

Fine Motor IEP Goals — Preschool & Pre-K

14 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Grasp develops in a predictable sequence — palmar, then digital pronate, then a static tripod, then a dynamic tripod — typically by age 4-6, though the range is wide. Track where a student is in that sequence, not just whether they've “mastered” grasp.

GRASP DEVELOPMENT

1. [student] will use a functional grasp (palmar, digital pronate, or tripod) to hold a crayon or marker for a drawing task, in 4 of 5 observed opportunities.
2. [student] will transition from a fist to a more mature grasp pattern on a writing tool, with adult modeling, across 4 of 5 trials.
3. [student] will maintain a grasp on a writing tool for at least [X] minutes of a task without dropping it, across 4 of 5 trials.

HAND STRENGTH & IN-HAND MANIPULATION

4. [student] will use both hands together to manipulate playdough or a similar material (rolling, pinching, squeezing) for [X] minutes, in 4 of 5 observed opportunities.
5. [student] will use a pincer grasp to pick up small objects (beads, cereal), with 80% accuracy across 4 of 5 trials.
6. [student] will use tongs or tweezers to transfer small objects, with 80% success across 4 of 5 trials.

PRE-CUTTING & TOOL USE

7. [student] will hold scissors correctly, thumb up, and open and close them to snip paper, in 4 of 5 observed opportunities.
8. [student] will use both hands together to stabilize paper while the other hand uses a tool (a crayon, scissors), in 4 of 5 observed opportunities.
9. [student] will string large beads onto a lace or pipe cleaner, with 80% success across 4 of 5 trials.

VISUAL-MOTOR INTEGRATION

- | | |
|-----|---|
| 10. | [student] will imitate or copy a horizontal and vertical line, with 80% accuracy across 4 of 5 trials. |
| 11. | [student] will imitate or copy a circle, with 75% accuracy across 4 of 5 trials. |
| 12. | [student] will complete a simple form board or shape-sorter puzzle, with 80% success across 4 of 5 trials. |
| 13. | [student] will stack or build with blocks to a height of [X] blocks, with 80% success across 4 of 5 trials. |
| 14. | [student] will turn the pages of a book one at a time, in 4 of 5 observed opportunities. |

Using These Fine Motor Goals at Preschool & Pre-K

Grasp develops in a known sequence

Palmar to digital pronate to tripod is a real developmental progression — note where a student is on it, not just pass or fail.

Strength comes before precision

A student without enough hand strength for playdough or tongs isn't ready for precise pencil control yet — build the foundation first.

Bilateral coordination starts with two hands working together at all

Stabilizing paper with one hand while the other works is a genuine milestone, separate from the skill of the working hand alone.

Page-turning and puzzle work count as fine motor practice

Not every fine motor goal needs a pencil — functional tasks build the same underlying skills.

Every criterion here (4 of 5, 80%) is a placeholder. Grasp and hand-strength milestones vary widely by student — set the real numbers from this student's own observed baseline.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro