

St. John Bosco's Educational Society (sjbes')

Non-Profit Organization for Human Development
Infant, Child, Adolescent & Adult



sjbes' vision is to provide school (s), support (s), and a sanctuary for all people with special needs – intellectual, physical, emotional, social and spiritual – to achieve personal, educational, vocational and social skills for being healthy, creative and productive people; and for being responsible citizens of a global society in the 21st century.



is a non-denominational, public charity 509 (a) 2 organization, that creates and services programs for individuals, groups and communities in healing, growing and developing through the mission of:

School(s)

Support(s)

Sanctuary

All sjbes' activities center upon four C's – courage, challenge, commitment and community as the individual seeks self awareness and discipline with the intentions of identifying and diminishing the "factors of high risk*" so as to be empowered with self determination in fulfilling his/her human potential from birth to death for the Glory of God.

• See Factors of High Risk p.6



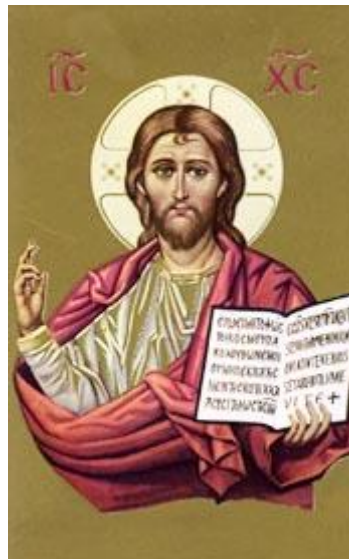
is made up of dedicated educators and service providers from around the world:

- who are invested in St. John Bosco’s philosophy of “play therapy”,
- who are dedicated in serving all children, youth, and adults in reaching their fullest potential by using best practices of human respect and dignity in teaching, supporting and caring,
- who use play, music/art, study, contemplation, prayer and manual work in making:

**“...something beautiful for God...
doing little things with great love.”**

(Mother Teresa of Calcutta)

- who use St. John Bosco’s philosophy to selflessly serve one another in love .

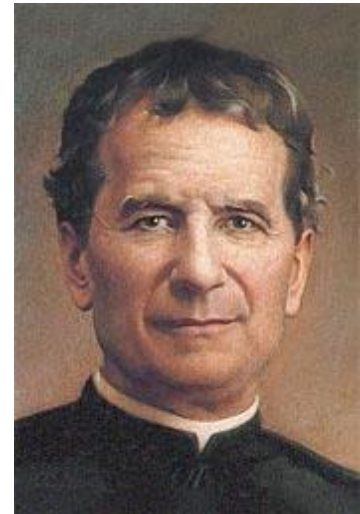


mission is to provide school(s), support(s), and a sanctuary for individuals (child, adolescent and adult) with special needs find self fulfillment, which will:

- enhance the individual’s personal, educational, vocational and social life choices, and
- increase the individual’s opportunities for attaining harmony and well being for living in a global society of the 21st century – by decreasing his/her “factors of high risk” so as to increase his/her potential for reaching the maximum life expectancy.

sjbes'

is based upon the spirit of St. John (Don) Bosco, who was a Catholic priest who dedicated his life to working with the poor youth in 19th century Italy. He was a pioneer for today's modern educator. He utilized therapeutic play with his gift of true understanding of an individual's needs and dreams which he used in creating successful educational programs - combining play, music, study, meditation/prayer and manual work.



He knew that straight, academic learning was not enough. Intuitively St. John Bosco knew that the loving care and attention of a wise, caring adult was essential to the healthy growth and the development for all human beings. He gave his very best to all who had the least or who were the most in need. Before his death in 1888, he had served thousands of poor Italian youth by using these best practices in providing for their education - best practices that still keep giving through *sjbes'* mission, vision and purpose:

To empower children, adolescents and adults with positive and healthy strategies for enhancing his/her physical, intellectual, spiritual, emotional and social well-being for living in the 21st century through the building and the utilization of school(s), support(s) and sanctuary.

sjbes'

an organization dedicated in nurturing and preparing the whole being - mind, body and soul for now and for the future - commits to the following objectives:

- **to develop individual and group problem solving skills.**
- **to enhance self awareness in relation to his/her environment, community, globe, universe and God.**
- **to develop self discipline and management skills.**
- **to develop communication skills.**
- **to build well-balanced social relationships for well being and harmony.**
- **to enhance the individual's vocational, academic and social performances.**
- **to develop an appreciation for ecosystems - living and non-living.**
- **to develop respect and honor for human individuality by respecting individual differences.**
- **to develop respect for cultural and individual diversities in relation to one's own culture.**
- **to identify moral virtues.** [3]



was first conceived in 1989 by Holly Asher, SpEd MA and Tom Brown, Ed MA as Desert Solitaire – Southwest Challenges for Adolescents. Using the philosophy of gestalt therapy and St. John Bosco’s “play therapy”, Desert Solitaire had been used as an outdoor resource for staging challenging activities for teaching “high risk” adolescents coping strategies with hope that they would enable them in becoming successful individuals in school, at home, at work and in the community.

Since 2002 **sjbes'** has broadened its mission to work not only with adolescents, but with all people – from infants to adults.

The organization of **sjbes'** discovered that these best practices worked for all people of all ages, with all abilities (with or without disabilities) to achieve success at study, at work, at home and at play.

The non-profit shortened its name from *St. John Bosco's Educational Society's Desert Solitaire* to the acronym **sjbes'**, and expanded its mission to include the whole individual – intellectual, physical, emotional, social and spiritual - attain harmony and well being not only through school(s) and support(s) but through a sanctuary, which is now called



Our Lady of Victory's Desert Solitaire



During the 2015-16 year, **sjbes'** dropped its non-profit 501(c) 3 status to a public charity 509 (a) 2 for the sole purpose of defending **sjbes'** Mission free speech.

St. John Bosco's Educational Society'

*Non-Profit Organization for Human Development
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sjbes' works with private, public, and home schools by contracting its services for a period of time for the purpose of designing and implementing educational programs, activities, projects. and in-services for students, teachers, parents, administrators, school boards, community members on best practices for teaching, caring and supporting people with special needs. Also sjbes' works with businesses and government organizations for improving individual and group relationships for efficiently functioning together as a group or organization for the purpose of successfully attaining their identified goals. sjbes' provides 3 day to six week programs, projects and/or events for all people and ages at [Our Lady of Victory's Desert Solitaire](#) (see below)



Community School(s)

*sjbes' is a public charity organization *dedicated in helping people and families with special needs achieve success, balance and well-being for living, working, studying, and playing, at home, on the job, in school, within the community, and/or at recreation. sjbes works with individuals and families to successfully identify needs, resources, establish goals, and improve communication skills. All services are provided on a volunteer bases in return for in-kind-donations. If interested please call Holly Asher, Sp.Ed MA at 760-937-1118 for a free consultation and assessment.*



Southwest Support Programs

- Designing and Implementing IEPs, Family Support Plans, Elder Resource Plans
- Testing and Re-evaluating
- Being Advocates for People with Special Needs
- Providing and Managing Resources and Itinerate Services

** The mission of St. John Bosco Educational Society'is about school, support and sanctuary in the light of St. John Bosco's philosophy of "play therapy".*



Our Lady of Victory's Desert Solitaire

Our Lady's activities will be centered on the following projects using a daily schedule (see Our Lady's Daily Schedule):

- Agriculture - composting, growing medicinal and decorative plants for balance and well-being - "growing roses for Our Lady of Victory"
- Aqua Farming
- Landscaping - gardens of adoration for catholic saints – virgins and martyrs
- Study of Alternative Energy Systems (solar, wind and hydro)
- Study of Political, Social and Economic Systems
- Study of Worldly Philosophy, Religions, and Culture
- Study of Spirituality and Wellness
- Study of anthropology, archeology, paleontology and geology
- Art and Crafts for Function, Form and Expression
- Alternative Design and Building
- Hiking, Biking and Climbing in the Navajo Nation

High Risk *

What does it mean to be “high risk”? What are the indicators that identify “high risk”?
What are the leading causes of “high risk”?

High risk factors endanger life's balance and harmony, and decreases an individual's potential for living fully his/her life expectancy. They threaten the individual's well-being as they decrease the individual's human potential from birth to death. When an individual is at risk, it affects not only the individual but the general welfare of the whole community.

High risk factors shorten life expectancy, threatens the safety and security of the individual as well as that of the individual's community, and the whole world. High risk factors diminish the individual's potential for giving positive, productive contributions towards making the world a better place for all humankind. High risk factors increase the need for health/medical care as well as for increasing the need for correctional facilities. They limit the individual's, as well as the community's growth, development and pursuit of attaining the greatest degree of life, freedom, and happiness for body, mind and spirit.

Indicators for Identifying a “High Risk” Person

- **Lacks motivation and interest – No purpose, No direction**
- **Consistently lacks a positive attitude**
- **Lacks appetite, continues to have poor diet and nutritional habits**
- **Demonstrates physical mutilations and self neglect**
- **Is self medicating through alcohol and drugs**
- **Lacks positive social and educational involvement, and/or achievement**
- **Lacks social or moral commitment**
- **Lacks moral/ethical development –and demonstrates immoral behaviors**
- **Lacks true values or fails to respect true values**
- **Preoccupation with sexual behaviors and/or engaged in multiple sexual relationships (heterosexual, homosexual, asexual)**
- **Lacks discipline and is easily influenced by peer pressure**
- **Consistently uses poor judgment – continuously repeats same mistakes**
- **Socially and Emotionally Underdeveloped – does not show maturity**
- **Lacks appropriate expression, language deficits, demonstrates poor communication skills**
- **Has a poor self concept**
- **Lacks self confidence and has poor self esteem**
- **Lacks respect for authority, law and order**
- **Has poor peer relationships – alienation**
- **Continually earning low or failing grades (unemployment, loss of job)**
- **Has constant mood swings that swings from high to low**
- **Increasing stages of depression**
- **Continually demonstrates poor body language and image**
- **Has poor physical appearance and personal hygiene**
- **Increasing secretive, suspicious, manipulative, and/or intimidating behaviors**
- **Has frequent and continual emotional outbursts – temper tantrums, crying bouts, pouting, fits or rage, threats, vandalism**
- **Lacks acknowledgement or recognition of an acceptable code of conduct (behavior)**
- **Lacks focus and concentration**
- **Continuous history of abnormal/unacceptable behaviors throughout educational and social development**
- **Increasing incidents with breaking local, state and federal laws (has a police record)**
- **Increasing self medicating behaviors through drugs and alcohol**
- **Refuses to take responsibility for self and loved ones**
- **No self identity or self awareness**
- **Continual dramatic events (accidents, failures, violence)**
- **Compulsive/Impulsive personality traits**
- **Demonstrates Narcisstic Personality Traits**
- **Demonstrates Addictive Personality Traits**
- **Demonstrates Persecution and Victimized Personality Traits**
- **Demonstrates Inferiority Complexes**
- **Lacks spiritual development or spiritual connectedness (to “higher power”)**
- **Lacks coping skills for dealing with stress and conflict**
- **Shows no empathy or compassion**

Contributing Factors for Being A “High Risk” Person

- **Physical, sexual, and emotional abuse(s) – violation of trust**
- **Abandonment and loss through death by (parent(s), sibling(s), friend(s))**
- **No significant bonding (infant/mother/care-giver/friends/spouse)**
- **Personal neglect by a parent(s) or significant caregiver(s)**
- **Fluctuating foster care (care givers)**
- **Adoption**
- **Dysfunctional environments during development (no stability, consistency or continuity during the formative years of life)**
- **Discouraged or defeated learners – No acknowledgement or understanding (Be it through general, special or alternative education, or gifted and talented programs)**
- **Genetic Dysfunction (inheriting defective genetic coding from parents, ancestors)**
- **Pre-natal Dysfunction during gestation period (biological or environmental)**
- **Having physical, intellectual, emotional, mental, and/or social disabilities**
- **Cultural, racial, and/or sexual discrimination**
- **Social and economical disadvantages**
- **Multiple geographical changes during child and adolescent development (sporadic/unpredictable relocations)**
- **Divorce in immediate family and/or extended family relationships**
- **Parent(s), or significant others involved in multiple sexual relationships during a child’s formative years**
- **A void in quality adult interaction and supervision**
- **A void in appropriate role model interactions (parents, caregivers, teachers)**
- **A void in consistent and positive discipline**
- **Having a lack of personal or social boundaries**
- **A void in one’s personal and social safety, security, and stability**
- **No personal or social accountability (Never held accountable/responsible for behavior)**
- **Does not have a standard of measurement – principles (morals), beliefs, and values**
- **Lacks educational and vocational skills**
- **Has had catastrophic or tragic experience(s)**
- **Has no community involvement, no community acceptance, and/or can not take ownership of a community (No sense of belonging)**



Southwest Support Programs

The above information on “High Risk” is based upon the study: “What is the *Success of Learning* for American students?” It was a 30 year study by Holly Asher, MA SpEd during her experience as a teacher working with “high risk” students attending K-12 public/private/alternative schools in urban as well as rural settings in the west and southwestern United States of America.

The study on the *Success of Learning* focused on students who were either struggling with or failing the educational systems of American public/private and/or alternative schools during 1970 to 2007 who may have been living in the various geographical areas around Colorado, Utah, New Mexico, Arizona, Alaska, and California. She wanted to know why some students failed, dropped out, or could not succeed within the system of American education. How does a student’s success/failure within the educational system correlate with his/her future for living, long, healthy, happy and productive lives – The American Dream? A major outcome of this study found that the majority of students who succeeded in school and in work force were those who would overall score low on the “high risk” factors listed above.

Ms. Asher pursued this study in hopes of finding learning/teaching practices, techniques, and strategies which would diminish the influences of the “high risk” factors on students’ learning performances in American education systems; and which would increase their learning potential that would increase their possibilities for living a full life expectancy as healthy, productive, and happy individuals (The American Dream) while being positive resources for developing healthy and productive communities* for world peace and harmony.

During the manifestation of sjbes’ Ms. Asher had the opportunity to work with older clients (adults to seniors) who were living in retirement and/or in supported living communities. She was amazed to find that many of these elderly clients also exhibited those same indicators that identified students of “High Risk” in her study on the *Success of Learning*. High Risk factors are not limited to a person’s age or at certain stages of human development, they can occur at any time or place during a human’s life span.

The scope of her study may be narrow as it concentrated upon the human condition of “learning” as influenced by biological and environmental factors, but the ramifications of her findings reveal a much more universal message not only for the secular and temporal worlds, but for the spiritual as well. The effects of high risk on an individual’s well being, applies directly to the whole - the family, community, town/city, county, state, tribe/nation, world. What affects the well being of an individual, affects the well being of the whole world.

Now in Ms. Asher's spiritual journey, she finds that the outcomes from her study also apply here as well, and though the nomenclature may change such as replacing "high risk factor" with sin and the loss of heaven/evil...the outcomes are parallel. From her journey, she finds that truth is universal and surpasses all time, space and worlds...The sign of the Holy Cross is the universal sign of God's Love for all mankind (believer or atheist) – it is His Forgiveness and Mercy for all peoples' sins no matter what time or culture in which we speak. It is by God's Grace that a person will be able to recognize his/her "sin" so as to be able to seek His Divine Mercy for all hearts to be ready to receive Our Lord and King, Jesus Christ, when He comes again in GLORY. Alleluia!

Some of the major outcomes from the study of the *Success of Learning* were:

- **If factors of "high risk" are ignored, suppressed, or denied by the individual (community), then the states of dysfunction/deterioration/disease/death increase, and therefore the individual's (community's) chances of achieving full life expectancy living the American ideals of life, liberty and the pursuit of happiness as stated in Our *Declaration of Independence* will greatly decrease.**
- **If a "high risk" individual would go undiagnosed or misdiagnosed then that individual would be a potential risk in the community (family, town, county, state, nation) in which s/he lived for increasing dysfunction, chaos, accidents, catastrophes, traumas and therefore put the individual, community and/or world out of balance and harmony (evil resides).**
- **"High Risk" people not identified and/or who are not properly supported become very contagious, therefore placing all living and non-living matter within that environment at risk. (An example would be the mass killings at Columbine High School in Littleton, Colorado.)**
- **Students who succeed in the American System of Education are those who come from consistent and secure environments where true values of God, family, community and love (respect, honor and dignity for the individual) are ingrained into daily living, increasing the chances of maturing to full life expectancy.**
- **Though the intelligent quotient may directly be related to an individual's composite scores on norm referenced tests, it is not the major contributing factor for determining the success of learning, it is the degree of one's self discipline and one's study skills that determine the success of learning. (Disciple comes from the word discipline.)**
- **The void or loss of true love (which now Ms. Asher calls Holy Love) directly relates to an individual's success of learning as well as for living to one's full life expectancy as outlined in the *American Declaration of Independence* or in God's Plan for His children.**

Since completing her study on the *Success of Learning*, Ms. Asher has retired from public education and now has turned her attention back to the “faith of her youth”. Even though Ms. Asher had fulfilled her vow to the vocation of teaching and learning which she had made at the age of 11, she realizes that the results of her life long study which had come from many personal sacrifices, hard work and determination would only be met with indifference or heedlessness by the secular and/or temporal world, and they would be ignored or quickly forgotten. Yet her hope is that her life’s study will not be in vain and that the outcomes will manifest in sjbes’ mission of school, support and sanctuary.

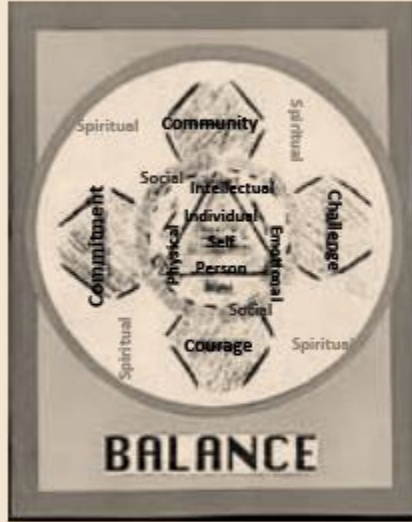
Ms. Asher is living a semi-monastic life at sjbes’ sanctuary called Our Lady of Victory’s Desert Solitaire located in southeast Utah. She dedicates her life to prayer, contemplation, study and manual labor in hopes of seeking a more intimate, infinite and eternal relationship with God – the Father, the Son and the Holy Spirit. She strives to put her trust not in man but in God – the God who was revealed to her through the faith of her childhood – a holy faith which she had abandoned at the age of 19 so as to attain man’s knowledge. This endeavor consumed some 40 years of her life which she calls “Lost in the wilderness”. Now returning to the “faith of her youth”, she desires by God’s Holy Grace to live the remaining years as a warrior for Our Mother of God’s Holy Church in hopes of finding redemption for her soul, the souls of all her loved ones, those of her beloved United States of America as well as those of the whole world, and once again be reunited with her brothers and sisters of Our Mother of God’s Holy Church, the bride of Christ.

As the Christian mystics would resound in their writings about their journey back to God was that one had to go beyond faith...do not stop in seeking and growing in His holiness for God is infinite and eternal. If you think it is good now...be patient for it only gets better through, with and by His grace.

May all who come here to Our Lady of Victory’s Desert Solitaire find their way back home to God.

Always in the Light of Christ, now and forever, as Christ’s Brothers and Sisters of Our Mother of God’s Holy Church.

sjbes’



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Community School(s)



Southwest Support Programs



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