Goals for Goal Statement

1. (Student) will participate in Fine Motor task so that he/she can demonstrate age appropriate skills or independence in the classroom.
2. (Student) will participate in fine motor and visual motor tasks so that he/she can demonstrate age appropriate skills or independence in the classroom.
3. (Student) will participate in fine motor and visual motor tasks using sensory strategies/adaptations so that he/she can demonstrate age appropriate skills or independence in the classroom.
4. (Student) will participate in fine motor, visual motor, and self-help skills using sensory strategies as needed to increase independence or age appropriate skills in the classroom setting.
5. (Student) will participate in self-help skills so that he/she is more independent in the classroom.
6. (Student) will use switches/adaptations so that he/she can demonstrate their highest level of independence in the classroom.
7. (Student) will demonstrate age appropriate skill in fine motor in the classroom setting.
8. (Student will demonstrate age appropriate skills in fine motor and visual motor skills in the classroom setting.
9. (Student) will demonstrate age appropriate skills in fine motor, visual motor, and self-help skills in the classroom setting.
10. (Student) will demonstrate age appropriate skills in fine motor, visual motor, and self-help skills using sensory strategies as needed in the classroom setting.
11. (Student) will participate in visual perception tasks so that he/she is more independent in the classroom setting.

Preschool Goals

Handwriting

1. Student will demonstrate an age appropriate grasp and

a. copy pre-writing strokes (l,-,o,+,and/or square) in \_\_/\_\_ trials.

c. trace their name on the line or designated area in \_/\_ attempts/trials.

b. copy their first name with \_\_\_\_% accuracy for formation, size, and/or line adherence.

Cutting Goals for Pre-K

1. Student will pre-position scissors (independently/ min A, etc) and

a. snip in \_\_\_/\_\_\_ attempts.

b. Cut a thick 6” line in \_\_/\_\_ attempts or with \_\_\_ deviations from the line

c. Cut a thick curved line \_\_\_/\_\_ attempts or with \_\_\_ deviations from the line

d. Cut a Jagged line \_\_/\_\_ attempts or with \_\_ deviations from the line.

e. Cut a circle \_\_/\_\_ attempts or with \_\_\_ deviations from the line

f. Cut a square \_\_/\_\_ attempts or with \_\_ deviations from the line. (or any combination or the lines and shapes)

Visual Motor Tasks for Pre-K

1. Student will participate in age appropriate visual motor tasks with \_\_\_\_ assistance (or \_\_\_ out of \_\_\_ trials).

2. Student will participate in age appropriate visual motor and perception tasks with \_\_\_\_\_ assistance (or \_\_\_ out of \_\_\_ trials).

3. Student will participate in cut/color/paste activity with \_\_\_ assistance.

a. (can add verbal cues, physical cues, with sensory adaptations).

Self-help for Pre-K

1. Student will button/unbutton

a. \_\_\_ large buttons with \_\_\_ assistance (on self or from table top)

b. \_\_\_\_ medium buttons with \_\_\_ assistance (on self or from table top)

c. \_\_\_\_\_ small buttons with \_\_\_\_ assistance ( on self or from table top)

2. Student will engage a zipper and zip with \_\_\_ assistance (on self or from table top)

3. Student will snap/unsnap with \_\_\_ assistance (on self or from table top)

4. Student will zip/unzip backpack with \_\_\_ assistance.

5. Student will pull pants up and down with \_\_\_ assistance.

6. Student will bring loaded utensil to mouth with \_\_\_\_ assistance.

7. Student will don/doff jacket with \_\_\_\_ assistance.

Kindergarten Goals:

Handwriting:

1. Student will (demonstrate age appropriate grasp) and/or
   1. Write first and last name with \_\_ accuracy for (size and line adherence)
   2. Copy half and/or all UC letters with \_\_\_ accuracy for (formation, letter size, line adherence)
   3. Copy half or all LC letter with \_\_\_ accuracy for (formation, letter size, line adherence.)
   4. Copy numbers 1-10 with \_\_ accuracy for (formation, size, line adherence)
   5. Copy numbers 1-20 with \_\_ accuracy for (formation, size, line adherence)
   6. Copy a word list from near/far point with \_\_\_ accuracy for (formation, line adherence, letter size)
   7. Copy a simple sentence from near/far point with \_\_ accuracy for (formation, size, line adherence, spacing) (end of Kindergarten year goal)

Cutting:

1. Student will cut out geometric (circle, square, diamond, triangle) shapes within \_\_ inch of the line.
2. Student will cut out geometric shapes on a thick line with within \_\_ inch of the line or no more than \_\_ deviations.
3. Student will cut out age appropriate shapes/designs within \_\_ inch of the line
4. Student will cut out age appropriate shapes/designs using smooth cutting strokes within \_\_ inch of the line.

Visual Motor:

1. Student will participate in age appropriate visual motor tasks with \_\_ assistance to complete.
2. Student will participate in age appropriate visual motor/perception tasks with \_\_ assistance to complete.

Self-Help:

1. Student will button/unbutton small buttons with \_\_ assistance (on self or table top)
2. Student will initiate ends of a zipper and zip with \_\_ assistance (on self or table top)
3. Student will snap/unsnap with \_\_ assistance (on self or table top)
4. Student will manipulate fasteners with \_\_ assistance (on self or table top)
5. Student will open containers and packages with \_\_\_\_ assistance at lunchtime.

1st and 2nd Grade Goals:

Handwriting:

1. Student will (use age appropriate grasp with or without adaptation)
   1. Copy from near point with \_\_ accuracy for (letter size, line adherence, and spacing\*\* no formation past Kindergarten)
   2. Copy from far point with \_\_ accuracy for (size, line adherence, and spacing)
   3. Write/compose \_\_ sentence or \_\_ number of words with \_\_ accuracy for (size, line adherence, and spacing)
   4. Write with \_\_ reversals in \_\_/\_\_ trials.

Cutting:

1. Student will cut out age appropriate shapes/designs using smooth strokes within \_\_ inch of the line (in \_/\_ data days/attempts/trials)

Visual Motor:

1. Student will participate in age appropriate visual motor activities with \_\_ assistance.
2. Student will participate in age appropriate visual motor/perception tasks with \_\_ assistance.

Shoe tying goal

**Picky Eating/Sensory Defensive with Foods**

1. Student will touch \_\_\_\_ number of foods a quarter with \_\_\_\_ (min/mod) aversions.
2. Student will kiss or lick \_\_\_ number of a foods a quarter with \_\_\_ aversions.
3. Student will bite and spit or bite and chew \_\_\_ number of foods a quarter with \_\_\_ aversions.
4. Student will eat \_\_\_ number of foods a quarter with \_\_\_ aversions.