blurt. EVIDENCE BRIEF FOR ARD AND 504 COMMITTEES, VR COUNSELORS, SLPS, AND PARENTS · AUGUST 22, 2026

Speech-to-text is an accommodation Texas already names. Here are the sources, quoted.

Blurt is speech-to-text software for Mac, Windows, and Chrome ($89 a year, one person). This brief is about the accommodation, not the brand: every line below comes from the document named under it, so a committee can cite it directly.

What Texas says

> "Regular aids and services are things like accommodations provided to a student to assist in classroom instruction and access to instruction, such as giving extra time for assignments and allowing speech-to-text capabilities when given a writing assignment."

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, 2024 Update, Texas State Board of Education, page 39 (on Section 504). Page 51 lists "Speech to text" among reasonable classroom accommodations for dyslexia; page 67 lists "Allow the use of technology (e.g., speech to text software, etc.)" for dysgraphia; page 87 directs the ARD committee to consider assistive technology whenever it develops, reviews, or revises an IEP.

> "Speech-to-Text (STT) is available in English and Spanish for constructed-response questions, Sticky Notes, and Notepad."

2025-2026 STAAR Accommodations Educator Guide, Texas Education Agency, page 20. Speech-to-text is a locally approved designated support: the ARD committee, the Section 504 committee, or the campus team decides, with no TEA approval. Page 6 requires that the student "routinely and effectively use" the support in class first, so daily use at school and at home is what makes it usable on the test.

> "Regular education aids and services, such as instructional accommodations, provided to a student who has been identified as having dyslexia or a related disorder under a 504 accommodation plan."

TEA Financial Compliance Division, State Allotment Programs FAQs: an allowable use of the dyslexia allotment (Texas Education Code 48.103; the basic allotment times 0.1 per identified student, $621.50 for 2025-26 and 2026-27), which districts must spend entirely on students with dyslexia and related disorders. This is the budget line for a speech-to-text license.

What federal law says

> "On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE."

34 CFR 300.105(b), IDEA regulations. 34 CFR 300.324(a)(2)(v) requires the IEP Team to "consider whether the child needs assistive technology devices and services."

> "A child with an intellectual disability or a child with fine motor impairments may need speech-to-text software when writing an essay." (Myth 10) "A learner's AT device should be used across all environments to both improve the child's use of the AT as well as to ensure the child is provided their required support throughout the day." (Myth 11) "AT devices and services written into the IEP are the responsibility of the LEA." (Myth 18, which also tells districts using a family's own device to factor in "subscriptions, software/app costs") "There are multiple funding sources for AT devices and services," including IDEA Part B grants for AT in an IEP. (Myth 28)

Myths and Facts Surrounding Assistive Technology Devices and Services, U.S. Department of Education, Office of Special Education Programs and Office of Educational Technology, January 22, 2024.

What the research says

> "Overall study findings, although not consistent across studies, included increased student independence when using STT tools, generally favorable student impressions of the tools, opportunities for immediate feedback on performance, and the low cost of the STT tools compared to other accommodations."

Liu, Thurlow, Press, and Dosedel (2019). A Review of the Literature on Computerized Speech-to-Text Accommodations. NCEO Report 414, National Center on Educational Outcomes, University of Minnesota, page iv. The review also notes that results on writing quantity and quality "were mixed," with some studies showing longer, more complex writing but lower accuracy, so it matters that the student can proofread.

> "Results suggest that STT may increase pupils' abilities to produce texts with fewer errors, provide help with spelling and improve reading comprehension and word recognition."

Matre and Cameron (2024), scoping review of speech-to-text technology for pupils with reading and writing difficulties. Disability and Rehabilitation: Assistive Technology, 19(3), 1103-1116. A 2024 single-case study of students with severe writing difficulties in Nordic schools (Almgren Bäck and colleagues, same journal, 19(8), 3110-3129) found that "Removing the spelling barrier with STT provided an opportunity for students to improve their higher-order skills, such as vocabulary diversity and overall text quality," while noting that "the magnitude of the changes and development patterns varied." MacArthur and Cavalier (2004), Exceptional Children, 71(1), 43-58, tested dictation to a scribe and to speech-recognition software as test accommodations with 31 high-school students, 21 with learning disabilities affecting writing: both forms of dictation produced better essays than handwriting for the students with learning disabilities.

Wording a committee can use

Accommodation: speech-to-text software for written assignments, notes, and constructed responses, at school and at home. The student uses it routinely in class so it can serve as a designated support on STAAR. Assistive technology need considered and documented (34 CFR 300.324(a)(2)(v)); home use required for FAPE (34 CFR 300.105(b)). Funding: dyslexia allotment (PIC 37, regular education aids under a 504 plan) or IDEA Part B.

Who speech-to-text fits, and who it does not

Fits: students who speak clearly but struggle to get words on the page: dyslexia, dysgraphia, ADHD, many autistic students, and motor difficulty with handwriting or typing; best for students about age 9 and up who can proofread. Does not fit: non-speaking students, who need augmentative and alternative communication (AAC), and students with atypical speech, who are better served by a recognizer trained for it (Voiceitt).

Why Blurt for this accommodation

- Speech is turned into text on the computer; audio never leaves it. Private mode keeps the text on the device too, and IT can lock it on. Privacy policy, subprocessors, and the Texas student privacy agreement (TX-NDPA) are at justblurt.com/privacy.
- Types into any program: Google Docs, Word, the learning platform, email. Mac, Windows, and Chromebook on one license.
- Accessibility Conformance Report (VPAT 2.5, Section 508) at justblurt.com/accessibility. Hands-free mode for students who cannot hold a key.
- $89 for 12 months, one student. Bought by families with TEFA, PDSES, FES-UA, and ClassWallet funds (justblurt.com/get-it-funded), by districts on a purchase order (justblurt.com/purchasing), or by VR counselors on a service authorization. A free one-semester district pilot is available.