



Date: _____

Heartspring Camp SSTAR Application

Age 8 and younger

This application is the second step in the intake and enrollment process for summer camp (Camp SSTAR) at Heartspring. Camp runs from 9 a.m. to 3 p.m. with Latchkey available from 3-5 p.m. for an additional fee. We use this information to decide how to best serve your child. Upon receipt and review of the form, we will follow up with you to discuss your family's needs in more detail and review the next steps.

1. Child's Name

2. Child's Birth Date

3. Parent's/Guardian's Name

4. Enrollment Status

We have **never** been enrolled in a program at Heartspring.

We are **currently** enrolled in a program at Heartspring (please explain):

We were **previously** enrolled in program at Heartspring (please explain):

5. What skills are you hoping to develop during Camp SSTAR?

Social Skills: acquisition of elementary social skills

Friendship: develop meaningful friendships with similar age peers

Community: integration into the community

6. I would like to enroll in the following sessions (select all that apply):

June 3-14

June 17-28

July 8-19

July 22 - August 2

7. Interested in Latchkey? This will run from 3-5 p.m. after camp for an additional fee.

Yes

No

8. Identify three top priorities for skills that you would like to see addressed in Camp SSTAR. Please choose targets that you feel will have the most impact for your child and your family.

1.

2.

3.

9. Challenging Behaviors (Please check if there is occurrence in the last six months)

Self injury

Aggression towards peers

Aggression towards adults

Elopement (leaving area without permission/wandering off)

Property destruction

Tantrum (screaming/flopping to floor - length of time or intensity beyond what is "typical" for child's age)

Foul Language

Loud vocal stereotopy

No problem behavior of this kind

10. Toileting

100% independent
May require minimal support or prompting
Not toilet trained

11. Classroom Placement

In district self contained
In district inclusion
In district other
In district general education
Out of district specialized program
Homeschool
Other

12. Communication

No formal mode of communication
Alternative communication (sign, PECS, communication device)
Single words
Phrases
Sentences

13. Independence

Requires consistent 1:1 support
May require 1:1 support dependent upon activity
Does not require 1:1 in small group

14. Describe your child's interest in other kids/ forming friendship.

I am unsure
Very resistant
Seems disinterested
Interested
Very interested

15. My child's interests include:**16. My child does NOT enjoy:****17. How did you hear about Heartspring's CARE Program?**

Personal referral from currently or previously enrolled family
School Personnel
Medical Provider
Social Media
Resource Fair
Google Search
Other:

18. Any additional questions or comments for our team?



Social Skills Checklist

For each question, check if that particular social skill occurs Almost Always, Often, Sometimes, or Almost Never.

Almost Always

The child consistently displays this skill in many settings and with a variety of people.

Often

The child displays this skill on a few occasions, settings and with a few people.

Sometimes

The child seldom displays this skill but may demonstrate it on infrequent occasions.

Almost Never

The child never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

Social Play and Emotional Development		Almost Always	Often	Sometimes	Almost Never
Beginning Play Behaviors					
1	Stays within 1 ft. of peers				
2	Observes peers in play vicinity within 3 feet				
3	Parallel play near peers using the same or similar materials (e.g., playing cars near a peer who is also playing cars)				
4	Physically imitates peers' actions				
5	Verbally imitates peer				
6	Takes turns appropriately				
Total					
Intermediate Play Behaviors					
1	Shares toys and talks about the activity with peers				
2	Physically and verbally responds to interactions from peers (accepts toy from peer, answers questions)				
3	Returns and initiates greetings with peers				
4	Know appropriate ways of joining in an activity with peers				
5	Invites others to play				
6	Takes turns during structured activities				
7	Obeys game rules				
8	Requests toys, food, and materials from peers				
Total					
Advanced Play Behavior					
1	Plays cooperatively with peers during imaginative play				
2	Makes comments about what he/she is playing to peers				
3	Organizes play (suggests ideas to peers on how to play)				
4	Follows peer play plans				
5	Takes turns during unstructured activities without a time limit				
6	Offers toys, food, and materials to peers				
Total					

Emotional Regulation		Almost Always	Often	Sometimes	Almost Never
Understanding Emotions					
1	Identifies likes and dislikes				
2	Identifies emotions in self				
3	Identifies emotions on others				
4	Justifies emotions once identified (I was angry because ____.)				
5	Demonstrates affection and empathy toward peers				
6	Refrains from aggressive behaviors toward peers				
7	Refrains from aggressive behaviors toward self				
8	Does not exhibit intense fears or phobias				
9	Interprets body language				
10	Uses different tones of voice to convey messages				
Total					
Self Regulation					
1	Allows others to comfort him/her if upset or agitated				
2	Self regulates when tense or upset				
3	Self regulates when energy level is high				
4	Deals with being teased in acceptable ways				
5	Deals with being left out of a group				
6	Accepts not being first at a game or activity				
7	Accepts losing at a game without becoming upset/angry				
8	Says "no" in acceptable way to things he/she does not want to do				
9	Accepts being told "no" without becoming upset/angry				
10	Able to say "I don't know"				
11	Able to end conversations appropriately				
Total					
Flexibility					
1	Accepts making mistakes without becoming upset/angry				
2	Accepts consequences of his/her behavior				
3	Accepts unexpected changes				
4	Continues to try when something is difficult				
5	Ignores others or situations when it is desirable to do so				
Total					
Problem Solving					
1	Identifies/defines problems				
2	Generates solutions to problems				
3	Carries out solutions by negotiating or compromising				
4	Understands impact his/her behavior has on peers				
Total					

Communication Skills		Almost Always	Often	Sometimes	Almost Never
Conversational Skills					
1	Initiate conversation when it is appropriate to do so				
2	Initiates conversation around specific topic				
3	Asks “Wh” questions (who, what, where, etc.)				
4	Responds to “Wh” questions (who, what, where, etc.)				
5	Makes a variety of comments, related to the topic during conversation				
6	Introduces him/herself to someone new				
7	Introduces people to each other				
8	Ends conversations appropriately				
Total					
Nonverbal Conversational Skills					
1	Maintains appropriate proximity to conversation partner				
2	Orients body toward speaker				
3	Pays attention to a person’s nonverbal language and understands what is being communicated				
4	Waits to interject				
Total					
Compliments					
1	Gives appropriate compliments to peers				
2	Appropriately receives compliments				
3	Asks for a favor appropriately				
4	Apologizes independently				
Total					



**Email completed form to
Heartspring CARE Specialist Kalee Beal
at CARE@heartspring.org.**

For Heartspring office use only

Summary of Social Skills Checklist

	Total % Marked as Almost Always	Total % Marked as Often	Total % Marked as Sometimes	Total % Marked as Almost Never
Beginning Play Behaviors 6 Questions				
Intermediate Play Behaviors 8 Questions				
Advanced Play Behaviors 6 Questions				
Understanding Emotions 10 Questions				
Self Regulation 11 Questions				
Flexibility 5 Questions				
Problem Solving 4 Questions				
Conversational Skills 8 Questions				
Nonverbal Conversational Skills 4 Questions				
Compliments 4 Questions				