is clearly wrong - Other dorm members expect you to "stand up" to the CO - A FORGE participant says "If we don't do something, no one will"

Category D: Reentry and Life Transitions

D1 — The Parole Denial *Setup:* A mentee just received a parole denial. He's devastated, angry, and questioning everything. *Mentor's task:* Provide emotional support, help process the disappointment, prevent destructive decisions.

D2 — The Family Crisis *Setup:* A dorm member learns of a family emergency — a death, a sick child, a partner leaving. He's emotional and volatile. *Mentor's task:* Provide immediate support, help stabilize, connect to resources if available.

D3 — The Short-Timer's Anxiety *Setup:* A mentee is 60 days from release. He's anxious, not sleeping, making impulsive decisions. He's started fights over small things. *Mentor's task:* Recognize pre-release anxiety, provide support and perspective, use reentry preparation skills.

PART IV: ASSESSMENT AND CERTIFICATION

Assessment Philosophy

FORGE assessment is **competency-based, not punitive.** The goal is to verify that someone has the skills and character to mentor others effectively and safely. Assessment should feel like a meaningful milestone, not a gatekeeping exercise.

Phase 1 Assessments

1. Self-Assessment Portfolio

Participants compile throughout Phase 1: - [ ] Minimum 15 thinking reports - [ ] Emotion tracking logs (at least 3 weeks) - [ ] Impact awareness letter (completed) - [ ] Self-assessment essay ("Who I was and who I am becoming") - [ ] Stakeholder commitment (5 specific actions) - [ ] 5 journal entries (participant selects) - [ ] Personal coping strategy card

2. Phase 1 Knowledge Check (Written)

30 questions covering: - Thinking errors identification (8 questions) - Emotional regulation techniques (5 questions) - Conflict resolution steps (5 questions) - Communication skills (4 questions) - Problem-solving framework (4 questions) - FORGE values, Code of Conduct, boundaries (4 questions)

Format: Mix of multiple choice, short answer, and scenario-based questions **Passing score:** 70% (21/30)

3. Peer Evaluation

Each participant is evaluated by all cohort members on: - Integrity (walks the talk) - Service orientation (helps others) - Growth (has visibly changed) - Composure (handles stress well) - Accountability (owns mistakes)

Scale: 1-5 on each dimension **Requirement:** Average of 3.0+ and endorsement from at least 2 peers

Phase 2 Assessments

4. Simulation Assessments (5 total)

- 3 graded simulations in Session 67
- 2 graded simulations in Session 69
- Scored on 6-point rubric (see Part III): de-escalation, communication, boundaries, resolution, composure, referral judgment
- **Must pass 3 of 5** (minimum 15/24 per simulation)

5. Teaching Demonstration

- 20-minute lesson on a Phase 1 topic
- Scored on facilitation rubric:

Criteria	1	2	3	4
Preparation	Unprepared	Partially prepared	Well-prepared	Exceptionally prepared
Engagement	Lectured at group	Some interaction	Good participation	Dynamic, inclusive
Clarity	Confusing	Somewhat clear	Clear and logical	Crystal clear, memorable
Adaptability	Rigid	Some flexibility	Adjusted to group needs	Seamless adaptation
Debrief quality	No debrief	Surface debrief	Drew out key learning	Deep, lasting insight

Minimum passing score: 12/20 (average 2.4)

6. Phase 2 Portfolio

- [ ] 3 complete lesson plans (with objectives, activities, materials, debrief questions)
- [ ] Simulation performance records (scores and self-reflections)
- [ ] Co-facilitation observation notes (given by partner and facilitator)
- [ ] MI practice logs (at least 5 documented interactions using OARS)
- [ ] Self-reflection on mentor readiness (1-2 pages)
- [ ] Peer evaluations received

Phase 3 Assessments

7. Mentoring Hours Log

- Minimum **60 hours** of documented mentoring/facilitation
- Breakdown: supervised co-facilitation (15+ hrs), observed independent sessions (15+ hrs), mentee meetings (20+ hrs), community circles (10+ hrs)
- Each entry: date, duration, activity, participants, notes

8. Session Delivery Assessment

- **4 independently delivered sessions** observed and scored
- Using the teaching demonstration rubric (above)
- Average score of 12/20 or higher across all 4

9. Final Simulation Assessment

- **2 complex simulations** before a 3-person panel
- Category B or C scenarios (the hardest ones)
- Minimum score: 16/24 per simulation (higher bar than Phase 2)

10. FORGE Mentor Portfolio Defense

Complete portfolio includes all Phase 1, 2, and 3 materials plus: - [ ] Mentoring hours log (60+ hours) - [ ] 4 session plans actually delivered - [ ] Mentee progress notes (for each mentee) - [ ] Community circle plans and reflections - [ ] Personal growth narrative ("My FORGE journey" — 3-5 pages) - [ ] Mentor philosophy statement ("What kind of mentor I am" — 1 page)

Presented to review panel with Q&A.

11. Review Board Decision

3-person panel evaluates: - Portfolio completeness and quality - Simulation performance - Session delivery scores - Peer and facilitator evaluations - Character assessment: Is this person ready to represent FORGE?

Decision options: - Certified — Full FORGE Mentor certification - **Conditional** — Additional practice needed in specific area (given specific remediation plan with timeline) - **Not yet ready** — May re-enter Phase 3 with next cohort (no shame — growth takes different timelines)

PART V: PROGRAM GOVERNANCE AND OPERATIONS

Leadership Structure

FORGE Program Lead - Overall program responsibility - Curriculum delivery for Phase 1 and Phase 2 - Supervision of Phase 3 practitioners - Relationship with facility administration - Data collection and reporting

Senior Mentors (FORGE graduates with 6+ months post-certification) - Co-facilitate Phase 1 and Phase 2 sessions - Serve on Phase 2 and Phase 3 assessment panels - Supervise Phase 3 practitioners in the field - Mentor newer FORGE mentors - Serve as the program's "institutional memory"

FORGE Mentors (newly certified) - Active mentoring in assigned areas (3-5 mentees each) - Facilitate evidence-based programming sessions in dorms - Run community circles - Participate in weekly supervision - Minimum 6-month service commitment post-certification

Phase 3 Practitioners (in training) - Supervised mentoring and facilitation - Accountable to weekly supervision sessions

The Mentor Pipeline (Sustainability Model)

```
Cohort 1 graduates → Become mentors and senior mentors
                  → Help train Cohort 2 (Phase 1 facilitation)
                  → Supervise Cohort 2's Phase 3 practicum
                  → Cohort 2 graduates → Help train Cohort 3
                                       → And so on...
```

This creates a self-sustaining pipeline where each cohort trains the next, modeled on PEP's "servant leadership" approach where 90% of staff are program graduates.

Relationship with Facility Administration

FORGE's success depends on institutional support. Key needs: - **Dedicated space** for classes (minimum 3x/week, 2-hour blocks) - **Protection from disruption** — participants not pulled for details during sessions - **Transfer protection** — participants not transferred mid-program without cause - **Recognition** — FORGE completion noted

in participant files - **Staff awareness** — COs in FORGE dorms understand the program's purpose - **Referral pathway** — staff can refer individuals to FORGE

What FORGE offers administration in return: - Reduced incidents in FORGE-active dorms (measurable) - Trained de-escalation resources in housing units - Structured programming that fills idle time - Data on outcomes for institutional reporting

Weekly Operations

Day	Activity	Who
Tuesday	Phase 1/2 session OR Phase 3 supervision	All active participants
Wednesday	Phase 1/2 session OR Phase 3 field work	All active participants
Thursday	Phase 1/2 session OR Phase 3 field work	All active participants
Friday (optional)	Mentor meeting — planning, support, fellowship	Active mentors

Accountability System

For Participants (Phase 1-3): - Attendance tracked — 85% minimum required - Late arrival policy: no entry after 5 minutes (per handbook) - Code of Conduct applies at all times, not just during sessions - Violations reviewed case-by-case: - Minor (attendance, attitude): verbal accountability conversation - Moderate (disrespect, disruption): written reflection + meeting with program lead - Major (violence, weapons, threats): immediate removal per Code of Conduct - **Second chances:** Removed participants may reapply after 90 days with a written reflection on what happened and what's changed

For Mentors (post-certification): - Monthly check-in with program lead or senior mentor - Quarterly self-assessment - Annual recertification: refresher training + performance review - Mentoring logs reviewed monthly - Decertification for: Code of Conduct violations, sustained inactivity, or failure to maintain standards

PART VI: MEASUREMENT AND DATA

What FORGE Tracks

Program Metrics

Metric	How Measured	Frequency
Enrollment	Number entering Phase 1	Per cohort
Retention	% completing each phase	Per cohort
Completion	% achieving certification	Per cohort
Phase gate pass rates	% passing each assessment	Per cohort
Mentor active duty	# of certified mentors actively serving	Monthly
Mentee caseload	# of individuals being mentored	Monthly
Sessions delivered	# of sessions facilitated by mentors	Monthly
Community circles held	# of circles conducted	Monthly

Outcome Metrics

Metric	How Measured	Frequency
Incident rates	Disciplinary reports in FORGE-active dorms vs. comparison dorms	Monthly
Conflict resolutions	# of conflicts de-escalated by mentors (self-reported)	Monthly
Dorm climate	Brief dorm climate survey (all residents, not just FORGE)	Quarterly
Participant growth	Pre/post self-assessment scores	Phase gates
Mentor effectiveness	Mentee satisfaction surveys	Quarterly
Staff perception	Brief staff survey on FORGE impact	Quarterly

Pre/Post Assessment Instruments

Administered at entry, Phase 1 completion, Phase 2 completion, and certification:

1. **Cognitive Distortion Scale** (adapted)

2. 15 scenarios — participant identifies thinking errors and proposes alternatives

3. Measures: cognitive restructuring ability

4. **Emotional Regulation Self-Assessment**

5. 20 items rated 1-5 (based on CERQ framework)

6. Measures: ability to recognize and manage emotions

7. Sample items: "When I feel angry, I can identify what's underneath the anger" / "I have strategies I use to calm down before responding"

8. **Conflict Resolution Confidence Scale**

9. 10 scenarios rated on confidence to handle (1 = "I would not know what to do" to 5 = "I'm confident I could handle this")

10. Measures: self-efficacy in conflict situations

11. **Empathy Scale** (adapted from perspective-taking subscale)

12. 10 items rated 1-5

13. Measures: cognitive and emotional empathy

14. Sample: "Before criticizing someone, I try to imagine how I would feel in their place"

15. **FORGE Values Alignment**

16. 10 items on Service Over Self, stakeholder identity, accountability

17. Measures: internalization of program values

Scoring: Individual growth tracked across all 4 measurement points. Cohort averages calculated for program evaluation.

Dorm Climate Survey (Short Form)

Administered quarterly to ALL residents of FORGE-active dorms (not just participants):

1. I feel safe in this dorm (1-5)
2. Conflicts in this dorm are usually handled without violence (1-5)
3. There are people in this dorm I can go to for help (1-5)
4. The dorm is generally respectful and calm (1-5)

5. Things have gotten better in this dorm in the past 3 months (1-5)

Comparison: Same survey administered in non-FORGE dorms for baseline comparison.

Data Collection Process

- **Who collects:** FORGE program lead and senior mentors
- **Storage:** Paper forms kept in program files (or digital if tablet access available)
- **Reporting:** Quarterly summary report prepared for:
- FORGE leadership (internal review)
- Facility administration (demonstrating value)
- Any external supporters or partners
- **Privacy:** Individual participant data is confidential. Only aggregate data shared externally.

APPENDICES

Appendix A: Recommended Reading and Resources

Free Curricula: - Thinking for a Change (T4C) manual — available through NIC (nicic.gov) - SAMHSA's Trauma-Informed Approach guide (SMA14-4884) — free download - Elements of Effective Practice for Mentoring — MENTOR (mentoring.org) - Alternatives to Violence Project (AVP) materials — avpusa.org

Books for Mentor Development: - *Man's Search for Meaning* — Viktor Frankl - *The 7 Habits of Highly Effective People* — Stephen Covey - *Emotional Intelligence* — Daniel Goleman - *Motivational Interviewing* (3rd ed.) — Miller & Rollnick - *Dreams from the Monster Factory* — Sunny Schwartz (RSVP story) - *The New Jim Crow* — Michelle Alexander - *Redemption* — John Flor Sullivan (PEP story)

Programs to Study: - GRIP (Guiding Rage Into Power) — 0.5% recidivism, year-long, peer co-facilitation - PEP (Prison Entrepreneurship Program) — servant leadership pipeline, Texas - RSVP (Resolve to Stop the Violence) — 80% reduction in violent rearrests - Defy Ventures — 85% employment rate, <10% recidivism - ARC/HART — credible messenger model, 33 CA prisons

Appendix B: Quick-Reference Cards

FORGE Conflict Resolution (Pocket Version)

1. **Pause & Posture** — Shoulders down, hands visible, breathe
2. **Name the Heat** — "I can tell this is intense. I want to understand."
3. **Facts > Stories** — 60 seconds each. No insults, no blame.
4. **Needs & Options** — What do you actually need? 2-3 options.
5. **Agreement & Check-Back** — Who does what, by when. Follow up tomorrow.

Red Lines — Always Step Back and Refer

- Weapons mentioned or discovered
- Threats of serious violence
- Suicidal/self-harm statements
- Gang-related conflict
- Staff safety concerns

MI Quick Reference (OARS)

- **O**pen questions — "What's going on?" not "Are you okay?"
- **A**ffirmations — "You showed real discipline by walking away"
- **R**eflections — "It sounds like you're feeling disrespected"
- **S**ummaries — "So what I'm hearing is..."

De-escalation Checklist

- [ ] Am I calm? (If not, regulate first)
- [ ] Safe distance maintained?
- [ ] Hands visible, posture open?
- [ ] Voice slow and low?
- [ ] Am I listening or planning my response?
- [ ] Is this within my scope or do I need to refer?

Appendix C: FORGE Glossary

Term	Definition
Cohort	A group of 12-15 participants who progress through FORGE together
Phase Gate	Assessment checkpoint between phases — must pass to advance
Parallel Process	The principle that mentors must do their own work before helping others
Normative Culture	Participants help set and enforce program standards (not just follow rules)
Stakeholder	A person who accepts responsibility for the shared environment
Service Over Self	FORGE's core principle — putting the needs of others and community first
Credible Messenger	Someone whose lived experience makes them believable and trustworthy as a mentor
Simulation	Realistic practice scenario where mentors respond to situations they'll face
Freeze and Coach	Stopping a simulation mid-scene to provide real-time feedback
Thinking Report	Written analysis of a situation using the Think-Feel-Act cycle
OARS	Open questions, Affirmations, Reflections, Summaries — motivational interviewing skills
SBI	Situation-Behavior-Impact — a feedback model

This program design is a living document. It should be revised based on experience, participant feedback, and outcomes data. The best programs evolve — FORGE should too.

"Leadership is not granted. It is forged."