

Developing a Model of Asynchronous Family Centered Support

2026 EHDI Annual Conference

Kristina Blaiser (Presenter)

Marie Martinez (Co-author)



Welcome

to the



Objectives

1

Identify one way an asynchronous program could be used in their family support programs.

2

List two different benefits of using asynchronous programming.

3

List at least three evidence-informed items needed to design an asynchronous program

Pivot Supports

**Adding Asynchronous
Support**

Shifting Support





Asynchronous Family Support

Who is here today?

Defining synchronous vs asynchronous



Family Centered Early Intervention-DHH

Critical to meeting the needs of families

Specifically, families, who have infants newly identified with hearing differences



Challenges with Current Models

1. Providers lack confidence and explicit training
2. Challenges with schedules, resources, access to providers



HATCH Lab

- Challenge: How do we meet the needs of all families across the rural state?
- If family centered is a key aspect to improving outcomes, how do we incorporate this into programs, ***with families?***

Welcome

to the



Asynchronous Technologies



- Reduce Barriers
- Align with Family Routines



(Unholz-Bowden et al., 2020).

Asynchronous Technologies (AT)

- Video
- Still Images
- Chat Messages
- Recorded Data



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HATCH Lab *Asynchronous* Family Support



Family Ambassador

- **Weekly Newsletter**
- **Emails**
- **Text Messages**

Social Media

- **HATCH Website Resources**
- **HATCH Support Posts**

Programs (the NEST & SOAR)

- **Video Upload Support**
- **Message Support**
- **Content Options**

Instructional Design

| Content Components | Present |
|----------------------------|---------|
| Concept to be learned | |
| Define the concept | |
| Rationale for the concept | |
| Steps of implementation | |
| Video Example | |
| Video non-Example | |
| Use (homework or coaching) | |

(Martinez & Blaiser 2026)

Idaho State University

× IDFamSup22

- > Welcome to the NE
- > I wish I could talk to
- > What can I do right
- > I need help underst
- > What about hearing
- > What is an audiolog
- > SOAR Language Pr
- > Week 2: Expectant
- > How do I read book
- > Week 3: Face to Fa
- > Week 4: Expansion
- > Week 5: Know Your
- > Week 6: Specific Le

the NEST

the NEST Journal

A companion during the first moments

A JOURNAL FOR YOUR FAMILY ON YOUR JOURNEY

Edit mode

Collapse all

the NEST

Instructional Design

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- Upload your child's audiogram
- What is hearing technology...
 - How it feels
 - Keeping Hearing Technolo...
 - Practice putting your child's ...
 - Datalogging
 - Practice reading your child's ...
 - Earmolds
 - Hearing Aid Options
 - Hearing Aid Options
 - Practice describing your chil...
 - > What is an audiologist? How...
 - > SOAR Language Program
 - > Week 2: Expectant Waiting

What is hearing technology? Mark as done

Many babies are appropriate candidates for hearing technology- the right technology will depend on the type of hearing loss. It's important to learn about the technology so you can be sure it's working correctly. Click here for more information.



How it feels Mark as done

Keeping Hearing Technology on (Caregiver Video) Mark as done

Instructional Design

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| Define the concept | ✓ |
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(Martinez & Blaiser 2026)

Caregiver Kat Ross describes keeping hearing technology on your baby.

The image shows a YouTube video player interface. At the top, a light blue banner contains the text "Caregiver Kat Ross describes keeping hearing technology on your baby." Below this is the video player itself. The video title is "Keeping Hearing Technology on: Caregiver Presentation" and the channel name is "Family HUB". The video thumbnail features a white box with a purple steering wheel graphic, the text "Family HUB" in blue script, and "KEEPING HEARING TECHNOLOGY ON!!" in blue. A yellow bird is flying in the bottom right corner of the thumbnail. A red play button is centered over the video. On the left side of the player, there is a profile picture of a woman and a "Watch on YouTube" button. On the right side, there is a "Copy link" button. At the bottom of the player, there is a "Last modified: Tuesday, July 29, 2025, 9:03 PM" timestamp. Below the player, there is a navigation bar with a left arrow, the text "How it feels", a "Jump to..." dropdown menu, and a right arrow.

Last modified: Tuesday, July 29, 2025, 9:03 PM

◀ How it feels

Jump to...

Practice putting your child's hearing technology on ▶

Instructional Design

| Content Components | Present |
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| Video Example | ✓ |
| Video non-Example | ✓ |
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Mark as done

Upload a video of yourself putting your child's hearing technology on.
Describe how you put your child's hearing technology on and how you keep it on during waking hours.

?

Q

Add discussion topic

Subscribe to forum

| | Discussion | Started by | Last post ↓ | Replies | Subscribe |
|---|--------------------------------|--------------------------------|--------------------------------|---------|-------------------------------------|
| ★ | Putting on Cochlear Implants | Savannah Pet... 10 Nov 2025 | Savannah Pet... 10 Nov 2025 | 0 | <input type="checkbox"/> |
| ★ | Video upload instructions here | Marie Martinez 31 Jul 2025 | Marie Martinez 31 Jul 2025 | 0 | <input checked="" type="checkbox"/> |

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Content Components

Concept to be learned

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Rationale for the conce

Steps of implementati

Video Example

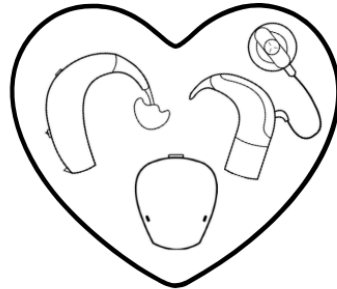
Video non-Example

Use (homework or coac



HEARING DEVICES

Children can access high quality sound with **hearing aids, cochlear implants** and **BAHAS**



Hearing devices are most effective with:
Full-time use - "Eyes Open - Ears On"

Keeping devices on can be tricky.
Scan code for ideas to keep them on!



"My daughter's hearing aids are her brain development devices." – Kat Ross



HEARING DEVICES

What hearing technology will your child use full-time?



Write down questions you will ask your child's pediatric team regarding your child's hearing technology:

- 1.
- 2.
- 3.



HATCH-to-SOAR Hybrid Program

| Content Components | Present |
|----------------------------|---------|
| Concept to be learned | ✓ |
| Define the concept | ✓ |
| Rationale for the concept | ✓ |
| Steps of implementation | ✓ |
| Video Example | ✓ |
| Video non-Example | ✓ |
| Use (homework or coaching) | ✓ |

The screenshot shows a YouTube video player with a worksheet overlay. The worksheet is titled "HATCH to SOAR" and includes the following text:

- REFLECTION + HOME PRACTICE
- WHAT IS OPPORTUNITY TO ME/MY FAMILY?
- A large empty box for writing.
- Two columns for notes: "PAT KUHL TED TALK" and "MY ROUTINES".

The video is titled "SOAR Week 1" and is by Marie Martinez (2 subscribers). The video player interface includes a YouTube logo, a menu icon, and a "Save" button at the bottom right. In the background, a Zoom meeting is visible with participants Kristina Blaiser and Kat Ross - HATCH F2F Support.

(Martinez & Blaiser 2026)



Family Collaboration

Each module was created
from the parent perspective
and provider perspective

First Questions Guide the
Content



Future directions

1. Further refine the HATCH Asynchronous Programs
2. Systematically support families across geographic locations
3. Link to developmental, academic, and communication outcomes
4. Revise/review framework as we go

Welcome

to the



Engage with Us!

Visit Our Website
Hatchlab.com

Contact Us Directly

| | |
|------------------|--|
| Kristina Blaiser | Kristina.blaiser@isu.edu |
| Kathleen Ross. | kathleenross2@isu.edu |
| Marie Martinez | Janemartinez@isu.edu |

Support Our Growth

@isuhatchlab

Thank You!

Appreciation

Team: Kat Ross & Lesa Coleman

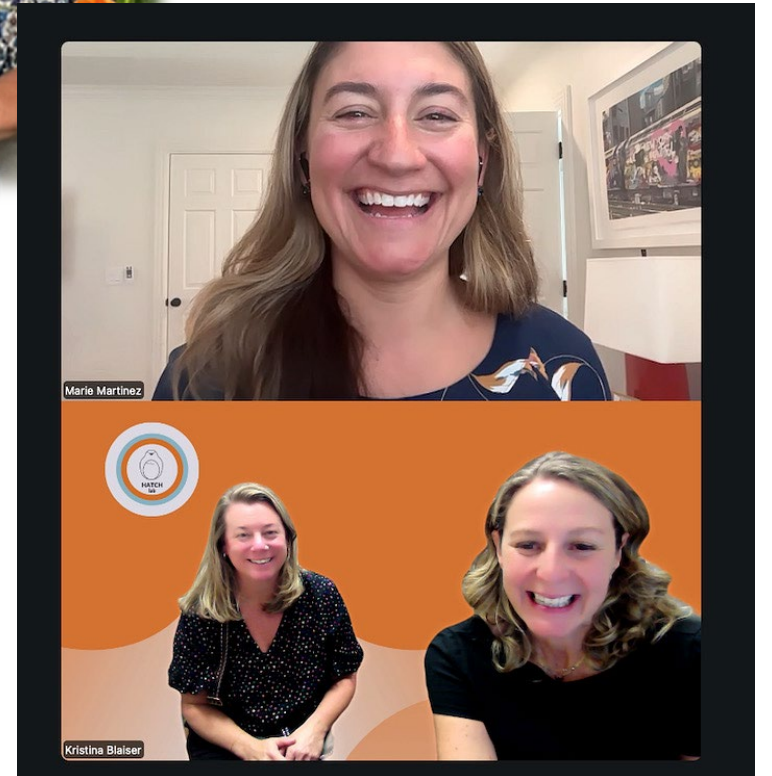
We sincerely appreciate your attention and support throughout this presentation.

Questions Welcome

Feel free to reach out with any questions you might have. We're here to help!

Stay Connected

Connect with us on social media to stay updated on our latest news and events.



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