Chairman Duffey, ranking member Sweeney and members of the House Higher Education and Workforce Development Committee, my name is Lisa Miles and I would like to offer support for HB 58. I am an Occupational Therapist and I work at a local suburban school district and currently serve students K-6th grade. I graduated 30 years ago from The Ohio State University. I have also earned a Master’s of Science degree in Special Education and hold an alternative teaching license as an Intervention Specialist. The students I serve have increasingly higher demands in regard to handwriting skills as they progress through the elementary grades. The lack of automatic and fluent production of handwriting in children has been shown to adversely affect fluent composition skills. Studies by several leading researchers including Steve Graham, a professor of special education and literacy at Arizona State University, commonly note the increased demand for writing proficiency placed on students due to the requirements common core state standards as well as note the potential for school failure when fluid and legible writing skills are not developed. Studies by Graham also commonly note the decreased cognitive demand when automaticity of handwriting is developed and achieved with greater gains in compositional fluency.