

# The Journey of Healthy Development Services

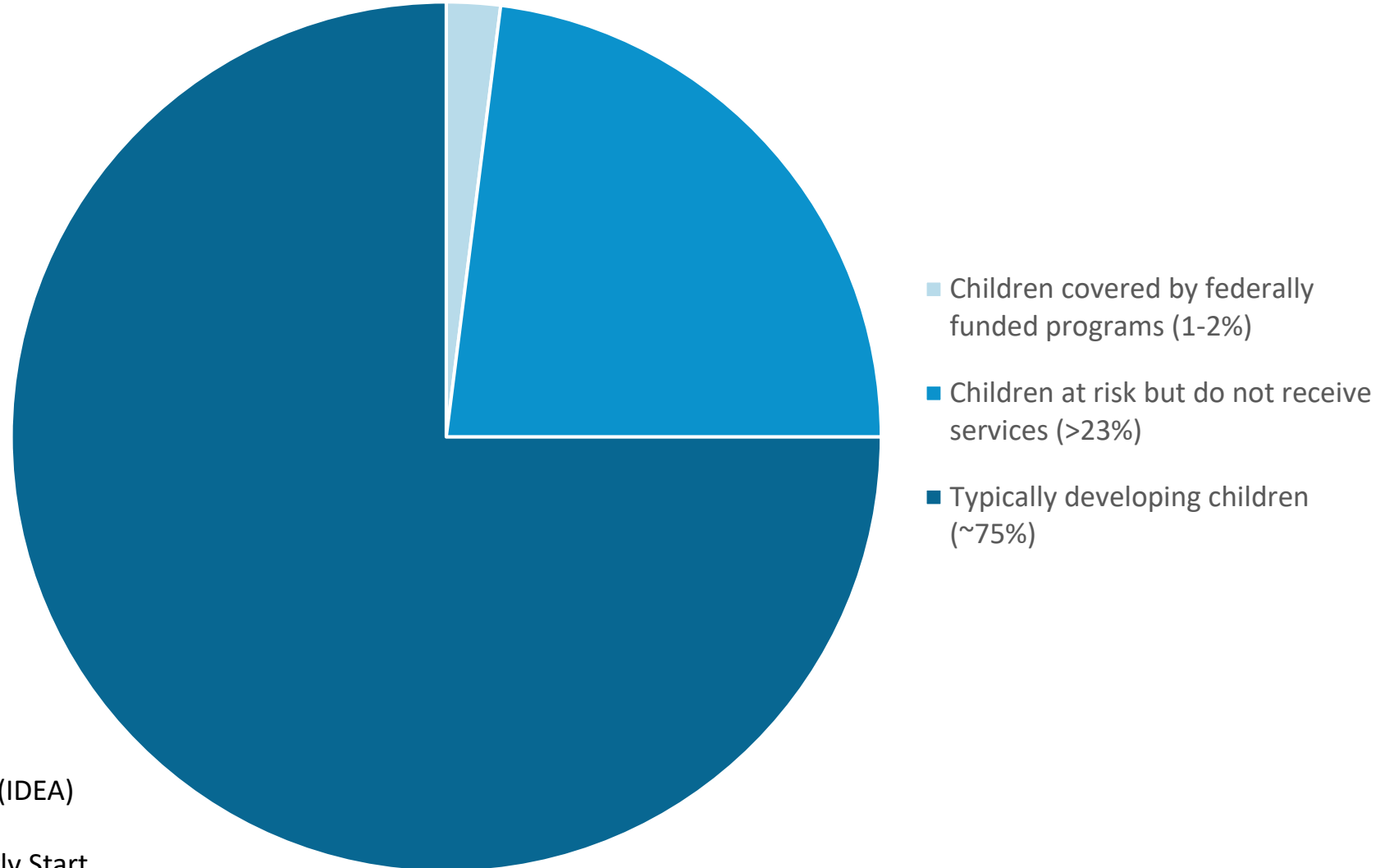
Lily Valmidiano, MPH, CHES and Pradeep Gidwani, MD, MPH

# Today's Presentation

- Brief overview of the Healthy Development Services (HDS) service model
- What makes HDS unique
- The impact of COVID on HDS
- Future directions



# Children's Developmental and Behavioral Needs are Not Being Met



Federally funded programs:  
Individuals with Disabilities Education Act (IDEA)  
Part B – Special Education in Schools  
Part C – Regional Center and California Early Start



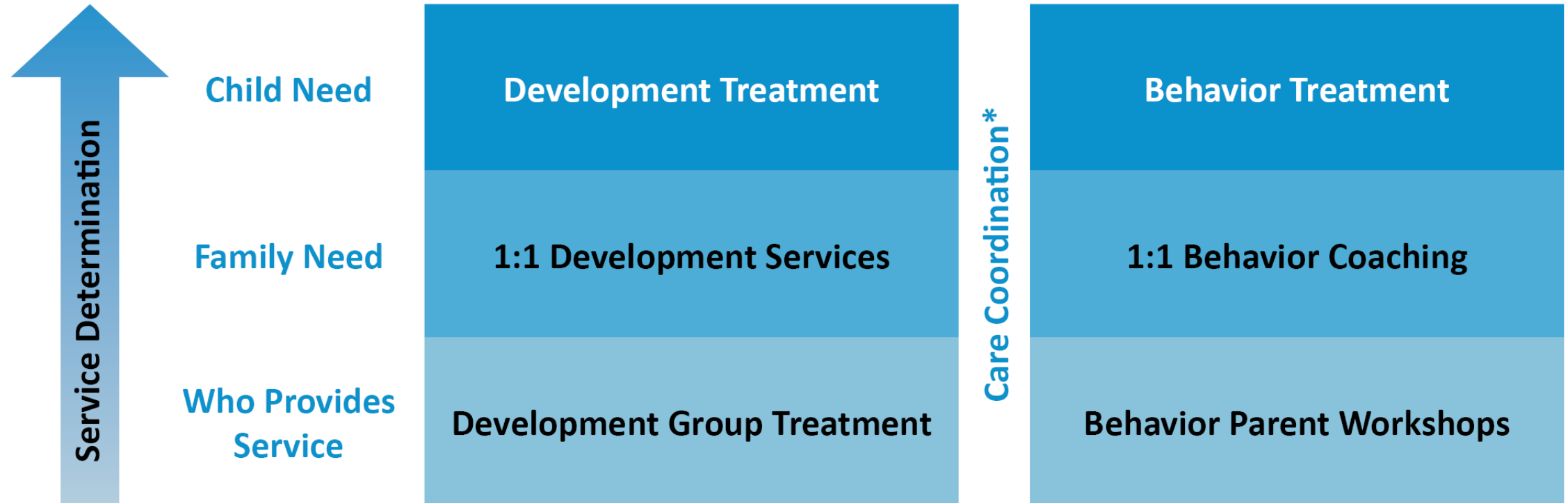


**Over 330,000 children and  
their families served**



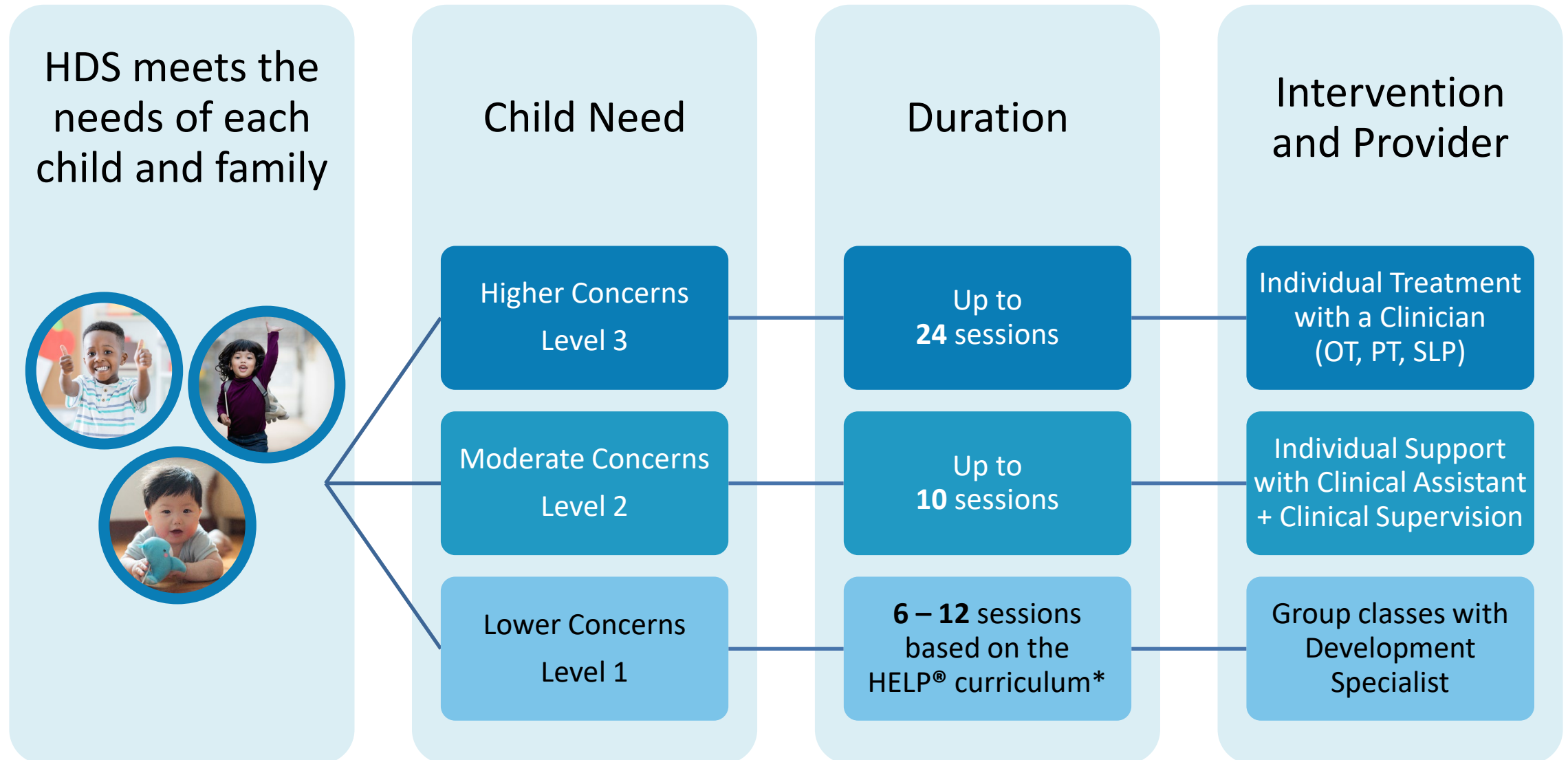
# Healthy Development Services Model

Service Model



\*Care Coordination is offered to families needing assistance with navigating the HDS system

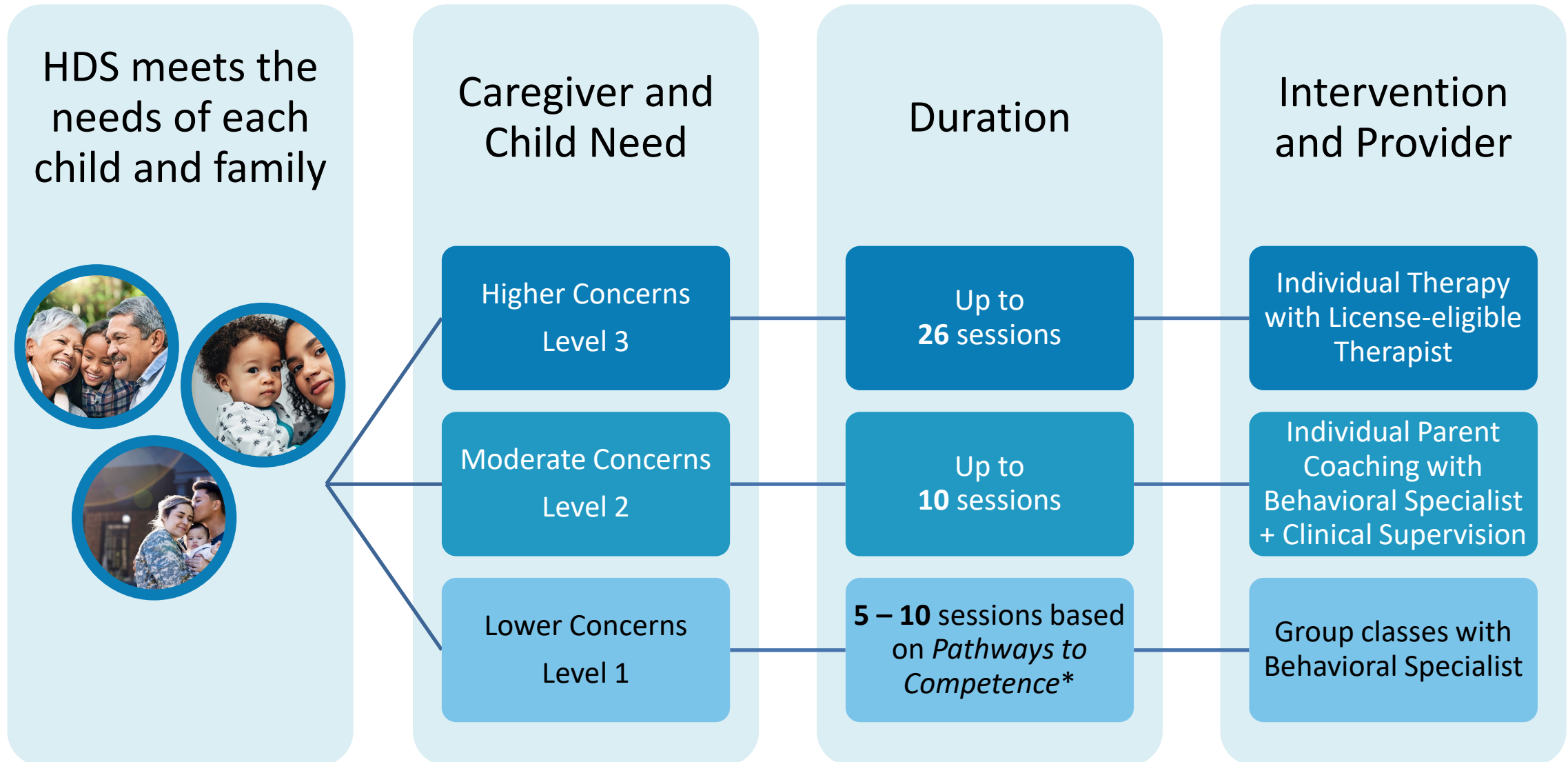
# HDS Development Services Summary



\* Parks, S. (2006). *Inside HELP: Administration and reference manual: For using the Hawaii Early Learning Profile as a birth to three, curriculum based assessment*. Palo Alto, CA: VORT Corporation.



# HDS Behavior Services Summary



\* Landy, S. & Thompson, E. (2006). *Pathways to Competence for Young Children: A Parenting Program*. Baltimore, Maryland, Brookes Publishing.

# HDS Care Coordination Summary

HDS meets the needs of each child and family



## Family Need

Complex with multiple risk factors  
Level 3

Complex with moderate support needed  
Level 2

Minimal support needed  
Level 1

## Duration/ Frequency

3 – 8 months/  
Weekly

6 weeks – 6 months/  
~Twice monthly

2 week – 2 months/  
Until in service + as needed

## Intervention and Provider

Intensive Case Management with Master's level preferred

Case Management with Bachelor's Level

Referral Management with Bachelor's level or HS + equivalent experience



# Our Lessons Learned

A wide-angle photograph of a newly paved, winding asphalt road that curves through a hilly landscape. The hills are covered in dry, golden-brown grass, and the sky is overcast. The road has white and yellow painted lines. In the foreground, there are several wooden posts with reflective white bands, likely for road safety. The overall scene conveys a sense of a new beginning or a journey.

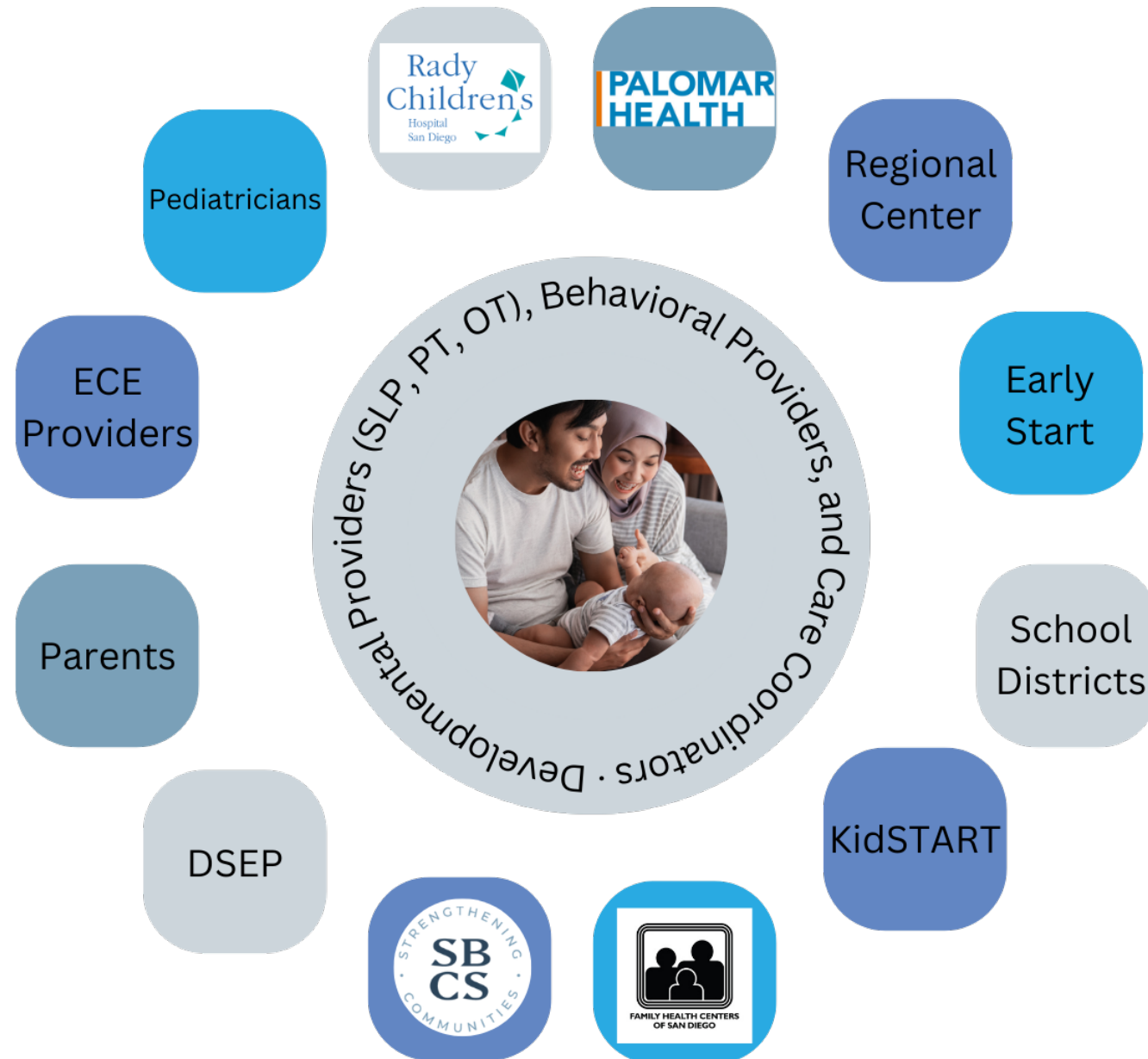


# When we started...



## Provide the right mix of treatment

# Lessons Learned about Systems Coordination







**Lessons Learned from  
Our Providers**





# Field of Dreams

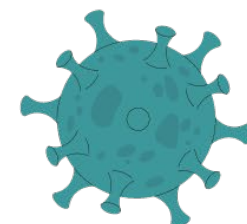
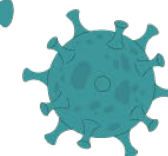
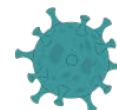
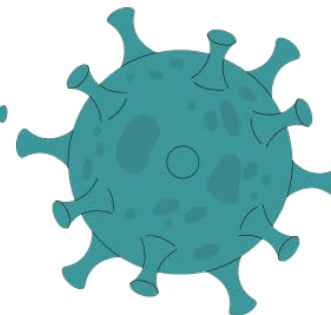
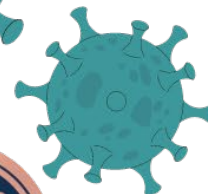
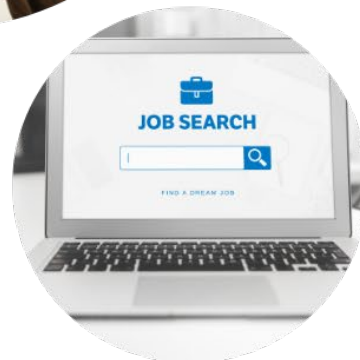
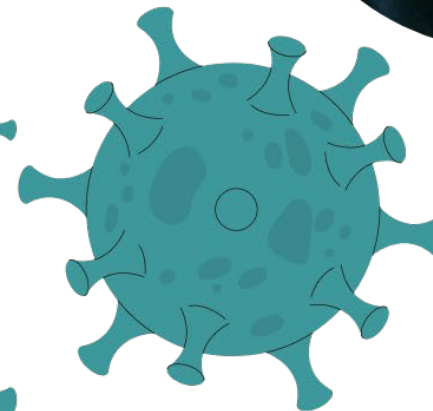
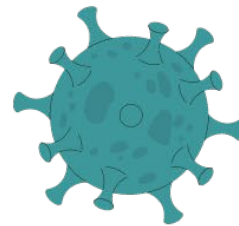
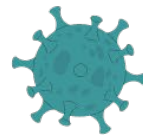
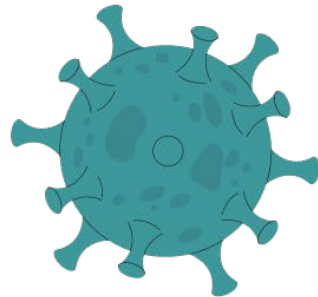
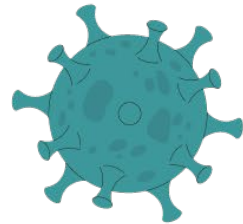




**Supporting Our  
Parents and Caregivers**



# Challenges Due to COVID



# HDS Response to COVID



**Teleservices**



**Deeper Support for  
Our Providers**



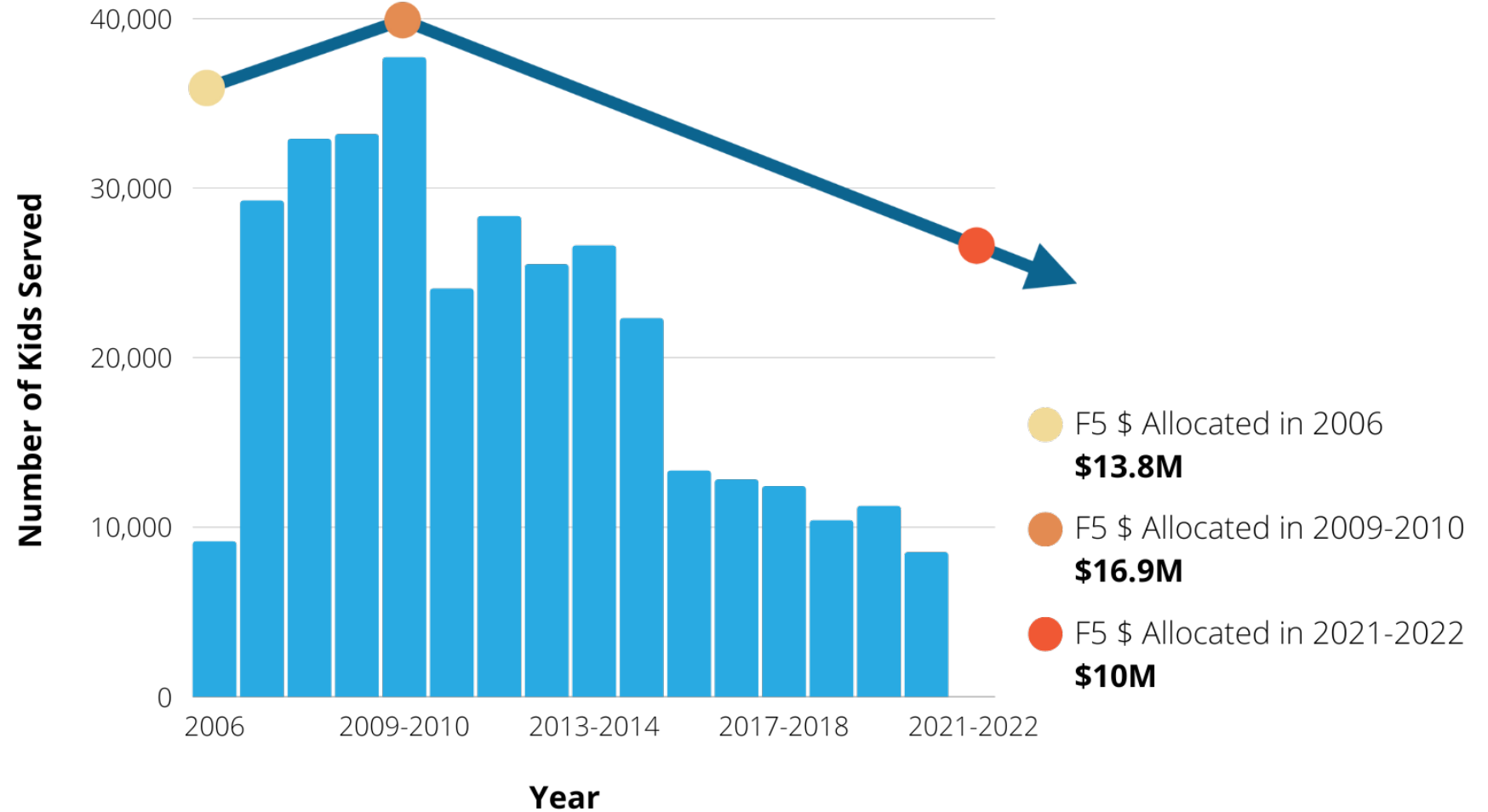
**More Support for  
Parents and  
Caregivers**



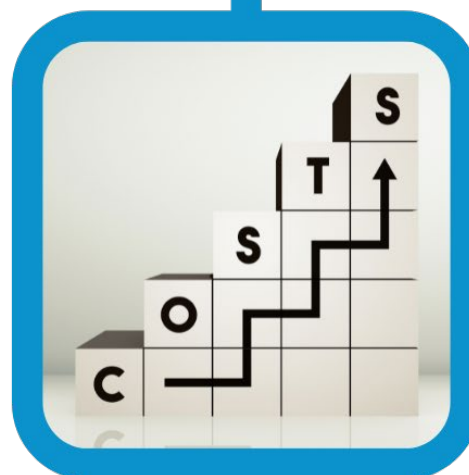
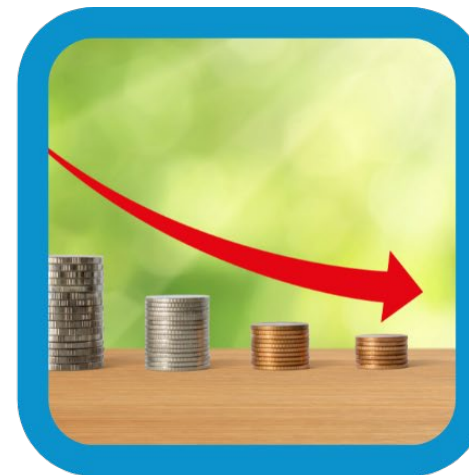
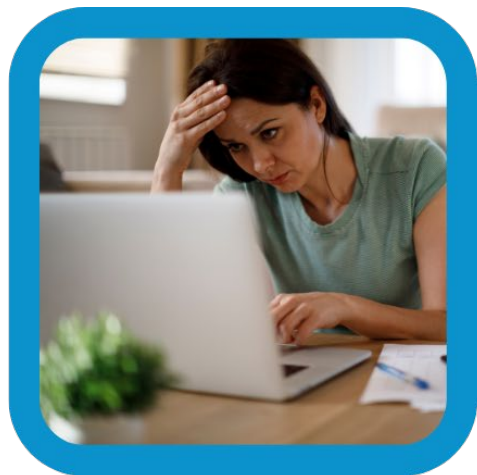
# Aligns with Live Well San Diego - Lifetime Impacts for Families and Our Community



# Impact of Declining Revenue



# Triple Threat to HDS





# Questions Moving Forward





# Questions?



For more information, contact:

Pradeep Gidwani, MD, MPH

[pgidwani@aapca3.org](mailto:pgidwani@aapca3.org)

Lily Valmidiano, MPH, CHES

[lvalmidiano@aapca3.org](mailto:lvalmidiano@aapca3.org)



AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®

