

1 wouldn't have any ADRs or you could have very, very high  
2 where the probability would be much higher. So that would  
3 be a misrepresentation of the actual information that you  
4 have by making it too simple. So I think there's the trick  
5 that you have to find the right balance.

6 DR. LESKO: We're in the world of safety here,  
7 and it would seem like in the clinical trial design,  
8 there's going to be prespecified endpoints of safety that  
9 the sponsor provides. It also seems to me that there's  
10 going to be a convention for a safety biomarker, let's call  
11 it, that will be continuous or categorical.

12 For example, if my concern with the drug is  
13 heart rate, I'm going to look at that maybe as a continuous  
14 variable because that might be the way it's measured and  
15 the way it's analyzed. On the other hand, if I was looking  
16 at a hematological toxicity like neutropenia, I might be  
17 concerned about grading the severity of that.

18 So I guess the question becomes, given there  
19 are certain prespecified endpoints in terms of severity and  
20 frequency, and given that there's a conventional way of  
21 presenting data as continuous or categorical, what would be  
22 the motivating factor to change continuous to categorical?  
23 What would the benefit of that be in terms of the pragmatic  
24 aspect of it, in terms of dose adjustment? Because you  
25 think about a drug that is going to be used therapeutically

1 and being monitored by these same endpoints and doses being  
2 adjusted by those same endpoints. So it's sort changing  
3 something from the usual to the unusual, and you'd have to  
4 say there's a reason to do that. And I guess it wasn't  
5 clear to me what the reasons for me to do that would be.

6 DR. SUN: I will give one example. Liver  
7 toxicity, one situation we saw in one NDA. If you see the  
8 frequency of liver toxicity based on concentration above a  
9 cutoff point, below a cutoff point, you don't see a  
10 difference. So it looks like all concentrations show -- if  
11 you only define liver toxicity as a yes or no parameter,  
12 you don't see a correlation between these two. But if you  
13 use actually the measurement of blood chemistry values,  
14 which is used as an indicator for liver toxicity, you're  
15 able to correlate concentration with the blood chemistry  
16 variable. So clinically it may be easy to see, well, 9  
17 subjects or 10 subjects have liver toxicity, but we don't  
18 know correlation with concentration.

19 But on the other side, you can see actually  
20 when concentration or AUC increases, the chemistry value  
21 have some trend increase. Then you define a cutoff at that  
22 point that says on the curve where is the cutoff, then  
23 where is the concentration's cutoff? So there are two ways  
24 to present this data. The same data set we can do two  
25 ways.

1           My own experience in the drug labeling is that  
2 it looks like the first way is easier, the second way  
3 somehow, like you mentioned, has to be communicated to  
4 others in different professions as well.

5           DR. FLOCKHART: I would just emphasize that  
6 point. I think obviously you lose power with a categorical  
7 variable, but if you have a change that is picked up by the  
8 categorical variable, as well as by the continuous one, in  
9 general it communicates better. And we have a humongous  
10 problem with communication. That's an understatement. So  
11 I think when it's possible to state something in stark,  
12 clear yes or no terms to somebody who's practicing medicine  
13 in the area of drug interactions or recommendations within  
14 a label -- we're all aware of the vast majority of the  
15 label is just dust anyway. So when you can simplify it,  
16 that helps.

17           DR. VENITZ: Can I just make a general comment?  
18 Looking at some of the, I guess, labeling language or some  
19 of the statements that you reviewed with us, He, the only  
20 time they're going to be useful for a practitioner is if  
21 they actually draw blood levels because otherwise the fact  
22 if I'm above some certain level or some certain area,  
23 something happens or doesn't happen, it won't help me as a  
24 practitioner. The only thing that I want to know is can I  
25 change the dose and how do I change the dose.

1           So when you translate the information that you  
2 get from what you just reviewed for us and translate that  
3 into labeling language, you really have to target doses not  
4 concentrations, unless part of the therapeutic management  
5 with this particular agent requires dose titration based on  
6 plasma levels. Otherwise, I don't see how that is useful  
7 information for the practitioner to translate into  
8 practice.

9           DR. SUN: You prefer dose-response relationship  
10 rather than concentration-response.

11           DR. VENITZ: The only thing that the clinician  
12 can change is the dose unless part of the management  
13 requires taking blood levels, and then depending on the  
14 blood level, I can make certain adjustments.

15           DR. LEE: Can I say something here? I think  
16 what we propose here is we're not going to use a different  
17 approach either as population analysis or regular PK/PD  
18 analysis. So what we're presenting here is can we use  
19 population analysis to get a PK/PD relationship. But once  
20 we get a PK/PD relationship, we're going to follow the  
21 standardized approach to estimate the probability of an  
22 adverse event for special populations. So that's what  
23 we're trying to propose here.

24           DR. VENITZ: The statements that he reviewed  
25 for us, at least most of them, have some statement about

1 levels or areas that are too high, too low. And I'm saying  
2 from a practitioner's point of view, unless part of the  
3 management with this particular agent requires drawing  
4 blood levels so I can actually measure levels, it's  
5 useless. I need to know what to do with my dose because  
6 that's the only thing I can change short of changing the  
7 drug itself.

8 DR. SUN: But on the other side, let's say,  
9 same dose level due to drug-drug interaction change the  
10 concentration. This information will give us an idea if  
11 the concentration changed by such a degree, what's the  
12 probability in the ADR will be. So in terms of decision on  
13 this side, we still have to rely on this rather than only  
14 rely on dose. Although at the end, we can see -- the end  
15 and the level and we see in terms of drug-drug interaction,  
16 you have to deduct the dose by 50 percent, but a 50 percent  
17 deduction was got from concentration dose-response  
18 relationship.

19 DR. VENITZ: I don't have a problem with your  
20 conclusions. I'm questioning the usefulness of  
21 incorporating the conclusions as they are in a label to  
22 convince a practitioner to change a dose. That's all.

23 DR. SHEINER: Getting back to this issue of  
24 dichotomous versus continuous. There's a big difference as  
25 to whether you translate -- and I think this is what David

1 | was getting at -- from continuous to dichotomous, let's  
2 | say, on the way in -- that is to say, you change the data  
3 | and then analyze the data that are now dichotomous --  
4 | versus on the way out where you take this complex model  
5 | that deals with all the variables in their full complexity  
6 | and then draw a very simple conclusion based upon  
7 | simulations of that that says half the time it's going to  
8 | be bigger than this if you do that. There's no problem  
9 | with the latter, and that's very important for  
10 | communication, to make things simple, to talk about the key  
11 | issues.

12 |           The problem with the former is that you're  
13 | losing information. The places you see it worst are in  
14 | these clinical scores where you have 15 or 20 questions  
15 | that you ask and then you add up the number of yeses and  
16 | that's a number. They're clearly not combined optimally.  
17 | You don't know whether one or another question would have  
18 | more information than other things.

19 |           What they do is they allow you to do your  
20 | analysis simpler. The only time that in my mind it's  
21 | justified to simplify the data before you analyze them is  
22 | when the loss of noise exceeds the loss of signal and you  
23 | can afford some loss of signal and you're losing more noise  
24 | by dichotomizing, let's say.

25 |           And I think most of us actually are probably --

1 I don't know. It would be interesting to take a survey of  
2 how many bits of biological information people believe  
3 there is in something, let's say, that's three significant  
4 figures like a serum sodium. Is there really the 12 or so  
5 bits that it takes to represent a three significant digit  
6 number or is it really only three or four bits? The sodium  
7 really 140 to 143 is all the same, et cetera. I think  
8 there's probably a lot less information in these continuous  
9 variables than we think there is because of the high  
10 feedback systems that we're dealing with.

11 But the main point, it seems to me, is the  
12 three questions that I always say you've got to ask before  
13 you do anything. So this one is, what's the question? If  
14 you want to write a label that says that as you increase  
15 the dose by these increments, the probability of this  
16 toxicity will go up by those increments, then you have to  
17 have a model that somehow represents continuous probability  
18 versus continuous dose. If you don't want to write a label  
19 that says that but only says don't give the drug to people  
20 who have values beyond these, then you don't need that. So  
21 first figure out the question.

22 There I think maybe is where one could  
23 sometimes schedule a meeting to talk about that. What  
24 should recommendations for dosage changes in special  
25 populations look like? What kind of statements ought we be

1 | trying to make? And that will determine the data we want  
2 | to gather and how we want to analyze it. I'm not sure  
3 | that's all settled, but I'd like to hear at some point what  
4 | the agency does think about what constitutes a complete set  
5 | of statements and what degree of precision and what kinds  
6 | of words you use and what kinds of things you want to be  
7 | able to say.

8 | DR. VENITZ: Any comments, Larry or Peter?

9 | DR. LESKO: No. We've sort of thought about  
10 | that last statement that Dr. Sheiner brought up. I think  
11 | it's a very valuable statement, but I think we need to  
12 | think about it and put the story together and bring it  
13 | before the committee. But I think it would be a very  
14 | interesting discussion to have, what elements of a good  
15 | label should there be in terms of a probability of risk and  
16 | an intervention of some sort and how do you present that in  
17 | a consistent way across special populations or something  
18 | like that.

19 | DR. VENITZ: A couple of more comments, I guess  
20 | more general comments, not specific to your question. But  
21 | how to translate information that you would gather from  
22 | this kind of analysis and translate them into labeling  
23 | language. How is the drug being administered? Is it  
24 | titrated on some kind of effect? That would make a big  
25 | difference in terms of how some of those things would



1 translate into a dosing recommendation because you may not  
2 have to make a dosing recommendation because you're going  
3 to pick it up as part of the normal way of therapeutic drug  
4 monitoring. And it might not be a drug level. It might be  
5 some surrogate marker, some biomarker. Obviously, what are  
6 the available ways of adjusting the dose? Do they have the  
7 dosage forms to accommodate that or can you not?

8 And then along the titration route, do we know  
9 anything about intra-individual variability that would  
10 allow us to assess for a given patient how likely they're  
11 going up and down, and is our dosing algorithm going to  
12 pick that up?

13 Those are questions that aren't really  
14 addressed in what you're talking about, but I think they're  
15 very relevant for translating this information into  
16 recommendations in the labeling.

17 DR. LESKO: Just to add to that in thinking  
18 about maybe a future discussion with the proposed labeling  
19 rule that the agency has out, there's going to be some  
20 revamping of the label such that certain information gets  
21 to the top of the label out of the individual sections.  
22 And a question could be raised as to what criteria in the  
23 context of what we're talking about would warrant raising  
24 information to a more prominent part in the label. If that  
25 is done for catching the attention of a prescriber, it gets

1 to that language and how you present the information in  
2 translating it into therapeutics. So I think the whole  
3 thing sort of flows as a future issue.

4 DR. SUN: Yes. We do see situations where a  
5 label can be -- let's say it's an IV formulation or all  
6 doses are available. You can put a table. It shows about  
7 every year with a different dose. But when the  
8 formulations only have 15 and 30 milligrams, you only can  
9 do is categorize them to two classes. That is really true.

10 Let me summarize. As will be -- if we  
11 translate from continuous to categorical, we lose  
12 information. But on the other hand, maybe categorical is  
13 easier to communicate. And it also depends on the outcome,  
14 what are you going to do before you handle the data.  
15 Before you even start an analysis, how do you use this  
16 information.

17 Thank you very much.

18 DR. VENITZ: Any other comments?

19 DR. DERENDORF: Maybe it's way out there, but  
20 it seems that one problem is not so much the information  
21 and the data analysis, but it is really the ability of the  
22 user to do something with it. I think maybe one of the  
23 reasons is that we're limited in the label to just a  
24 written document, and with modern technology, a lot of that  
25 information can be presented to someone in a palatable way

1 | like in a little computer simulation where all the  
2 | information is entered, and then there's a recommendation  
3 | or an assessment that comes back. That may be something to  
4 | consider in the future.

5 |           DR. RELING: I'm new to this, but you talk  
6 | about special populations and you've presented different  
7 | examples of covariates. is there some sort of list that  
8 | you have of what you consider to define special populations  
9 | and what you consider covariates that should always at  
10 | least be asked about? We heard about ketoconazole and  
11 | something else, age or renal dysfunction. Are you letting  
12 | individual studies drive these things? Are you going  
13 | through some algorithms to define what you should look for  
14 | a priori? How are you deciding what you'll even include or  
15 | think about looking at? Because there are all kinds of  
16 | examples where we're making dumb mistakes like looking at  
17 | ketoconazole but not itraconazole. How are you going  
18 | through this stuff?

19 |           DR. SUN: The first part you're asking how to  
20 | define the special populations. In the legal terms, they  
21 | define special population as disabled patient/subject,  
22 | blind subject or some others. In our clinical pharmacology  
23 | term here, we refer to subpopulation like a pregnant  
24 | patients, pediatric subjects, or other ethnic groups rather  
25 | than the legal term defined those special populations.

1 That's the first part.

2           The second part. When we do clinical trials in  
3 phase III trials, we do have some inclusion/exclusion  
4 criteria. A majority of the time it's how the drug in the  
5 future will be given to patients in the clinical setting.  
6 So most likely we will include other subjects who  
7 potentially will take this drug.

8           Did I address your question?

9           DR. RELING: Not really.

10           DR. LESKO: Let me add to it. First of all,  
11 the answer to the question is somewhat drug dependent, but  
12 there is a standard range of assessments that are expected  
13 within the drug development program. And most of these are  
14 revolving around the changes in pharmacokinetics. So, for  
15 example, there are demographic factors. We would want to  
16 know age, gender, and race and the effects on  
17 pharmacokinetics and whether that's pertinent to dosing  
18 adjustments that might be necessary in those subpopulations  
19 or special populations.

20           We then move next to intrinsic factors, as we  
21 call them, and they're predominantly disease states that  
22 handle drug disposition. So renal disease and hepatic  
23 disease is a standard study that's in most NDAs.

24           And then finally the issue of extrinsic factors  
25 and predominant amongst those are co-administered drugs.

1 So there's a heavy emphasis, ideally mechanistically  
2 driven, to look at clinical drug-drug interactions that are  
3 likely to be important in the clinical setting.

4 So the categories of special populations are  
5 defined by these demographics, the intrinsic, and the  
6 extrinsic factors.

7 Now, depending on the drug used, there may be  
8 additional special populations that would be looked at, but  
9 I would say the ones I just mentioned are the standard  
10 covariates that you would be interested in.

11 DR. RELING: Do you require those to be  
12 addressed a priori in the trial? And what makes the  
13 difference whether you decide -- when are you going to  
14 start looking at genetics? Where do you start drawing the  
15 line of saying you've got to look at something besides a  
16 creatinine and a bilirubin or whatever it is you are asking  
17 for?

18 DR. LESKO: "Require" is kind of a harsh word.  
19 I'd like to think of it as recommendations. By and large,  
20 everything I just said is contained in guidances to the  
21 industry that say what the expectations of the agency are,  
22 and if those types of analyses aren't available, the burden  
23 of proof then is on the company to say why it's not  
24 important in the case of that particular drug.

25 When you get into what I would call evolving

1 areas or evolving covariates -- and you mentioned genetics  
2 I think as one of them -- we have now appearing on sort of  
3 the drug development scene the ability to look at changes  
4 in DNA sequence that would describe what we typically have  
5 called phenotypes, poor metabolizers and extensive  
6 metabolizers. It's a logical extension, to me at least, to  
7 begin to ask the question, given the availability of a test  
8 to measure a genotype, at least answer the question  
9 somewhere in drug development, is that an important  
10 covariate. It's no different in my mind. The fact that  
11 it's genetic doesn't make much difference to me in a sense  
12 because it's a covariate that could be identified that may  
13 have a significant effect on exposure and then subsequently  
14 response. So it would seem to me you either need to have  
15 some information that would say I need to worry about it or  
16 I have information that would say I don't need to worry  
17 about it.

18           If one thinks about the size of special  
19 populations, certainly a genotyped group, i.e., a poor  
20 metabolizer for a 2D6 substrate, is much larger in size  
21 than would be, say, a patient population defined by their  
22 renal function. So I think we're moving in that direction  
23 as the science evolves and as our ability to identify these  
24 covariates becomes more commonplace and available.

25           DR. SADEE: It appears to me that these models

1 all still assume exposure in terms of how much drug is  
2 there. So the alternative is to look at special  
3 populations that have a clearly different dose-effect  
4 relationship. So what I'm struggling with, in terms of  
5 trying to understand how to simplify this and how to still  
6 get reality in there, is if you have two different  
7 populations with the outlier, the toxicity occurrence, is  
8 because somebody is genetically or environmentally  
9 predisposed in a way that cannot be predicted by the model,  
10 that it's just looking at exposure, how much drug is in the  
11 body. And if you try to merge the two, you're obviously  
12 making an error. On the other hand, it's clear that even  
13 for those patients, the more drug you have, the more likely  
14 it is that there would be an adverse effect.

15 So I think we're talking about two different  
16 models here. One assumes we have this relationship between  
17 how much drug is there and the effect, and the other one  
18 would be there's a completely different relationship.  
19 Those two have to be merged, I suppose, without then  
20 incurring too large of an error.

21 DR. LESKO: Yes. I think that sort of brings  
22 home a very interesting point, and we kind of talk about it  
23 but don't know exactly what to do with it. And that is the  
24 paradox of drug development, as I call it, that drug  
25 development revolves around population signals and

1 population data, whether it's the efficacy signal, the  
2 safety issue, or the pharmacokinetics. You're looking at a  
3 population average.

4           Yet, as Dr. Sadee has mentioned, when you're  
5 treating patients, you're worried about the individual  
6 situation and how you can best optimize a dose in the  
7 individual. When we talk about individualizing or  
8 optimizing dose, I'm sure we're talking about it in the  
9 context of a subpopulation or special population defined by  
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11 individual that genetically may be predisposed.

12           I think it's easy to focus on pharmacokinetics  
13 and much harder to focus on the factors that influence  
14 receptor sensitivity or the things such as long QT and  
15 things of that sort because they're a little bit more  
16 complex, especially in the polygenic nature of being more  
17 complex.

18           DR. VENITZ: Any further comments?

19           (No response.)

20           DR. VENITZ: Then it looks like we're going to  
21 get an early break. We're going to break from, I guess,  
22 right now until 12:45.

23           We have nobody signed up for the public  
24 hearing. So we are starting at 12:45 with Dr. Karlsson's  
25 presentation, the example number 4, in using exposure



1 response to recommend dosing adjustments.

2 So enjoy your lunch and we'll be back at 12:45.

3 (Whereupon, at 11:40 a.m., the subcommittee was  
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## AFTERNOON SESSION

(12:50 p.m.)

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2  
3 DR. VENITZ: Can we reconvene the meeting,  
4 please?

5 Our next presentation is Dr. Mats Karlsson, the  
6 faculty of Uppsala University of Sweden. He is going to  
7 talk about optimizing dosing strategies for defined  
8 therapeutic targets. Dr. Karlsson.

9 DR. KARLSSON: Good afternoon. I'm really  
10 grateful for this opportunity to get some insight into the  
11 American regulatory process.

12 So I'm going to talk about optimizing dosing  
13 strategies for defined therapeutic targets. I'm going to  
14 talk about target definition in relation to dose finding.

15 We have done some work, mainly simulation work,  
16 but then also applications to a few real drugs under  
17 development, and I'm going to focus more on those as  
18 examples of what we've been doing.

19 The dosing strategy alternatives that there are  
20 are, first of all, the single, one dose fits all always,  
21 which of course is very convenient for patients,  
22 clinicians, and producers, if it's appropriate, but often  
23 variability and pharmacokinetics and pharmacodynamics will  
24 lead us down the individualization route.

25 There are two types of individualization.

1 First, we can individualize based on patient  
2 characteristics, observable, or feedback individualization  
3 based on some measurement or observation of the patient, or  
4 we can have a combination of these two.

5 So the next thing is the defined therapeutic  
6 target. Anybody who is involved in decision making on  
7 dosing strategies have to have some implicit target  
8 concept. This might not always be quantitative. It might  
9 not always be stated, but there has to be some target. And  
10 if we were to quantitate it and actually spell it out, we  
11 could base it on, most reasonably, the weighted balance  
12 between beneficial effects and side effects. You could  
13 also consider other endpoints like only one side of the  
14 coin or drug concentrations or biomarkers, especially when  
15 it comes to individualization in subpopulations, as we have  
16 been discussing today. And, of course, the target might  
17 differ between different patient subpopulations. We want  
18 to treat more severe disease maybe more aggressively.

19 We need not only to know the target, but also  
20 seriousness of deviation from the target, and we can use an  
21 all or none criteria which we recognize from  
22 pharmacokinetics as the simplest concept of therapeutic  
23 window where all concentrations within the therapeutic  
24 window are equally desirable and all concentrations outside  
25 equally undesirable. And the pharmacodynamic correspondent



1 is the responder/nonresponder concept here.

2 But we usually think that biology works in a  
3 more graded manner and we might want to actually value the  
4 deviation from target in a more graded manner. Of course,  
5 what's important there is the clinical picture, but we  
6 might approximate that with various statistical  
7 distributions. And also the seriousness of target  
8 deviation may vary between patients, although I haven't  
9 seen any examples of such applications.

10 When I'm talking about the target concept and  
11 the penalty function, of course together these form the  
12 utility function, and I understand that that was the topic  
13 of talks at the last committee meeting.

14 So one scenario for selecting a dosing strategy  
15 would be that it's based on some implicit criteria on the  
16 target and penalty function, and then that more or less  
17 stops there.

18 Another scenario would be the same thing, but  
19 then take it a step further. If one has a population model  
20 for the dose, two-target variable, one could actually  
21 estimate based on the decided dosing strategy and the  
22 model, what target and penalty function does that  
23 correspond to and then assess whether it seems to be a  
24 reasonable target, and if it is, stop there. Otherwise,  
25 revise your dosing strategy.

1           A simple example that we came across when  
2 collaborating with a drug company was a drug under  
3 development for a disease which had two harmful events.  
4 The frequency of one was decreased by the drug and the  
5 frequency of the other was increased by the drug. Of  
6 course, what exposure, what dose you would choose would  
7 depend on how you evaluate these two against each other.  
8 If this effect is deemed more harmful than this, you would  
9 choose a low dose. Otherwise, the opposite, the high dose.

10           So we did some calculations. So the black line  
11 here corresponds to what I was just saying. If we weight  
12 the adverse event high compared to the event that is  
13 beneficially affected by the drug, then we would choose a  
14 very low dose, and if they're equally weighted, we would  
15 choose a much higher dose.

16           In this case, the project team had already  
17 selected a dose of 1, which corresponded to a weight of 3  
18 to 1 for the two events. And when we presented the project  
19 team with this, they said, well, this seems to be a  
20 reasonable weight.

21           However, there were two sub-diagnoses that had  
22 actually different PK/PD relationships, but they had  
23 decided to go with the same dose in both subpopulations.  
24 So, of course, that meant that the weighting was different  
25 for the two subpopulations. So in one it was 4 to 1 and in

1 the other 2.5 to 1, and again the project team said, well,  
2 that's reasonable because in the sub-diagnosis, when the  
3 harmful event occurs, it's more serious than in the other.

4 Then finally for renally impaired patients, a  
5 dose of a quarter of that for the main population was  
6 selected and it corresponds to the same weight between  
7 adverse event and beneficial event.

8 So this is a way to rationalize a selected  
9 dosing strategy after the effect.

10 Of course, one might have more use of defining  
11 the target and penalty function beforehand, and I'm  
12 certainly no expert in this area, but what seems to be wise  
13 is to ask a clinician because they're really the ones who  
14 are sitting on the information here although maybe not used  
15 to formulating these type of functions in quantitative  
16 terms.

17 If there is a drug first in class, consult  
18 preclinical phase I data to assess what tolerability issues  
19 there might be.

20 Consult literature and marketing which might  
21 have done surveys in patients and clinicians of what are  
22 deemed important features of a drug therapy for a certain  
23 disease.

24 And then develop a few alternative targets and  
25 penalty functions, and apply it to historical data, maybe

1 make up a bank of hypothetical patients to be ranked.

2           And then again ask a few clinicians about the  
3 developed utility functions. Most likely they won't agree,  
4 which might be a source for revising the utility function,  
5 but even so, you might not always get full agreement  
6 between different clinicians, and just as Lewis said  
7 earlier today that we need to incorporate uncertainty in  
8 all our aspects, maybe we need to include uncertainty or  
9 variability in the utility function as well.

10           So if we actually have a defined utility  
11 function, then we can proceed in a more rational manner.  
12 If we have the utility function, we have a population model  
13 for the dose-to-target variable, we can estimate the best  
14 dosing strategies given different constraints such as we're  
15 going to give everybody the same dose. We're going to  
16 individualize, but only with two doses and based on a  
17 covariate, or we might individualize based on feedback, et  
18 cetera, and then select the dosing strategy based on target  
19 fulfillment and practical considerations.

20           So what we would do in more detail for the  
21 first step, if we want to optimize the one-size-fits-all  
22 dose, would be to, based on the utility function and  
23 population PK/PD model, we would actually maybe not need  
24 the full PK/PD models that we usually use if we're only  
25 considering steady state concentrations' relation to

1 effect. We might only need the model for clearance.  
2 Covariate models are essentially superfluous because  
3 they're not going to affect our dosing, and we would, based  
4 on these models, simulate a large number of hypothetical  
5 patients. We would obtain a prediction of each  
6 individual's deviation from the target for a certain dose,  
7 and then obtain the optimal dose by minimizing the overall  
8 loss. In this case, we can do this simply by just repeated  
9 simulations, trying different doses, but we could recast  
10 the problem as an estimation problem and estimate the dose  
11 instead.

12 This actually is just a pictorial slide showing  
13 the same thing.

14 So if we want to actually do individualization,  
15 the questions become more and it's more problematic of how  
16 to do it best. I'm only going to focus on this first  
17 question for the case when we want to do feedback  
18 individualization. What dose strength should be made  
19 available?

20 We came into such a problem when collaborating  
21 with a company that had developed a drug. It was planned  
22 to go into phase III as a fixed dose size, everybody  
23 getting the same dose, but in light of high variability in  
24 PK and PD, partly because of polymorphic 2D6, they were  
25 contemplating maybe doing individualization. And the

1 question was, what would we gain by that? Would it be  
2 sufficient? And they wanted the gain to be measured on a  
3 responder scale and the overall responder rate.

4 We went ahead and did the estimations based on  
5 one-dose-fits-all or a feedback individualization with two  
6 dose strategies where we estimated the lower dose size, the  
7 higher dose size, and the fraction of the patients that  
8 would be preferentially treated with the lower and the  
9 higher dose. I won't go into technical details here, but  
10 we used the \$MIXTURE function in NONMEM.

11 DR. SHEINER: (Inaudible.)

12 DR. KARLSSON: No. This is feedback  
13 individualization without --

14 DR. SHEINER: This was feedback on the  
15 response?

16 DR. KARLSSON: Yes.

17 DR. SHEINER: So actually somebody was observed  
18 to be a responder or not a responder, and then the dose was  
19 changed.

20 DR. KARLSSON: Yes.

21 We had built population PK and PD models for  
22 both the satisfactory effect and for the side effect  
23 previously. These were more elaborate models with  
24 continuous and ordered categorical type data, but they  
25 could be easily reduced to the dichotomous question of were

1 | they responders or not responders.

2 |           And when we estimated the single dose size to  
3 | be given, it was very close to what the project team  
4 | actually had come up with, and it resulted in 47 percent  
5 | overall responders.

6 |           The best two-dose strategy was two doses, one  
7 | lower and one higher, a 4 and 18, with about 60 percent  
8 | gravitating towards the higher dose. This was predicted to  
9 | increase the overall responder rate to 63 percent. This  
10 | maybe was one piece of the puzzle that made the company  
11 | actually in the phase III to go with both fixed dose and  
12 | individualization in parallel.

13 |           We did simulation studies on similar problems,  
14 | and just to relate two observations there, one was that  
15 | although a particular dosing strategy may not be the most  
16 | optimal for one utility criteria, it may be near optimal  
17 | across all relevant utility criteria, and therefore may be  
18 | superior to other dosing strategies.

19 |           Also, another observation that all-or-none type  
20 | responder definitions, like in this example, seems to favor  
21 | individualization to a higher degree than gradual utility  
22 | functions. Although this was obtained from a single  
23 | example, it seems reasonable that if you have these very  
24 | harsh, steep benefits of changing maybe somebody just a  
25 | little bit on a continuous scale into having a utility of 0

1 to have one of 1, that that is more sensitive to  
2 individualization.

3           Moving on from feedback individualization to  
4 individualization based on covariates identifiable up front  
5 when the patient is to be started on a therapy, we will  
6 face questions such like what is the best covariate to base  
7 dosing on? What should the number of dose sizes be, and  
8 what covariate intervals should each dose size be applied  
9 to? Just illustrating here, the covariate here might be  
10 organ function, body size, age, et cetera.

11           If we want to go with two dose groups, the  
12 parameters we need to identify are what is the optimal  
13 cutoff value, what is the dose in the higher group and the  
14 dose in the lower group? So that's three parameters to  
15 actually estimate.

16           If we wanted to have three dose groups, that's  
17 five parameters, et cetera. The problem becomes more  
18 complex.

19           We would proceed to estimate those parameters  
20 in a very similar fashion as before, but with some  
21 differences. First of all, in this case it's, of course,  
22 very important to have covariate models for the covariates  
23 that we are intending to be using for dosing decisions, and  
24 we also need to have distributions of these covariates in  
25 the target patient population. We can obtain those from



1 | simulations, but more relevant maybe from empirical  
2 | databases from previous studies. What we're estimating are  
3 | then the dose sizes and the cutoff values for them, where  
4 | to change dose size.

5 |           We also had an example of this in relation to  
6 | drug development. I can actually name this. This is NXY-  
7 | 059, a drug under development by AstraZeneca. We had a  
8 | publication coming out in Clinical Pharmacology and  
9 | Therapeutics in January this year.

10 |           This is a drug to be used for stroke. It's  
11 | acute dosing, a 72-hour infusion with a 1-hour loading  
12 | infusion.

13 |           The project team was worried about too high  
14 | variability if one were to give everybody the same dose in  
15 | particular since this is entirely -- not entirely, but  
16 | mainly renally cleared compound, and they were worried  
17 | about the end of loading infusion and the maintenance  
18 | infusion concentrations.

19 |           So we tried to see what individualization could  
20 | do in terms of bringing down variability to a reasonable  
21 | level. The target that was set was a free concentration of  
22 | 100 micromolar. The penalty function used was quadratic  
23 | loss in log domain which means that half the target  
24 | concentration is as bad as twice the target concentration.

25 |           We had a pop PK model developed from the first

1 patient study which showed clearance being highly dependent  
2 on creatinine clearance and volume on body weight.

3 We used empirical covariate distributions from  
4 previous phase III studies of stroke patients.

5 And for the loading infusion, we considered one  
6 dose, the same to all, or two-dose groups either based on  
7 creatinine clearance or on weight.

8 For the maintenance infusion, it was clear that  
9 we could not give everybody the same dose, but two to four  
10 dose groups were explored and dosing were to be based on  
11 creatinine clearance.

12 An additional constraint was made, which said  
13 that the therapy has to be fulfilling the following  
14 criteria, namely that 90 percent of the patients have to be  
15 above 70 micromolars and less than 5 percent above 150  
16 micromolars.

17 As it turned out, actually these criteria could  
18 be met by just giving one loading dose of 2,400 units to  
19 everyone, but for the maintenance infusion, it was  
20 necessary to give three different infusion levels,  
21 depending on the creatinine clearance, with the cutoffs at  
22 80 and 50 mls per minute. And you can see the dose units  
23 there.

24 This dosing design was implemented in a phase  
25 II study, and the target fulfillment was acceptable, with

1 more than 92 percent above the lower limit but more than 7  
2 percent above the upper, which is slightly more than what  
3 was desired.

4 So actually before that, we had done some  
5 simulations to look at a priori dosing based on covariates,  
6 and we took dosing on creatinine clearance as an example.  
7 The standard approach often used when individualizing doses  
8 based on renal function is to use predetermined cutoff  
9 values for the renal function and quite large dose  
10 decrements, often a factor of 2 or higher, when going down  
11 to lower renal functions.

12 We wanted to explore what would be optimal  
13 approaches to renal based dosing and we wanted to see what  
14 drug characteristics and what other factors influenced what  
15 would be the optimal approach. So we did simulations where  
16 we changed the drug characteristics of hypothetical drugs,  
17 where we changed the creatinine clearance distribution in  
18 the target population, and also the utility function shape.

19 And two factors came out as by far the most  
20 important. For the selection of what would be the optimal  
21 cutoff value in the patient population, the median  
22 creatinine clearance in the patient population was most  
23 important. And if only two dose groups are to be used, the  
24 cutoff should be ideally positioned close to that median  
25 value regardless of other drug characteristics.

1           For the dose ratio, the ratio of the high to  
2 the low dose, the one factor that again by far was the most  
3 important was the strength of the covariate relationship,  
4 and for renally cleared compounds that can be expressed as  
5 the fraction excreted unchanged. So when the fraction  
6 excreted unchanged is 1, the higher to the lower dose ratio  
7 would be around 1.7. And for all other situations, the  
8 ratio would be lower than that ideally.

9           These two pictures are quite in contrast to  
10 what the practice is today which is using cutoff values  
11 below the median value and often dose ratios higher than  
12 1.7. This might have practical and other reasons, but it's  
13 also to be maybe recognized that this has an impact on the  
14 target fulfillment.

15           This is just a picture showing some of the  
16 gains that could be made from doing individualization based  
17 on fraction excreted unchanged and the number of dose  
18 levels.

19           This is actually a picture very similar to the  
20 one that got us involved in this area. It was when again  
21 we collaborated with a drug company who had already decided  
22 upon a dose individualization scheme where they had  
23 actually selected a low cutoff value and a large dose  
24 decrement. So what in effect they were doing was they  
25 changed around the doses, but they didn't manage to lower

1 the variability in exposure. It was different types of  
2 patients that were in the tails of the distribution, but  
3 the overall variability in exposure was not reduced by the  
4 individualization. So doing this might actually not be the  
5 most simple task.

6 So to summarize with respect to target  
7 definition or utility function definition, this is  
8 something that certainly can aid data collection. If one  
9 knows what parameters are the most important and therefore  
10 go into the utility function, that will aid both data  
11 collection and modeling efforts, being able to maybe take  
12 both quantitatively and qualitatively better data for those  
13 variables and also do modeling more focused on those.

14 To improve communication within project teams  
15 or maybe between project teams and those outside. My  
16 experience is that many of the important factors for the  
17 utility is something that resides with only a few persons  
18 within the project team and many of the others that are to  
19 contribute to the dosing decisions are not particularly  
20 well informed about the weighted balance between effects  
21 and side effects or between different types of effects.

22 And of course, it's important to appropriately  
23 value the drug compared to other drugs.

24 And the last point. This was a slide prepared  
25 for a meeting in Europe last December that had the title

1 "Getting the Dose Right." If you ever want to say that you  
2 got the dose right, obviously you need to know what you're  
3 aiming for.

4 Separate from defining the utility function,  
5 which in its own right has a lot of benefits, dosing  
6 strategy estimation might have additional benefits to  
7 motivate the choice of dose or dosing strategies and to  
8 obtain conditions for optimal individualization and thereby  
9 assess the maximal potential value of individualization to  
10 justify doing it or, oppositely, maybe to justify not doing  
11 it before because the benefit of doing it isn't large  
12 enough. And if you do know the optimal individualization  
13 strategy, then you can directly offset any practical  
14 consideration that simplifies dosing against a decrease in  
15 target fulfillment.

16 I know that some people don't believe me when I  
17 say it's easy, but compared to doing population PK/PD  
18 modeling, compared to defining utility functions, which are  
19 the two more difficult tasks, I think this is very easy.

20 Thank you.

21 DR. VENITZ: Thank you very much, Dr. Karlsson.

22 Any questions or comments by the committee?

23 Let me ask you, in your simulations, you used a symmetric  
24 loss function. Right?

25 DR. KARLSSON: We used both symmetric and non-

1 symmetric loss functions. Obviously, if you use non-  
2 symmetric so you penalize the high concentrations or  
3 adverse events more, then you're going to gravitate towards  
4 lower doses. If you are non-symmetric in the other  
5 direction, you're going to penalize the low doses, so  
6 you're going to get a higher overall dose.

7 DR. VENITZ: So your conclusions with regard to  
8 the effect of mean creatinine clearance, that was based on  
9 a symmetric loss function. Right?

10 DR. KARLSSON: We actually did explore various  
11 loss functions also there, and across a range of reasonable  
12 loss functions that we thought are reasonable, it was  
13 pretty stable towards that. But obviously if you have a  
14 very asymmetric loss function, you will tend to get other  
15 values.

16 DR. VENITZ: And my guess would be that's the  
17 reason why your recommendation is different than what's  
18 currently done because what people build in is a loss  
19 function where they're very worried about overdosing, less  
20 worried about under-dosing. So the easiest way to account  
21 for that is by adjusting the dose in people that have renal  
22 failure.

23 DR. KARLSSON: Yes. I think that's true, that  
24 they are usually dosed to an average AUC that's actually  
25 below what's seen in the main patient population. So if

1 | that is what is decided, then certainly that's the case.  
2 | For the example we had here, where actually we're operating  
3 | at one point with different loss functions for people with  
4 | lower renal functions because if there was a concern about  
5 | renal function, then we wanted them to have a lower target  
6 | as well. So there is certainly the possibility of  
7 | incorporating all these types of considerations.

8 |           I think the reason why we see more lower  
9 | cutoffs and large dose decrements is probably the way drug  
10 | development pursues with more healthy patients to start  
11 | with and then inclusions of larger and larger. So the  
12 | initial dose levels are based on those with higher renal  
13 | function and then the other ones are added as a tail more  
14 | towards the end.

15 |           DR. SHEINER: I just wanted to sort of raise a  
16 | point in the questions. You were romping through your  
17 | slides. So you looked at individualization based on that  
18 | drug that you told us the name of, that slide you just  
19 | showed a moment ago where it had the 90 percent and the 5  
20 | percent?

21 |           DR. KARLSSON: This one?

22 |           DR. SHEINER: No. At the bottom of the slide,  
23 | it had selection of dosing strategy.

24 |           DR. KARLSSON: Okay, yes.

25 |           DR. SHEINER: Yes, there.



1           Correct me if I'm wrong. I think one important  
2 thing to realize is that those numbers down at the bottom,  
3 of course, might not be attainable by any strategy. But to  
4 discover whether they are or are not attainable by some  
5 strategy, you fix on a model for the process. Then those  
6 percentages there have got to do with variability among  
7 patients. So this doesn't contain that uncertainty that I  
8 was talking about.

9           The model that says how frequently you'll get  
10 toxic at a given level, that very model is itself uncertain  
11 because it's based on assumptions and it's based on data.  
12 It would be very likely with not a great deal of data -- it  
13 would be impossible to attain a 90 percent probability of  
14 being in the right range or whatever it is if you  
15 incorporate that kind of uncertainty because that  
16 uncertainty says, I don't know how the world works. So how  
17 can you possibly get 90 percent certainty on anything?

18           And there's nothing wrong with this. This is  
19 the right way to proceed. Then you want to look --  
20 presumably you did -- at the sensitivity of those two  
21 various assumptions that went into your model.

22           But this whole business of being clear with  
23 people about what uncertainty you're bringing in when, when  
24 it's appropriate and when it's inappropriate -- it would be  
25 here inappropriate to bring in model uncertainty when

1 | you're trying to find the strategy because it's got to  
2 | condition on some state of nature.

3 |           So I just wondered what your experience was  
4 | with dealing with all of those, I think, somewhat subtle  
5 | issues with people who are not used to speaking this  
6 | language.

7 |           DR. KARLSSON: It is true that we actually  
8 | didn't -- at first, when we saw these, we thought they were  
9 | too stringent criteria. With normal variability, this  
10 | would be very hard to achieve, and as you say, it might not  
11 | actually be possible.

12 |           When doing these calculations, we did not take  
13 | the structural model uncertainty into consideration, but we  
14 | did do simulations looking at the uncertainty in the  
15 | population PK parameters, what the impact of that would be.  
16 | And it wasn't actually as large because they were  
17 | relatively well defined. But this is, as you might guess,  
18 | done with the point estimates.

19 |           In general, I do find it often difficult to  
20 | discuss these matters with the project team I think maybe  
21 | because it's not usually done, talking about quantitative  
22 | models in this sense. The type of utility function that  
23 | does seem to be used is the responder/nonresponder  
24 | criteria. So it's easier if it's simpler, but again, the  
25 | discussions around the responder criteria was where to put

1 | the cutoffs and people differed in their opinion of where  
2 | to put the cutoff, which is the same thing.

3 |           DR. LESKO: Mats, I want to bring you back to a  
4 | little more maybe pragmatic question. But clearly this can  
5 | be done in the context of what we talked about this morning  
6 | in having a data set in front of us and then looking at an  
7 | approach like this to adjust -- or make a decision based on  
8 | adjust dose.

9 |           However, as I listened to you speak about the  
10 | project team where there's a need to define a target and  
11 | the penalty function, this method requires a weighted  
12 | balance between the effectiveness and the safety. I guess  
13 | in some cases that's very clear, depending on the nature of  
14 | what the effectiveness and safety is.

15 |           If you think of risk as sort of an overriding  
16 | issue in drug development as opposed to efficacy -- in  
17 | other words, the risk of an adverse reaction, limiting  
18 | approval, limiting dosing, limiting the label -- does the  
19 | notion that a safety consideration would drive the relative  
20 | agreement that you would have in a project team on the  
21 | utility function -- in other words, I'd give more weight to  
22 | a safety side of the drug's effect as opposed to the  
23 | efficacy side. As an example, if I had a QTc issue, that  
24 | would seem to weigh heavily in terms of my utility function  
25 | consideration even against the most promising efficacy that

1 I might be speaking about. So it would be the driver, if  
2 you will, in trying to get an agreement on what weights to  
3 assign to the utility functions.

4 Can you speak to that a little bit? How does  
5 that work? And we sort of talked about this last time.  
6 You said ask a clinician, but we have actually asked  
7 clinicians after our October meeting and we do get quite  
8 different views of how a utility function would serve the  
9 purpose of what we're talking about. So I wondered if you  
10 can sort of pursue that a little bit.

11 DR. KARLSSON: I wouldn't have any hopes or  
12 belief that utility functions within the very near future  
13 would drive the decisions so that you would just define a  
14 utility function and then forget what went in there. I  
15 think a more reasonable way is to actually come up with  
16 some initial utility function and then use that in parallel  
17 maybe to illustrate different consequences of decisions.  
18 Then that would maybe show up where utility functions would  
19 actually fail because it wouldn't take something into  
20 consideration that is of importance, which would point to  
21 how they need to be refined, what needs to be considered in  
22 them.

23 When it comes to the safety, I think in some  
24 situations where there are tolerability issues of maybe not  
25 so severe nature as QTc prolongation, it's easier to

1 incorporate them. Obviously, severe side effects are -- by  
2 its nature, you're not going to see very many of them, and  
3 you're going to not want to expose patients or volunteers  
4 up to the range where you get a very good handle on what  
5 the function is at the dose levels. So you're going to  
6 have a large uncertainty in the models at that range, and  
7 you need to take that into account I think. So you're  
8 going to have a much larger uncertainty on the upper end  
9 than on the lower end probably.

10 DR. SHEINER: I know you know my response to  
11 this, Larry, but I just wanted to say it keeps on reminding  
12 me of the old data analysis argument about the Bayesians  
13 and frequentists and the issue of I'm trying to fit a model  
14 that's too big for my data, and so I'm going to fix some  
15 parameters. The Bayesian, of course, hearing that, says  
16 well, okay, you may not think you'll be acting like a  
17 Bayesian but fixing parameters is the same as saying they  
18 have a prior distribution that's got point mass at the  
19 value that you said. That can't ever be as good as giving  
20 it a little bit of wiggle room.

21 Well, it's the same kind of thing here with  
22 utility. Of course, if you have trouble convincing people  
23 that they ought to sit down and do a utility function, then  
24 there's some implicit utility function that's dominating  
25 usually by the most aggressive person or the person highest

1 up in the organization who happens to be at the table. And  
2 you don't know what it is. If you believe in decision  
3 theory, it's got to be there somewhere, and it's what's  
4 overriding everything else.

5 Just listening to the talk and saying, wouldn't  
6 I like to be in a room where the discussion was about how  
7 much do I believe that these data really do support this  
8 notion of what's going to happen, how much weight do I put  
9 on versus how much you put on, the various side effects.  
10 It seems like such a rational and sensible discussion to  
11 have rather than, well, I think we ought to go with 25  
12 milligrams. What do you think, Joe?

13 DR. VENITZ: Any further questions for Dr.  
14 Karlsson?

15 (No response.)

16 DR. VENITZ: Thank you again for your  
17 presentation.

18 Peter, do you want to pose the questions for  
19 the committee?

20 DR. LEE: I think the question is very simple.  
21 Can this methodology be generalized to other scenarios?  
22 That's pretty much the question that we have.

23 DR. VENITZ: The question for the committee is,  
24 can this utility approach be generalized to other  
25 therapeutic areas?

1 DR. SHEINER: Well, why isn't it just about as  
2 general as it gets? This is one of those things that  
3 really is -- you know, it applies to drugs and automobiles  
4 and airplanes. How can you make any decision if you don't  
5 know what you're deciding about and what your values are  
6 and what the likely state of nature is? That's all we're  
7 really talking about here. Then after that, it's  
8 computation.

9 DR. VENITZ: I obviously second that, but I'd  
10 also like to maybe point out an approach of how we can  
11 convince other stakeholders that this is something useful.  
12 And it goes towards identifying utility values generically  
13 for certain kinds of adverse events, just like you would  
14 assign generically speaking for certain efficacy, life-  
15 threatening disease versus quality of life changes, and get  
16 agreement on that regardless of what drugs you're looking  
17 at rather than what you presented are specific to that drug  
18 where a decision was made this is how I define my utility  
19 function relative to my target, which makes it vary case by  
20 case.

21 But I think if you want to get consensus, let's  
22 start on the safety side. We agree certain adverse events  
23 are going to get certain utility values associated with it  
24 regardless of what causes it. By the same token, on the  
25 efficacy side, certain disease interventions get certain

1 utility values assigned regardless of whether it's a drug  
2 treatment, device treatment, or whatever it is. Then at  
3 least there's some common acceptance I guess on what the  
4 ranges are.

5           Otherwise, you're really getting into this  
6 swamp of, well, everything is a case to case. Show me the  
7 drug and that's the only way I can come up with a utility  
8 function, which defeats the purpose in my mind at least of  
9 using utility functions.

10           DR. LESKO: It just strikes me what you said  
11 would lead to agreement particularly on the safety side. I  
12 think you can identify certain safety signals that people  
13 would agree are bad and are most serious, and then weigh  
14 those, in turn, against a range of efficacy or benefits  
15 that one might get from a drug and against the loss of  
16 efficacy if you were to somehow misappropriately adjust the  
17 dose.

18           I think you can define boundary conditions in a  
19 sense with regard to certain safety signals, with regard to  
20 certain categories of drugs for efficacy. For example,  
21 hepatic toxicity, QTc. I think you'd get general agreement  
22 these are bad. We focus on those extensively irrespective  
23 of what the efficacy side is offering. By the same token,  
24 a disease state where efficacy is of extreme importance,  
25 there may be a different view of the safety signals. But



1 | you need some anchor points, it would seem, and they might  
2 | be those boundary conditions, and then the gray areas fall  
3 | in between somehow.

4 |           DR. VENITZ: But if you look on the adverse  
5 | event side, in oncology there is already a consensus of how  
6 | to categorize and how to rank order certain adverse events  
7 | according to organ function. It's unanimously accepted by  
8 | the whole oncology community. Now, they don't necessarily  
9 | use it in the context of utility. They use it to define  
10 | dose limit of toxicity.

11 |           But why can't we do that as a general approach  
12 | to adverse events? And you would do that regardless of the  
13 | underlying cause of that. Whether it's a specific drug or  
14 | other drugs, it's irrelevant. To get out of this  
15 | discussion where everything is case by case, the moment you  
16 | do that I don't think the utility approach is going to  
17 | work. It might work on specific drugs, but it wouldn't  
18 | work across the board because you've got nothing to compare  
19 | to.

20 |           DR. KARLSSON: Although I agree and I like the  
21 | idea. Maybe one complicating factor is those types of  
22 | grading 1 to 4, which I assume you're talking about, are  
23 | based on outcomes, aren't they? Whereas, if you have like  
24 | a biomarker for a safety event, that's something a bit  
25 | different and maybe more difficult to value.

1 DR. VENITZ: Maybe.

2 DR. FLOCKHART: I'm just thinking about  
3 something I know more about which is the QT interval. So  
4 the question would be, is a given QT prolongation, a  
5 prolongation of 10 milliseconds, by one drug the same as a  
6 QT prolongation of 10 milliseconds by another drug?  
7 Unfortunately, the answer is no because drugs do more than  
8 one thing. They have more than one mechanism of effect on  
9 the QT interval. For example, many antipsychotic drugs  
10 that affect the QT interval are anticholinergic as well, so  
11 they have effects on the heart rate, and that might be a  
12 little bit protective, make them a little bit tachycardiac.  
13 In situations where they got more drug, they would not only  
14 get more IKr blockade, but they would get more mu 1, M1,  
15 receptor blockage.

16 So because of that, I think hepatotoxicity gets  
17 even more complicated. If one drug causes X amount of  
18 change in the LFT's, is that the same as another drug  
19 causing the same? It's a very complicated thing.

20 Nevertheless, I think the effort is probably  
21 noble. It's worth venturing along that path at least to  
22 find out how different things are. I'm intuiting that QT  
23 interval drugs would be different. I don't really know.

24 DR. VENITZ: But I think the current --

25 DR. FLOCKHART: You need an outcome, though.

1 You need an outcome, and that's a very important point.

2 DR. VENITZ: As far as QTc is concerned, the  
3 current assumption is that QTc prolongation is bad  
4 regardless of what causes it. The relationship then really  
5 is what you're talking about, how predictive is a biomarker  
6 of a clinical outcome? Because the biomarker itself is not  
7 bad. It's the clinical outcome. You're worried about the  
8 fatal arrhythmia. So in addition to your utility, now you  
9 have to look at what are your uncertainties involved in  
10 linking that biomarker that you're measuring to the final  
11 outcome. In other words, for a given change in, I don't  
12 know, 40 milliseconds in QTc, how many people are likely to  
13 develop fatal arrhythmias.

14 DR. FLOCKHART: Yes. You can put a model on  
15 it, and you can also model in things like there are a  
16 significant number of drugs that prolong the QT interval  
17 for which torsade has never been reported, and we have them  
18 on the QT.org website. You could model that in as well.  
19 That's a chance that a drug in that class would not do it.

20 DR. VENITZ: But from my perspective, that's  
21 not a utility. That has something to do with how your  
22 biomarker relates to the clinical outcome.

23 DR. FLOCKHART: Right.

24 DR. VENITZ: Because really what you're  
25 assigning utility to is the bad outcome and fatal

1 arrhythmia in --

2 DR. FLOCKHART: Well, it is affecting the  
3 utility, though, because it alters that number.

4 DR. SHEINER: (Inaudible.)

5 DR. FLOCKHART: Dr. Sheiner was pointing out  
6 that it affects the expected utility, and he's right.

7 DR. VENITZ: Any other comments or more  
8 specific questions of either Dr. Karlsson or the FDA?

9 DR. KARLSSON: I was just going to add to that  
10 that maybe if you do start with a utility function that  
11 incorporates many different aspects of the drug therapy,  
12 you will find that actually in the end it's only really a  
13 few of them that are going to be important and you could  
14 reinspect those and the assumptions that go along with  
15 those particular events.

16 DR. SHEINER: Let me just ask. Some of these  
17 examples were actual examples from your interaction with  
18 the industry. I guess we can't draw too much of a  
19 conclusion from anecdotal experience, and also these folks  
20 asked as opposed to having it pushed at them by a  
21 regulatory agency.

22 Is it your feeling that this exercise was  
23 appreciated, informed people, and had some consequence in  
24 terms of the way in which the development plan went  
25 forward?

1           And finally, do you have any information on  
2 whether or not the regulatory agencies with which these  
3 companies dealt -- how they responded to the justifications  
4 offered through this means?

5           DR. KARLSSON: I don't think any of these drugs  
6 have gone to the regulatory authorities yet, although I  
7 might be wrong.

8           For the example that I presented, the  
9 AstraZeneca one, they were very helpful and really  
10 appreciated all our efforts.

11           In the other cases, I think it was more add-on  
12 and maybe it was not the core of the project team that was  
13 really wanting to have this information. It was more a  
14 side effect of having the possibility of doing it, and they  
15 thought maybe it was nice to know, but to what extent it  
16 influenced their decision I'm not sure.

17           DR. DERENDORF: A follow-up question. How many  
18 times do you think this is done a posteriori so that the  
19 decision is made first and then you need a justification  
20 for it?

21           DR. KARLSSON: I don't think that's done very  
22 often. I don't know, but in my experience outside the  
23 examples I've been involved in when I've actually done  
24 this, I haven't heard these kind of discussions going on  
25 with people in industry.

1 DR. LESKO: Just following up on the same  
2 question. Maybe this isn't a fair question, but I sense,  
3 at least in our regulatory agency, a stronger desire to  
4 understand dosing strategies than there has been in the  
5 past. It's partly related to a lot of things.

6 The question I sort of have is a follow-on to  
7 one that was asked, and that is, is there anything in your  
8 experience in working with the method, within the context  
9 of drug development, that would cause any concern on the  
10 part of a sponsor with regard to what a regulatory agency  
11 might ask of this kind of methodology?

12 It would seem like it would be received rather  
13 positively because it provides a fair amount more than we  
14 normally would see in terms of a dose justification or a  
15 rationale for dose selection. Therefore, my sense would be  
16 it would received positively.

17 But on the other side of that coin is anything  
18 different is different, and what are the issues that  
19 somebody might think about with regard to if I presented  
20 this, the regulatory agency might do X, Y, or Z?

21 DR. KARLSSON: Well, I've heard both arguments,  
22 both that it's good to do your homework and to be able to  
23 know your drug so you can argue well. I've also had the  
24 response that let's not do it because we're waking the  
25 sleeping bear, or whatever your expression is, that maybe

1 they wouldn't think about this if we haven't done it.

2 DR. DERENDORF: Well, but for internal decision  
3 making, I think it's always helpful to do it.

4 DR. KARLSSON: I think to some extent, though,  
5 it goes hand in hand. If you don't want others to know it,  
6 you don't want to know it yourself.

7 (Laughter.)

8 DR. VENITZ: Any final comments?

9 (No response.)

10 DR. VENITZ: Thank you again for your  
11 presentation.

12 Then we are going to start with our second  
13 topic and the last topic for today which is the pediatric  
14 database. I think Dr. Lesko is going to give us an  
15 introduction to that topic.

16 DR. LESKO: Thank you, Jurgen.

17 This is going to be a rather brief  
18 introduction. It's to lay the groundwork really for the  
19 next two presentations. The focus of this now, switching  
20 gears, is pediatrics, and we're going to be talking about  
21 two topics. The first is going to deal with a template or  
22 standardized approach, if you will, for pediatric studies  
23 that utilize sparse samples. The second is to discuss with  
24 the committee some ideas that we have for mining the  
25 pediatric database that we have as a result of the

1 pediatric rule.

2           Let me start with that. The pediatric rule is  
3 something many of you are familiar with who were actually  
4 here at our last meeting because we discussed it in some  
5 detail. We shared with you the types of studies that we've  
6 received under the pediatric rule. Basically the rule  
7 encompasses the idea that we want to bridge the adult data  
8 to the pediatric situation, usually not directly but  
9 through the initiation of some studies in the pediatric  
10 population, and depending on the nature of the adult data  
11 and the nature of the assumptions that we make in doing  
12 that, the types of studies that are conducted for  
13 pediatrics would be either efficacy, safety, or  
14 pharmacokinetics. We presented last time a pediatric  
15 decision tree that sort of guided the thought process on  
16 what studies to conduct.

17           Basically the idea with the pediatric rule is  
18 to avoid large-scale studies. It's considered inefficient  
19 to redesign the efficacy and safety trials when there's a  
20 preexisting database in adults. Although the challenge  
21 from a clinical pharmacology perspective and a clinical  
22 perspective is to decide what studies are, in fact,  
23 appropriate to conduct and will provide the most  
24 information.

25           The pediatric rule, as you know, is intended to



1 speed up access of drugs for children, to do that in a cost  
2 effective way without reinventing the entire efficacy-  
3 safety spectrum. I think overall I think most people feel  
4 this has been generally successful in meeting the goals  
5 that were intended for it.

6 But some questions always need assessment  
7 within the context of the pediatric decision tree and the  
8 pediatric rule. Is it reasonable to assume a similar PK/PD  
9 relationship as exists in adults? This sounds very  
10 familiar to the questions that we were discussing this  
11 morning in terms of different populations, and probably the  
12 underlying principles are very much the same.

13 We feel there's a need -- and we've begun to  
14 look at this -- a need to develop standard methods for  
15 answering this question for specific drugs and drug classes  
16 particularly where we've seen submissions in pediatric  
17 patients in drug classes over a number of drugs.

18 The other question is what is the appropriate  
19 dose. And to answer this question, we generally rely on  
20 pharmacokinetic studies. They can be of two types: the  
21 full exposure, sample-rich type study design, or the  
22 sparse-sample, population PK approach.

23 The overall goal of these studies is  
24 straightforward, to achieve a dosing that's intended to  
25 achieve exposure similar to adults. Generally PK studies

1 aren't the only studies conducted in pediatrics.  
2 Frequently a safety study or in some cases a small efficacy  
3 study is also required.

4 But it's probably safe to say that a sparse-  
5 sample strategy has been under-utilized in pediatric  
6 studies. We have some ideas why that might be. It might  
7 be that there's an insufficient understanding of this  
8 approach. It might be that there's some concern that the  
9 regulatory agencies won't accept such an approach. But it  
10 seems like there's room for opportunity here to do these  
11 types of studies that call for pharmacokinetic information  
12 in a sparse-sample strategy that is based on good  
13 principles.

14 So the first thing we wanted to talk about  
15 today was a discussion of a standardized -- and I use  
16 "standardized" very generally, but a standardized study  
17 design template that would be useful, for example, in  
18 communication between investigators or between companies  
19 and the agency to agree on a sort of starting point for  
20 designing both acceptable and informative PPK type studies.  
21 So that would be the first thing we're going to talk about,  
22 and Dr. Peter Lee will talk about that primarily.

23 The next topic is a follow-on to what we talked  
24 about in October. We had made the point and we shared with  
25 you the specific drugs in October for which we have a

1 database on pediatric studies. We raised the question  
2 about if this were your database, what would you want to  
3 learn from the database and what would you look for. What  
4 would be the questions you would have? We didn't spend a  
5 lot of time with that. We have more time today. But we've  
6 begun to look at this database and you'll hear from another  
7 individual from our office, Dr. Gene Williams, who is on  
8 detail to the immediate office of OCPB to specifically look  
9 at what we can learn from this database.

10 This is a work in progress. We began to  
11 assemble the database, in an organizational way of age  
12 groups, the PK data that we have. We've begun to look at  
13 individual drugs in the database, elimination pathways, the  
14 clinical endpoints that were studied.

15 I'd have to say this has not been easy.  
16 Unfortunately, this database is not in a form where you can  
17 just press a few buttons and pull it out. So there's a  
18 fair amount of up-front work that goes into assembling the  
19 database. I think in recognition of that, it's important  
20 that we understand where we want to go with the questions  
21 that will derive from this effort to organize the database  
22 once we start moving in that direction.

23 So Gene is going to do an overview of some of  
24 the research objectives that we have, with the goal of  
25 generating knowledge from this database. What we think

1 we'd like to do is look at underlying mechanisms where  
2 there are exposure differences between kids and adults,  
3 look at breakpoints perhaps on age, look at specific  
4 elimination pathways.

5           The reason we want to do all this is it's sort  
6 of common sense. We don't feel we should be asking the  
7 same questions now of pediatric studies that we asked three  
8 years ago before we had 50 or 60 studies in house. So the  
9 idea is to learn from the database and then use that  
10 information and knowledge to revise our pediatric context  
11 or pediatric decision tree for the future.

12           So the goal of this effort: to improve or  
13 revise our pediatric decision tree based on identifying  
14 better studies that we need to conduct in the future -- and  
15 by "better," I mean more informative studies -- or perhaps  
16 reduce the number of studies in the areas that the data  
17 would allow. So for that, Gene Williams will present an  
18 update.

19           And Peter is first.

20           DR. VENITZ: Lew.

21           DR. SHEINER: Can I just ask you a question,  
22 Larry? On your third slide where you have "some questions  
23 always need assessment," and you say, "is it reasonable to  
24 assume a similar PK/PD relationship as adults," I  
25 understand that that's not particularly the focus of today.

1 I'm sensitized to this because of some work recently that  
2 I've been doing with a topic that's related to this with  
3 Novartis.

4 It's an interesting question. What would  
5 constitute evidence that children are like adults with  
6 respect to PD now, not the PK part? I just wanted to put  
7 it on the list of many things that you have to think about,  
8 that maybe we ought to address that at some later point, or  
9 maybe you might want to have us address that at some later  
10 point. It's a vital question. Obviously, if what it takes  
11 to establish the similarity relationship is more work than  
12 it takes to clear a drug to start with, you're done.

13 DR. LESKO: Yes. I think it's a vital  
14 question. We have a few instances, a few drugs in hand  
15 where we actually have information both on the adult where  
16 that happened to be done in the NDA and it was also done in  
17 the kids. We're going to focus on a few of those examples  
18 to try to answer that question.

19 We've often turned the question around and  
20 asked how much of a difference would be important in the  
21 PK/PD relationship and would that warrant necessarily a  
22 different dosing strategy in kids. These are open  
23 questions, but we do not have a lot of opportunity to look  
24 at this issue based on, at least, what I've seen of the  
25 database to date. Maybe Gene will comment a little more on

1 | that.

2 |           DR. SHEINER: Right. It does relate to that.  
3 | But it's also a question of style in the following sense.  
4 | If the data are sort of anecdotal, are they really data?  
5 | So the issue becomes -- when you say I think that the  
6 | relationship is the same, and then I say to you, okay,  
7 | here's some evidence, and you say, well, that's not really  
8 | evidence because that's physicians' opinions, let's say.  
9 | So the question is what constitutes evidence that it's the  
10 | same, given that you're inclined to believe it. That's the  
11 | issue I was getting at.

12 |           DR. LESKO: Right. That's a good question  
13 | whether it's in the statistical domain or whether it's in  
14 | the modeling domain. I think we need to talk about that,  
15 | but I think that's a good open question for another  
16 | discussion.

17 |           The point of bringing that to the committee  
18 | might be when we've done our analysis of the database as we  
19 | have it and share with the committee what we've learned  
20 | from the data that we have and maybe what we might want to  
21 | know from data we don't have at the moment but might  
22 | recommend somebody begin to look at, not necessarily in  
23 | addition but maybe as an alternative to the studies that  
24 | are being conducted today.

25 |           DR. VENITZ: Peter?

1 DR. LEE: What I'd like to present to the  
2 committee today is a proposal to develop a pediatric  
3 population PK study design template. I believe we have  
4 sent a copy of the full proposal to each committee member a  
5 few weeks ago, so hopefully you would have had a chance to  
6 look at the proposal already. But what I'd like to do in  
7 the next few minutes is to just go over this on the key  
8 points in the proposal.

9 The objective of the pediatric PK study design  
10 template is the following. First, to provide a consistent  
11 approach, like Larry mentioned earlier, to design and  
12 evaluate a pediatric PK study. We'd like to develop a  
13 computer-aided pediatric study design template which will  
14 take the user-supply study design and automatically  
15 estimate the study performance and study power. So it will  
16 be making it easier for the user to determine which type of  
17 study design is appropriate for their drug and for their  
18 design.

19 We also want to select case studies from the  
20 FDA database to test the template and refine the template.

21 Finally, through this template, we hope to  
22 promote a wider use of population design in pediatric  
23 studies.

24 I think Larry has mentioned this pediatric  
25 study decision tree. He also presented this decision tree

1 in the last meeting. Basically we use this decision tree  
2 or propose to use this decision tree to determine what type  
3 of study will be necessary to bridge the adult efficacy and  
4 safety data to pediatrics. Depending on the answer to many  
5 of these questions, we may end up doing or recommend doing  
6 a efficacy study or clinical study, a PK study or a PK/PD  
7 study, or all of the above, or safety studies.

8 But today I just wanted to focus on this  
9 particular box here which is we will recommend doing a PK  
10 study as a bridging study between adults and pediatrics.

11 So once that decision has been made, then we  
12 will have to use the PK study for dose selection in  
13 pediatric populations. So this goes back to the dose  
14 adjustment in special populations, the same decision tree  
15 we talked about in the morning today.

16 Based on this decision tree for dose selection,  
17 we have to answer several key questions. First, we have to  
18 ask whether there is a clinically significant difference in  
19 pharmacokinetics between adults and pediatrics. Secondly,  
20 we have to ask what is the pharmacokinetic parameter in  
21 pediatrics, and we had to use that pharmacokinetic  
22 parameter to adjust the dose in that population.

23 So based on this decision tree, we had to  
24 conduct the pediatric population PK study to get two  
25 information. First, we had to identify whether there's a



1 clinically significant difference -- not just any  
2 difference, but clinically significant difference --  
3 between adults and pediatrics. Secondly, we had to  
4 accurately estimate the parameters in pediatric populations  
5 without any bias.

6           There are, of course, many factors that may  
7 influence study performance, population PK study  
8 performance. For example, the study design which may  
9 include a number of subjects, demographic information  
10 maybe, the number and timing of samples. Also, the study  
11 conduct, such as the compliance of the patients, the  
12 variability of dosing time and sampling time and in missing  
13 dose and in drop-off. Of course, the pharmacokinetics  
14 itself and the variability of the pharmacokinetic parameter  
15 also influence the study performance or how we design the  
16 studies.

17           In the proposal, we also bring up several  
18 important points to be considered during designing a  
19 population PK study. We believe that when we design a  
20 study, we have to take into consideration the objective of  
21 the study which I just mentioned to identify the clinically  
22 significant difference and to estimate the PK parameter in  
23 pediatrics.

24           We also believe that because the  
25 pharmacokinetic parameters are very different between

1 | drugs, also there are many different varieties of  
2 | population PK designs that will provide sufficient study  
3 | performance to achieve the objective that we just  
4 | mentioned. There is no one-size-fits-all design for  
5 | population PK. Each design should be looked at on a case-  
6 | by-case basis, but using a consistent approach which we  
7 | believe a clinical trial simulation will be a good practice  
8 | to estimate the study performance and study power.

9 |           In our proposal, we also bring up several other  
10 | points to consider. For example, we had to look at a  
11 | number of factors that may influence study performance,  
12 | such as dosing time, sampling time. Compliance is an  
13 | important factor. Of course, the number of subjects, the  
14 | number of patients, and how the sampling time and dosing  
15 | time is distributed with time. We also need to consider if  
16 | there's an unbalanced design in terms of number of subjects  
17 | as well as the number of samples between different  
18 | populations.

19 |           This is a flow chart of the proposed study  
20 | design template. It consists of a module where the user  
21 | can input their study design protocol. So this is where  
22 | the user can enter the number of subjects, the number of  
23 | patients, when do you take the samples, and what is the  
24 | variability of pharmacokinetics, and so on and so forth.

25 |           So this will be your input parameter where the

1 user can put into the module. And the template will take  
2 this information and automatically generate or translate  
3 the study design template into a simulation code. With  
4 that simulation code, the software will generate a study  
5 performance indicator. In this case, it will be the power  
6 to determine whether there's a clinically significant  
7 difference in pharmacokinetics between populations, also  
8 what is the accuracy and precision and bias of the  
9 parameter estimations.

10 So the input and output of the proposed study  
11 design template includes the following. The input will be  
12 a study design, the pharmacokinetics in adults, but also  
13 the variability of the demographic or patient population  
14 you will include in the studies, and also the study design  
15 variables. The other input parameter will be the criteria  
16 for evaluating the study performance.

17 But the output from the template will be the  
18 estimated study performance which is related to the two  
19 objectives of the population PK study. One is the power to  
20 identify -- I want to emphasize -- the clinically  
21 significant difference, and secondly, the precision and  
22 bias of parameter estimations.

23 The clinical trial simulation that we propose  
24 to be used in the study design template is pretty standard.  
25 It includes the following steps. First, it will generate

1 demographic variables and pharmacokinetic parameters based  
2 on the user input information. It will simulate a study  
3 design as well as the study conduct, and it will generate  
4 population PK data. Once the population PK data is  
5 generated or simulated, then we will conduct a population  
6 analysis based on the simulated data. And finally, we will  
7 repeat the process perhaps a few hundred times to a few  
8 thousand times to estimate the power of the study as well  
9 as the precision and accuracy of the parameter estimations.

10 Like I mentioned earlier, there are two main  
11 objectives to measure the study performance. The first one  
12 is to identify a clinically significant difference in  
13 pharmacokinetics. Based on the decision tree or dose  
14 selection that we had presented in the morning and early in  
15 my slides, the first option is to just look at a 90 percent  
16 confidence interval and see whether the 90 percent  
17 confidence interval of a PK parameter is within a default  
18 boundary.

19 But the second option which we might prefer is  
20 to determine whether a clinically significant difference in  
21 pharmacokinetics will exist. In order to determine the  
22 clinically significant difference in pharmacokinetics, of  
23 course, we had to know the PK/PD relationship and we have  
24 to assume that the PK/PD relationship that we have perhaps  
25 from the adult population is similar to those in the

1 pediatric population.

2           For example, in the simulation we can assume  
3 that there's X percentage which is considered a clinically  
4 significant difference in the body weight normalized  
5 clearance. With that difference, we want to ask the  
6 question whether the population PK study that we tried to  
7 design will be able to capture this clinically significant  
8 difference. So with that we can calculate the study power  
9 of the population PK studies.

10           Now, the second criteria for study performance  
11 we propose is the precision and bias of PK parameter  
12 estimations. Precision and bias can be presented in terms  
13 of a percentage prediction average. Precision will be the  
14 standard deviation of the prediction errors and bias will  
15 be the average of the prediction error. The prediction  
16 error is defined as the percentage difference between the  
17 true value and the predicted value because we're doing a  
18 clinical trial simulation, so we know exactly what the true  
19 value is.

20           So the output again are two information to  
21 measure the performance of the study. One is whether the  
22 study has a power to identify a clinically significant  
23 difference. The second is precision and accuracy of the PK  
24 parameters.

25           So this is basically a general description of

1 the proposal. Again, the detail is elaborated in the  
2 actual proposal itself.

3 I guess we'd like to ask two questions to the  
4 committee. The first question is, are the proposed  
5 objectives for pediatric PPK studies reasonable,  
6 considering the decision tree for the dose adjustment? So  
7 we have mentioned two objectives for the population PK  
8 studies. We also talk about criteria for study design  
9 performance.

10 The second question is, is the proposed  
11 pediatric PPK study design template reasonable? This is  
12 related to the clinical trial simulation approach that we  
13 propose, as well as the factor to be considered, a study  
14 design factor.

15 We also would like to ask what feature we  
16 should include in the pediatric study design template so  
17 that we can make it more user friendly and more useful for  
18 both the clinician and the reviewer who might use it to  
19 design pediatric population studies.

20 That's it.

21 DR. VENITZ: Thank you, Peter.

22 You have the questions for the committee. Any  
23 comments by the committee? Hartmut.

24 DR. DERENDORF: I have a question for  
25 clarification. On your decision tree, right on top you

1 | said it's reasonable to assume similar response to  
2 | intervention. Then you have yes, and reasonable to assume  
3 | similar concentration response in pediatrics and adults.  
4 | What's the difference between the two?

5 |           DR. LEE: I think one example was asthma. For  
6 | example, it may be a different endpoint that can be  
7 | measured in a pediatric population than an adult  
8 | population. That will be the first block of questions. So  
9 | if we can answer that question yes, then we go to the next  
10 | block. But if the answer is no, then we have to go to the  
11 | clinical studies. So if the answer is no to the first two  
12 | questions in the top block, then basically either the  
13 | clinical endpoints are different between the two  
14 | populations or the disease is totally different or disease  
15 | progression is totally different in the two populations.

16 |           Now, the second question on the right-hand side  
17 | of the block is that once we decide that through our  
18 | clinical opinion the disease and disease progression and  
19 | endpoints are similar, then we ask in our database do we  
20 | know there is a PK/PD relationship and can we assume that a  
21 | PK/PD relationship is similar between pediatrics and  
22 | adults. For example, for a proton pump inhibitor, we know  
23 | the PK/PD relationship of gastric acid versus drug  
24 | concentration.

25 |           Now, can we assume that the relationship we

1 have seen in the adult population is the same as the  
2 relationship we will see in the pediatric? If the answer  
3 is yes, then we can just rely on PK information to  
4 determine the dose selection in the pediatric population.

5 DR. JUSKO: A comment and a couple of  
6 questions. This, in general, seems like an excellent idea.  
7 Of course, we always want to utilize information we know  
8 ahead of time to anticipate the study design and changes  
9 that will occur in a new group for study.

10 One small point that seems to be totally  
11 missing is dosage form and bioavailability. Young children  
12 are typically getting liquids and chewable tablets, and in  
13 order to anticipate what will happen in the kinetics and  
14 dynamics in young children, you may need a comparable  
15 database in adults with a similar dosage form or at least  
16 make an adjustment for perhaps faster dissolution or  
17 absorption. So at some point some reminder of that  
18 question may need to be added.

19 Then there's a certain vagueness when you talk  
20 about dose adjustment or dose selection because in  
21 pediatrics there's always dosage adjustments. Children are  
22 seldom given the same 500 milligram tablet that adults are.  
23 So something needs to be said about what do you mean by  
24 dose adjustment. Are they getting certain milligrams per  
25 kilo already or certain dosage sizes depending on weight



1 | ranges? There's a great deal of flexibility already  
2 | inherent in selecting dosages in children.

3 | DR. LEE: I think the answer to the first  
4 | question is I think we are talking about dose selection  
5 | because we know that we're going to adjust the dose anyway.  
6 | We're going to give a different dose. Normally the dose is  
7 | given on a per body weight basis or sometimes we will look  
8 | at the body surface area.

9 | DR. LESKO: It depends on the age group.  
10 | Sometimes the dose is adjusted based on average exposure to  
11 | the drug, and depending on the age, it may be down to a  
12 | milligram per kilogram basis, something like that.

13 | But I was thinking of the first question on the  
14 | response that Hartmut asked and I don't know if Peter  
15 | clarified. But I was thinking basically you're asking the  
16 | question is the response the same that you'd be interested  
17 | in in kids as you would be in adults. That's sort of like  
18 | a two-part question.

19 | So the first question is, is the response,  
20 | let's say, FEV-1 in an asthmatic patient the appropriate  
21 | response? And that sort of gets to the heart of the  
22 | mechanism of action of the drug and the progression of the  
23 | disease similarity. Often data to support those  
24 | assumptions or answers is not available, but if you do  
25 | agree that, yes, I believe that's true, then the question

1 is, is there a concentration related to that response that  
2 you previously agreed is similar to the adult? Then that  
3 puts you further down in the decision tree.

4 DR. CAPPARELLI: I just had a question and a  
5 comment as well. In regards to the scope of this, is this  
6 looked at as part of a safety study as well, or is this  
7 really structuring a population PK study with the only  
8 endpoints being population PK? Because I think one of  
9 things that's missing in the objectives is getting at the  
10 question that we've been asking how do we assess these  
11 potential age-related exposure-response relationships. And  
12 the design that may be very robust for estimating the PK  
13 parameters of the population may not give you all of the  
14 estimations in the individuals that you may want to do some  
15 of that exploratory analysis. So I think that it needs to  
16 be very clear along those lines.

17 It was brought up before, and I spoke with Dr.  
18 Lee before a little bit about the concept that, really,  
19 kids are different. The question is whether or not we can  
20 predict those differences a priori. So saying are there  
21 differences, there are always differences. The question  
22 really is that based on our knowledge of modeling, our  
23 knowledge of pathophysiologic changes, developmental  
24 changes, can we predict those well and then go from there.

25 I also just wanted to amplify Dr. Jusko's

1 | comments about the dosage formulations. A lot of the  
2 | exposure issues are going to be based on what size doses  
3 | you have. So when you say clinically significant  
4 | differences in PK, it's really what sort of exposures we're  
5 | going to get out of the available dosage forms. There may  
6 | be a modest change in PK, but because of where you're left  
7 | with your cut-points, you may end up having big changes in  
8 | dosage exposures which again it needs to get back to, I  
9 | think, what we're interested in and at least getting the  
10 | exposures as comparable when we don't have the information  
11 | in terms of differences in exposure-response relationships.

12 |           DR. RELING: Is it implicit that it's only  
13 | worthwhile to do these pharmacokinetic studies in children  
14 | if there aren't good a posteriori methods of dose  
15 | adjustment based on more readily available clinical  
16 | measures like blood pressure, like immediate response to  
17 | anesthesia, like pain relief? Is it any part of your  
18 | interest in the pediatric rule that pharmacokinetic studies  
19 | be performed for drugs for which there's a narrow  
20 | therapeutic range or small therapeutic index and there's no  
21 | other good way to adjust doses?

22 |           DR. LESKO: No. I think the pharmacokinetic  
23 | studies are routine in these types of situations. I don't  
24 | think dose adjustments -- I'm trying to think if I have any  
25 | experience with dose adjustments being made without the

1 | availability of PK information, for example, being based on  
2 | observed responses in kids relative to adults. Is that  
3 | sort of the question?

4 |           DR. RELING: My point is that I feel that  
5 | there are a lot of studies being done by pharmaceutical  
6 | companies, which they claim are being done to fulfill FDA  
7 | regulations or requirements or suggestions, which are done  
8 | for medicines that don't need to have pharmacokinetic  
9 | studies done. They're done for anesthetics that could be  
10 | easily titrated based on the response of the patient to the  
11 | oxygen saturation. They're done for narcotics for which  
12 | the drug is going to be adjusted based on pain response.  
13 | And I feel like a lot of resources are being expended on  
14 | these studies for unclear reasons. So I'm trying to figure  
15 | out is this a suggestion that's being made for all  
16 | medications that would ever be used in children regardless  
17 | of the therapeutic index and the ability to adjust doses  
18 | based on other parameters besides PK.

19 |           DR. LESKO: Yes. I'm not sure "all" is the  
20 | right word, but I'm thinking of the implications in  
21 | labeling the drug product with a starting dose in  
22 | pediatrics. You need to have some information, it would  
23 | seem to me, to begin dosing, and that generally has been  
24 | the pharmacokinetic studies to recommend some changes in  
25 | that initial dosing strategy.

1           This isn't to say this is the only objective  
2 measure that one looks at in the pediatric area. There are  
3 always other studies, in particular safety studies and, in  
4 many cases, small efficacy studies as well.

5           DR. KEARNS: I want to thank Dr. Relling for  
6 her insightful question because everybody wants to know the  
7 same thing about children and that is how much do I give,  
8 do I need to give a different amount as the child gets  
9 older, and will it work like I want it to. That's really  
10 crux of all this. I won't belabor all my soapbox points  
11 about this issue, which are many, but I want to make two  
12 points about this recommended approach.

13           First is the issue that Dr. Sheiner said we  
14 should grapple with at a later date, but it's at the top of  
15 the decision tree, and that is, do we believe that whatever  
16 condition occurs in a child it is substantially similar?  
17 And that's the language in the law, "substantially similar"  
18 to what it is in an adult.

19           For the last four or five years, I have seen  
20 people at all levels of the agency grapple with this as  
21 though it were a very large, mean animal, and at the end of  
22 the day, people rather than slay it, seem to run from it  
23 and invent ways to try to avoid it. I think that's tragic  
24 because what that has produced is an incredible consumption  
25 of resources, not to mention the exposure of children to

1 | clinical trials that is a needless exposure. That doesn't  
2 | get talked about enough, and I'll stop talking about it now  
3 | because that's probably another whole day.

4 |           Now, with respect to "substantially similar,"  
5 | what comes to my mind is something very similar. I'm  
6 | starting to sound like one of our politicians who uses the  
7 | same word over and over. There's an article in CP&T, Art  
8 | Atkinson. It's near the front of the journal this last  
9 | month on biomarkers. It talks about the goodness or  
10 | badness of biomarkers on how far away they fall from the  
11 | trunk of the tree of drug effect. The same thing could be  
12 | looked at with respect to this issue in children. Drug  
13 | action is obviously something we can, at times, determine  
14 | whether it's similar. If we can't talk about action, we  
15 | can talk about drug effect, a physiologic response in an  
16 | association with a drug dose or a concentration or an  
17 | amount. If we can't talk about that, we can then talk  
18 | about disease response and lastly disease progression.

19 |           Sadly, I hear people put disease progression at  
20 | the top of the discussion list as they look at that box  
21 | because if we were to get a bunch of pediatricians in a  
22 | room and ask them if they agreed that the progression of  
23 | GERD was the same in adults and children, they would never  
24 | agree. They would never agree about asthma. They would  
25 | never agree about leukemias, other malignancies. Pick a

1 disease. No one will agree at the end of the day. Which  
2 means then you punt the ball, and the ball is punted in  
3 terms of time, dollars, delay, and for all the reasons that  
4 people line up on the opposite side of the pediatric  
5 argument to say it's bad things to do, it gives them fuel  
6 for their fire.

7           So I think it is incumbent upon the agency and  
8 those of us who you've elected to advise you to, at some  
9 point in time, grapple with what is substantially similar  
10 so that any well-designed pharmacokinetic approach can get  
11 on the right track and do what it's intended to do. So I  
12 applaud Dr. Sheiner for suggesting that and hope we can  
13 talk about it.

14           With regard to population pharmacokinetics  
15 which is, Peter, I think central to your presentation, my  
16 question is always the same, and that is, when we use a pop  
17 PK approach in a pediatric study, are we aiming to explore  
18 relationships with age or, alternatively, are we aiming to  
19 define them? I think we certainly can use pop PK,  
20 appropriately designed, to explore them.

21           But keep in mind that for those drugs where age  
22 is an important covariate with respect to metabolism or  
23 perhaps pharmacodynamics or response, an exploration and a  
24 definition can be very, very different with respect to  
25 impact because at the end of any pediatric program that's

1 | conducted, we are trying to do things on the quick, on the  
2 | cheap, and on the small. That means the generalization  
3 | that we want for an entire population of patients that  
4 | represents about 15 percent of the population of the United  
5 | States is predicated on a fraction of the numbers of  
6 | subjects and things that we would do in adults.

7 |           So what you're proposing is very important, has  
8 | incredible potential if done correctly, but we've got to be  
9 | mindful of knowing how that tree starts and making sure  
10 | that at the end of the day the people at level of the  
11 | review divisions and the Office of Pediatric Therapeutics  
12 | understand the power of this tool and how it can help them  
13 | as opposed to what's going on now in the area of PPIs -- I  
14 | hate to harp on this, but it a plays a nice tune -- where  
15 | all the things that people around this table know, if you  
16 | go into the little, bitty room downstairs on the third  
17 | floor and you listen to the recommendations to a sponsor,  
18 | you would have thought you woke up in the stone age. The  
19 | magic is still very much there, and this approach has to be  
20 | used to make the process better.

21 |           DR. SHEINER: I'm glad we're moving off in a  
22 | direction away from the techno-nerd thing.

23 |           Mary, at the risk of maybe setting you up as a  
24 | straw man, let me just think about what you just said. I'm  
25 | going to take away the word "pediatrics."



1                   Why wouldn't everything you said apply to a  
2 drug that's easily titratable no matter who it's intended  
3 for?

4                   Now, I think Larry's response to that was,  
5 well, we need a dose in the label somewhere. It's got to  
6 be based on some kind of evidence that people can refer to.

7                   So I think, if I can rephrase your question,  
8 what I think you're saying, to put it in sort of a Bayesian  
9 context, is there's something about having studied dose-  
10 effect relationship in adults that for a drug that may be  
11 isn't too toxic and is easily titratable with respect to  
12 effect might mean we don't have to do any more than that  
13 for children, which means, in a sense, that there's a prior  
14 somehow on the doses that you ought to be trying in  
15 children because, after all, the implication of an easily  
16 titratable drug that's not very toxic is that you don't  
17 have to get the first dose very right. So you're saying  
18 I'll tolerate a much wider range. And there's something  
19 about having studied it in adults that gets me close enough  
20 to that range that if I were to work it all out with a  
21 utility function and put a prior on what I think I can  
22 extrapolate from adults to children, I'd find I don't have  
23 to do a study at all. I'd find my net benefit to society  
24 would be better served by going ahead and approving it for  
25 children than doing any more studies. I think that's how

1 I'd try to put it in a quantitative context.

2 All I'd like to say about that is we could do  
3 that. We could put it in a quantitative context so you  
4 don't have to sit there and feel a little uneasy about what  
5 other folks are suggesting and Larry doesn't have to feel a  
6 little uneasy about what you're suggesting. We can put it  
7 all together and, just as we were talking about earlier  
8 with Mats' presentation, take a look at it. What values do  
9 we need to place on doing -- what negative utility do we  
10 need to place on doing studies in children in order to make  
11 it worthwhile to extrapolate, given our sense of  
12 uncertainty from adults to children, and conditional on  
13 this drug, its safety profile in adults, et cetera?

14 What I'm trying to say is I think that the same  
15 way of trying to be quantitative about this could answer  
16 that question. I think it's just like the drug companies  
17 ask themselves now. Am I better off going right to phase  
18 III and skipping phase II? And there's a decision analytic  
19 argument that might say that that's really, in terms of net  
20 present value, et cetera, a good idea for this drug in this  
21 circumstance given what we know about it and its  
22 competitors and the fact that it's quite similar chemically  
23 and so on. And all that can be worked out and it doesn't  
24 have to be an opposition of people not really understanding  
25 each other or thinking that they're coming from different

1 places. They're not. They may value some things  
2 differently, but I doubt very much.

3           And that's a worthwhile exercise, it seems to  
4 me, to do as we think about going to this in the future to  
5 try to approach this whole issue from the way in which  
6 we're saying people might approach the much simpler and  
7 therefore easier metaphor of a dosing decision, this whole  
8 issue of do we do a study at all, because it's really all  
9 the same. It will get us into the habit of thinking that  
10 way in a place here where we've got some time to think  
11 rather than having to act right away.

12           Peter, I wanted to get to your question. It's  
13 really I guess my question about your question. It's  
14 really a question for Larry, and it's this one.

15           You called it a template and maybe words are  
16 important here. But it sounds to me an awful lot like a  
17 piece of software. At the sort of highest level, does the  
18 FDA want to be writing software for people who are then  
19 going to probably feel obliged to use that software because  
20 the agency says this is what you should do to design the  
21 study that you're going to do to come to us with? I mean,  
22 the agency I think has generally been pretty careful about  
23 that and has had best practices and guidances and  
24 suggestions and all that kind of stuff. But here's  
25 something we made and it's for you. That's a whole new

1 | line, isn't it? And do we want to go down that line?

2 |           DR. LESKO: Yes. I think you're right in  
3 | pointing that out. I don't think we're talking about, at  
4 | this point, the software that we're either going to develop  
5 | and advocate, advance for drug development. I think what  
6 | we're talking about is a template that is based upon  
7 | software that a reviewer might use in conjunction with a  
8 | discussion with a sponsor that would prompt for the  
9 | critical information that would go into making a robust  
10 | study. It's intended to sort of be a starting point for  
11 | discussion or designing such a study that would be, at the  
12 | end of the day, generally acceptable to the people that  
13 | need to accept it in terms of its review and utility.

14 |           I think the problem now is we don't necessarily  
15 | see a consistency in advocating the design of these studies  
16 | across different opportunities to do so. This represents a  
17 | way of channeling the discussion into the critical areas  
18 | that would lead to usable results.

19 |           DR. SHEINER: I like it. It's a good metaphor,  
20 | but I think you may be getting too specific too fast. It's  
21 | sort of like a guidance, a statement about what are good  
22 | things, what you want to see, what kind of principles you  
23 | apply, and it's got a lot of wiggle room in it. The thing  
24 | about software is it hasn't got any wiggle room at all.  
25 | You put the inputs in and it's deterministic; out comes the

1 answer. So you have got to be pretty sure that's the  
2 algorithm you like. So I'm not sure I would start there.

3 But taking the metaphor of designing software  
4 to say that -- and that gets us to focus on all the key  
5 issues. That's, I think, a good idea so long as at least  
6 you're contemplating maybe not going the whole route and  
7 going into the software business.

8 Then I think fundamentally the questions are  
9 right, the first one being what's the minimum evidence I  
10 can gather that I ought to bother anymore. Is there any  
11 difference? But I don't think you'll get that from the  
12 same study. As I say, I think this is essentially  
13 sequential. That's the difference that I'd have between  
14 the way you put it. It's not going to be one study.  
15 There's something you do to figure out whether I need to go  
16 any further, and that may be quite different in design --  
17 although I haven't thought this all out -- than what you do  
18 when you say, oh, I guess I better go further. I better  
19 pin down the key PK parameters in this population and how  
20 it varies with disease state and other things. My  
21 suspicion is that those will be two different activities.

22 DR. LESKO: I think the problem with the  
23 studies that have been done -- and it's probably why we  
24 haven't seen very many of this sort -- is the believability  
25 of the outcomes because these studies are not as well

1 | understood as obviously a sample-rich study design and the  
2 | issues that go into analyzing a sparse-sample study using  
3 | NONLIN or something like that. Is the information reliable  
4 | and how do I know that? It's having to explain that to  
5 | people who have to make decisions over and over or having  
6 | designs that would lead to an acceptable result is sort of  
7 | where we're heading here.

8 |           That being said, if we have an optimally  
9 | designed study to get at the questions we're asking about  
10 | differences in pharmacokinetics for the purposes of dosing  
11 | changes, can this method be confirmatory enough to stop  
12 | there? I think Greg used the word "exploratory." I don't  
13 | know if that was a suggestion that these studies at best  
14 | can be exploratory for the purposes of designing another  
15 | study or would they be confirmatory enough to say I know  
16 | what the difference in clearance is between this drug as a  
17 | function of age and maybe more age groups if I can do a  
18 | sparse-sample approach, and thus I can recommend some  
19 | different dosing for these age groups based on the study

21 | cases limits the number of age groups that can be looked  
22 | at.

23 |           DR. KEARNS: But, Larry, I think there are some  
24 | examples on the books where it does work. The whole  
25 | program on montelukast to me has been an incredible success

1 story because a very careful pop PK approach was taken. We  
2 went down through all the pediatric populations now down to  
3 6 months. From my opinion, the appropriate variability was  
4 considered and the parameter estimates seemed to hang  
5 together, and when the data were taken the next step into  
6 showing proof of concept with respect to effect, the effect  
7 was there. Consequently, the labeling of the drug has been  
8 changed multiple times. It likely will continue to be  
9 changed based on that approach. It worked. It was done  
10 right. There was a need to do it so we know the dose.

11 But you're correct in that many other companies  
12 have not followed suit, so to speak, and for reasons that I  
13 don't completely understand.

14 On the other side of the issue too,  
15 logistically -- and certainly Dr. Capparelli knows this  
16 because he's kind of in the business -- for the most part,  
17 if you have a pediatric study, a PK study, and you go to  
18 the trouble of obtaining repeated blood samples, you're  
19 obtaining them through a catheter. If you're analytical  
20 method is such that you don't need a lot of blood, the  
21 bother in getting eight samples is no more than the bother  
22 in getting three or two. IRBs anymore, at least pediatric  
23 ones, do not allow you to stick children several times. So  
24 there are many times when a pop PK approach could, indeed,  
25 be used and it would be perfectly valuable and valid. But

1 a traditional approach is very achievable, more so than  
2 most people think.

3 DR. DERENDORF: Just as a follow-up, the other  
4 technique that is coming on strong is microdialysis where  
5 you can take as many samples as you want without taking any  
6 blood out. So I think that will change the ability of  
7 doing studies in children.

8 DR. SHEINER: Just a quick response, Larry, to  
9 your question. The essence of having a credible  
10 confirmatory analysis is controlling type I error, and  
11 controlling type I error involves essentially saying what  
12 you're going to do before you do it because you can't have  
13 feedback from the data to the analysis. That doesn't mean  
14 you can't get valid conclusions from doing that, but you  
15 can't control type I error if you do that. So I think  
16 that's the only issue.

17 If you do a well-done analysis, then you know  
18 how uncertain you are when you're done. That's an issue of  
19 design. That is to say, given the assumptions we're  
20 willing to make and the data that we get, the sparse data  
21 that we gathered, do we wind up with sufficient precision  
22 on these things to make the kinds of statements we want to  
23 make? That's an issue that unfortunately there isn't a lot  
24 of theory for because they're complicated designs and  
25 they're complicated analyses, and so you have to do it



1 through simulation.

2           But the key thing would be specifying  
3 beforehand exactly what models you're going to use, what  
4 procedures you're going to do, et cetera. All of us in the  
5 business of doing extensive modeling have always felt a  
6 little anxious about that because you can't take away from  
7 me my ability to look at the data and decide what model I  
8 ought to use, but you have to take that away from me if you  
9 want to control type I error.

10           So I think there will be an interesting issue  
11 there of how you balance that and whether, in fact,  
12 controlling type I error is as important as you sort of  
13 said it is by bringing it up. I don't know. I think I'm  
14 probably with Mary and Greg on this one, that we've got a  
15 lot of priors behind us and I don't think I need to pin it  
16 down to a fare-thee-well.

17           DR. LESKO: One of the inputs into the model is  
18 the variability within the kids or within the age groups  
19 that are being studied, and I'm not sure how that's been  
20 handled. I can't recall the montelukast or, Ed, some of  
21 the studies you've done. But the variability associated  
22 with the -- what you would expect with your different age  
23 groups -- how was that generated and how important is that  
24 in terms of designing these studies?

25           DR. CAPPARELLI: Well, in terms of looking at

1 | simulations and sort of real data that come out, the  
2 | variability goes up as you go down the age group. So from  
3 | a pragmatic standpoint, one starts with at least an adult  
4 | value and goes up from there. But clearly there may be  
5 | thresholds, some of them drug-specific and age-specific, in  
6 | terms of dealing in HIV where we've got drugs that have  
7 | major food effects, we've got formulation effects, and as  
8 | soon as you cross certain thresholds, the variability is  
9 | going to drop down. But it adds complexity both on the  
10 | design standpoint and the analysis standpoint when you have  
11 | observed doses where you've got your compliance and you see  
12 | no drug. And this is in a CRC setting, but it's just the  
13 | way that it behaves in this population.

14 |           So there clearly are needs for evaluating  
15 | distributions much more intensively, especially if we're  
16 | interested in sort of the outlying regions, which I think  
17 | most of us are. But experience is that it's greater. It's  
18 | just variable how much more.

19 |           DR. SHEINER: I've got to ask about that. I  
20 | always thought the opposite. Once you line up kids by some  
21 | maturational marker, whether it's gestational age or  
22 | whatever it is, I thought they're all newly minted coins  
23 | and they all look the same. In fact, I think I remember  
24 | Bill Jusko saying that when you get real old, the  
25 | variability goes up because you've run a longer race and

1 | you're sort of stretched out there at the finish line.  
2 | That's what I always thought the case was. There was more  
3 | variability in old folks than there was in little babies,  
4 | again lining them at the right maturational level.  
5 | Obviously, a 3-month premature is not a term baby.

6 |           DR. KEARNS: No. Actually we're finding the  
7 | opposite. It's quite interesting because if you look at  
8 | what Dr. Sheiner said, if you look at a 3A4 substrate in a  
9 | healthy adult, there's 20-30-fold variability in the  
10 | processing. You look at it in a 3-year-old. There it's  
11 | about the same. If you look at it in the 3-month-old, it's  
12 | about the same.

13 |           The problem is that as that little beast  
14 | travels into adolescence and adulthood, the shape of the  
15 | acquisition curve, if you will, changes, not to mention  
16 | changes in body composition which are quite evident. So  
17 | there are a couple of moving targets that make it a  
18 | particular challenge which, in designing a pop PK study,  
19 | trying to estimate what your real variability is when  
20 | you're up at the front, is not always an easy cookie to  
21 | get.

22 |           But there's got to be a way to do it. I think  
23 | what we hopefully will see, as we see the database, is some  
24 | of the information that the agency is collecting is  
25 | beginning to show us where these patterns might be, if you

1 | will, or breakpoints might be, and that makes things a bit  
2 | easier to deal with.

3 |           DR. DERENDORF: And if enzymes change like  
4 | that, what makes us assume that receptors don't?

5 |           DR. KEARNS: Absolutely, right.

6 |           DR. FLOCKHART: The absence of a phenotypic  
7 | probe for the receptor.

8 |           (Laughter.)

9 |           DR. LESKO: We'll talk about genetic solutions  
10 | tomorrow.

11 |           DR. CAPPARELLI: I would also emphasize at  
12 | least a lot of the variability experience where there are  
13 | these major changes, besides the newborn, is when you get  
14 | into oral drugs. So I think there are, at least from my  
15 | experience -- again, the diet is different. Controlling  
16 | for when they take it relative to food, all those things  
17 | that may be a little bit easier to do in adults is much  
18 | more difficult in kids. The formulations themselves --  
19 | while you can do bioavailability studies in adults and show  
20 | similar formulations, it doesn't always extrapolate to  
21 | kids. So you have those sorts of things, I think,  
22 | contributing as well to the variabilities.

23 |           DR. VENITZ: Any other questions or comments?

24 |           (No response.)

25 |           DR. VENITZ: Then let's take our afternoon

1 break. It's now 2:35. So let's reconvene at 3:05, in 30  
2 minutes. Thank you.

3 (Recess.)

4 DR. VENITZ: Let's reconvene our meeting,  
5 please.

6 Our next and our last presentation for today on  
7 the pediatric topic is Dr. Gene Williams. He's a  
8 pharmacometrics reviewer currently on detail at the Office  
9 of Clinical Pharmacology and Biopharmaceutics, and he's  
10 going to give us an update on the pediatric database.  
11 Gene.

12 DR. WILLIAMS: Thank you, Jurgen.

13 This is the title of my talk, kind of a long  
14 title. The notion is to become better at predicting peds  
15 clearance and to take advantage of what we usually know at  
16 the time that we see peds submissions or proposals for peds  
17 studies, that is, child age, a lot of information in  
18 adults, and the knowledge of in vitro metabolism.

19 I'm going to ask four questions of the  
20 committee. It makes sense to show them first so you know  
21 where I'm headed.

22 The first one is sort of an overall scope and  
23 method. That is, is the general approach that I'm going to  
24 suggest in the presentation rational and logical? And the  
25 approach proceeds from a very empiric method to a more

1 mechanistic method.

2           Secondly, is there anything special that you  
3 think that I should be aware of, some difficulties that you  
4 think I'm likely to encounter, and if you can identify  
5 such, how can I avoid them?

6           The third question is of particular interest.  
7 Are there data sources you could recommend? One committee  
8 member has already been referred to as "in the business."  
9 We'll get there I guess.

10           The fourth question I have is, do you have any  
11 suggestions regarding the form of the non-physiologic-based  
12 PK mechanistic models? That will become clear as I  
13 proceed, I hope.

14           What brought on this project and what exactly  
15 are we talking about trying to accomplish? What we'd like  
16 to be able to do is construct a model that allows us to  
17 predict pediatric systemic drug clearance from, as I said,  
18 adult PK and in vitro microsomal metabolism data. That  
19 would be a short-term goal. Obviously, we have a longer  
20 vision. It seems like if you could construct such a model,  
21 it would aid us internally. It would also be of potential  
22 interest to industry scientists, and finally perhaps even  
23 health professionals in the community could make use of  
24 such a model.

25           It's probably appropriate to begin talking

1 about the data that we have because that largely drives how  
2 we'll be able to model.

3           The most fundamental data unit we're talking  
4 about using here is clearance, whether it would be from  
5 sparse or dense data, and age for each individual in the  
6 data set. A number of demographic data also we would use;  
7 that is, the weight and height for each individual, renal  
8 function for each individual, and gender and race for each  
9 individual. Finally, as I've alluded to earlier, we would  
10 also want to make use of what we know about in vitro  
11 metabolism data for each drug.

12           I should probably add here that, as many of you  
13 I believe have appreciated, FDA is well positioned to do  
14 this sort of work because the data that we have often is  
15 very specific. We not only see data summaries, but we also  
16 see individual data, which is a limitation that if you use  
17 literature data, you face, but we often don't face. We  
18 usually get fairly raw data where we do have all these  
19 values.

20           Our data set. I've taken this statistic from a  
21 website that I've included here. I believe it's publicly  
22 available. I don't think it's just on our intranet. In  
23 mid-March, about a month ago, we had 72 active moieties  
24 that had received pediatric exclusivity. As Larry said  
25 earlier, most if not all of those would have pediatric data

1 available.

2           As I've gotten ahead of myself a little bit,  
3 the data that we see is usually raw. It's actual  
4 measurements of individuals, not summaries across  
5 individuals. And for the models that we want to explore,  
6 that's of a lot of utility.

7           Further, our data is usually reviewable to an  
8 extent that literature data is not. The analytical  
9 methods, dropout, salient features of data accumulation and  
10 choices made in data analysis are often presented to us.  
11 So we can do a good job of assuring data quality.

12           However, there are some limitations of the data  
13 we see. First, studies are often not powered to compare PK  
14 across age groups. People are submitting data to us for  
15 regulatory purposes, not always to discern carefully small  
16 age effects. That's in distinction to studies sometimes  
17 performed by academicians where they're specifically trying  
18 to see age effects or, I should say, reasonably small age  
19 effects.

20           The ages with the greatest difference from  
21 adults, often the very young, are often most poorly  
22 represented in the data sets that we see. The data sets we  
23 see are motivated by the desire to treat, not necessarily  
24 the desire to see an age effect.

25           Finally, most of the drugs that we see are not



1 probe substrates. People, again, are not asking  
2 mechanistic questions. They're trying to get a drug  
3 approved. So the ability to tease out effects may be more  
4 difficult since we don't have good markers for each  
5 individual effect that may be present. As a result of  
6 this, it may be necessary to use some function of in vitro  
7 metabolism such as the  $K_m$ , that is, for an enzyme, as a  
8 covariate when we do our analysis.

9 I'm now going to carefully consider a data set  
10 that I took from the literature. I did this for a number  
11 of reasons. As Larry said earlier, organizing our data set  
12 is a considerable effort, and since this data set was  
13 sitting out there, I thought I'd use it not because we want  
14 to analyze it, but because it makes a good platform for  
15 discussing the methods that we intend to use.

16 This is taken from Ginsberg, et al. There are  
17 somewhere 21 and 27 drugs represented here. The y axis is  
18 children's clearance relative to adult. You'll see at the  
19 bottom of the slide I've described the units that are used.  
20 These data are standardized for weight -- they looked at  
21 kilograms -- and age. Age here is not a continuous  
22 variable. Rather, it was grouped categorically, a decision  
23 the authors made. They took these data from the  
24 literature. It's not their own data, and I guess the data  
25 lent themselves or, for some reason, they organized for

1 categories in this way.

2 I've shown a line at 1. That would be where  
3 the child is exactly the same as adult. You can see at  
4 ages 12 to 18, that's accomplished.

5 I don't want to give much attention to this  
6 slide, but the question is likely going to arise as to what  
7 sorts of drugs they were. This is also taken from their  
8 database. This database is available on line for anyone  
9 who wanted to explore it. As I said, I don't want to  
10 discuss this, but the drugs represented a number of  
11 classes.

12 Before you attempt to model these sorts of  
13 data, it's necessarily to normalize clearance. The reason  
14 why is you want to consider each drug on its own and not  
15 have your analysis complicated when you compare drugs whose  
16 adult clearances differ widely. So the method we chose to  
17 normalize clearance, similar to the method that Ginsberg  
18 used, is to divide each individual pediatric clearance by  
19 the mean adult clearance.

20 Again, this is Ginsberg's data. The y axis is  
21 clearance ratio versus age. However, unlike the plot that  
22 I showed you from their paper, this data has had the  
23 element of weight removed. So this is no longer adjusted  
24 according to the representative body weight of the data.

25 The line shown here is a simple least squares

1 | fit, no weighting has been performed. This is unlike what  
2 | we intend to do when we analyze our database. We'll  
3 | probably use NONMEN extended least squares.

4 |           As you can see, or perhaps as I need tell you,  
5 | I have fit the effect of weight on clearance in this plot.  
6 | So the equation is shown beneath the line and it's a simple  
7 | exponential relationship. The maximum ratio I allowed to  
8 | happen was 1; that is, where the ratio of child to adult  
9 | would be 1. So essentially this is one parameter. I fixed  
10 | the maximum ratio.

11 |           As you can see -- I was somewhat surprised --  
12 | it provides a reasonably good fit. This is a little at  
13 | early ages, and this is sort of consistent with what we  
14 | generally expect to happen, that during development and  
15 | maturation, things may be a little different.

16 |           DR. SHEINER: Excuse me. Just to clarify. I  
17 | guess I'm not sure what it is. You haven't fit the data on  
18 | the y axis to the data on the x axis. Your equation there  
19 | is in weight which is --

20 |           DR. WILLIAMS: Correct, yes.

21 |           DR. SHEINER: So tell me again what I'm  
22 | looking at.

23 |           DR. WILLIAMS: Indeed. I have not fit age  
24 | here. I fit weight. So what I did is, although I'm  
25 | representing it age because that's the thrust of our

1 interest, before I went there, I wanted to isolate the  
2 effect of age as opposed to the effect of weight. So  
3 first, I fit the effect of weight, and in the next slide I  
4 will then add in the effect of age. I should have  
5 clarified. Thank you.

6 DR. SHEINER: So the brown line that I'm  
7 looking at there is the equation that you wrote in the  
8 lower right-hand corner.

9 DR. WILLIAMS: Correct.

10 DR. SHEINER: And the way you know where to  
11 plot it on the age axis is what?

12 DR. WILLIAMS: By converting each age to a  
13 weight based upon standard CDC pediatric tables.

14 DR. SHEINER: Okay, but the fit was actually to  
15 the blue points where you knew what those weights were.

16 DR. WILLIAMS: I did not know what those  
17 weights were. I had to go by the age. So if we back up a  
18 little bit, these are the ages I had, but I have summary  
19 data. I don't have individual data. So what I did is for  
20 each bar I took the mean age. Then I went to the CDC  
21 tables to get the weight --

22 DR. SHEINER: Transformed it to a weight.

23 DR. WILLIAMS: Exactly.

24 DR. SHEINER: So if we go back to that picture,  
25 we're really looking at a transformation -- a fit of the

1 | blue points on the y direction to a to a transformation,  
2 | defined by these tables, of the data on the x axis.

3 | DR. WILLIAMS: Indeed. It would have been more  
4 | straightforward to plot weight on the x axis, but the  
5 | reason why I didn't do that is twofold. One is for  
6 | continuity with the next example where I'm going to fit  
7 | weight and age.

8 | DR. SHEINER: Where you're going to have both  
9 | pieces of data.

10 | DR. WILLIAMS: Exactly.

11 | DR. SHEINER: Okay.

12 | DR. WILLIAMS: Is that clear to everyone?

13 | DR. JUSKO: From the previous graph, that  
14 | should start at .5, at the age near 0.

15 | DR. WILLIAMS: We have birth, which is --

16 | DR. JUSKO: The ratio at birth on that graph is  
17 | around .5.

18 | DR. WILLIAMS: Correct. But the y axis here is  
19 | different because these are weight-adjusted. The y axis  
20 | here is child clearance divided by kilograms, quantity  
21 | divided by adult clearance divided by kilograms.

22 | DR. SHEINER: You're going to regret ever  
23 | having shown that picture.

24 | (Laughter.)

25 | DR. WILLIAMS: So what I've done is I've taken

1 out the kilograms so I could fit weight.

2 DR. RELING: What is your goal?

3 (Laughter.)

4 DR. RELING: Why would you do that?

5 DR. WILLIAMS: The reason why I chose to do it  
6 this way is because you want to independently describe  
7 weight effects and age effects. You expect there to be  
8 weight effects, and you also perhaps expect there to be age  
9 effects. But you want to be able to independently address  
10 are there age effects that are not simply a consequence of  
11 weight.

12 DR. RELING: Okay. Let's see what you have.

13 DR. WILLIAMS: I won't suffer from this  
14 difficulty when I have the FDA data because it doesn't  
15 initially present itself as normalized to kilograms. Is  
16 this making sense a little bit more now? Okay.

17 So in spite of the fact that the x axis is not  
18 saying so, I have fit the relationship between this ratio  
19 and weight here.

20 The next model I looked at is a combination of  
21 a weight effect and an age effect. The weight effect is  
22 what you saw on the previous slide. Here I've added in the  
23 age effect. The effect of the two summed together, each of  
24 which is a simple exponential relationship, is shown with  
25 the green line. The weight effect, which is what I

1 described previously, is shown with the line in the middle,  
2 sort of the pink dashed line, and finally, an age effect  
3 which is what's new on this slide.

4 Now, you'll notice that I fit 6 points with 4  
5 parameters. My point here is not to show that I can draw  
6 pretty lines. The reason why I'm presenting this to you is  
7 because it shows the sort of strategy you might take when  
8 we have a larger database and how we might think about  
9 developing the models on our own data set.

10 Did this confuse everyone further? Can I aid  
11 anyone?

12 DR. SHEINER: Yes. You don't have any  
13 independent information in this particular data set.

14 DR. WILLIAMS: Correct.

15 DR. SHEINER: You have weight, which is a  
16 deterministic function of age, and then you have age, which  
17 is a deterministic function of age.

18 DR. WILLIAMS: Indeed.

19 VOICE: (Inaudible.)

20 DR. SHEINER: No. He got it from a table. So  
21 it's a deterministic function of age. So if I were to  
22 write your equation, it really is  $R_{\max} (1 - E)^{-K}$  of age  
23 minus  $K$  of age plus  $R_{\max} (1 - E)^{-K}$  of age.  
24 So all you've done is done a shape thing. By restricting  
25 it to exponentials, you get more information out of two

1 | exponentials than one. It's just like when we have time.  
2 | And you said the right thing at the end which is this is  
3 | just an illustration.

4 | (Laughter.)

5 | DR. WILLIAMS: I would agree. What we do have  
6 | going here, though, is that the shapes -- I haven't looked  
7 | at this specifically, but the shapes -- well, actually I  
8 | have to an extent. The shapes are different. If you  
9 | plot --

10 | DR. SHEINER: No. I'm saying if I used a  
11 | spline or some flexible function of age, I could only get  
12 | one term in age because it would be as many parameters as I  
13 | needed, but because you've broken it up into two  
14 | exponentials, you can get two terms in age because they  
15 | don't have the same shape because the function of age that  
16 | weight represents is another shape change. So it's just  
17 | like saying I have a polynomial in age. It's not a  
18 | polynomial. It's a flexible function in age.

19 | DR. WILLIAMS: I would agree.

20 | DR. SHEINER: But it doesn't prove that you  
21 | fractionated an age effect away from a weight effect.

22 | DR. WILLIAMS: I would agree on that.

23 | DR. SHEINER: Okay.

24 | DR. WILLIAMS: Interestingly, I was somewhat  
25 | surprised it turned out as consistent as it did because one



1 | thing I did as a check -- like I said, it wasn't essential  
2 | to my purpose because I'm just trying to show you the kind  
3 | of strategy I would employ. But one thing I did do is I  
4 | went back and switched the order in which I added the two,  
5 | and interestingly I got the same relationship. I don't  
6 | know if that's surprising, meaningful, or what, but it did  
7 | happen.

8 |           DR. SADEE: Can I ask you about this? Using  
9 | weight as a scaling may not be all that appropriate. So  
10 | rather than saying there's an age effect, is there any  
11 | information on body surface area which would just do away  
12 | with this --

13 |           DR. WILLIAMS: No. The answer is no. In this  
14 | database everything was normalized according to body  
15 | weight, and other than the numbers as presented, which were  
16 | always per kilogram, I had no raw data.

17 |           DR. SADEE: Well, could you translate this into  
18 | body surface area which would provide you with a different  
19 | scale and it may actually do away with the need to invoke  
20 | age? Because body surface area changes with respect to  
21 | weight and age, so it may account for both.

22 |           DR. WILLIAMS: Perhaps. When I actually do  
23 | this on our own data set, the path that I intended to  
24 | follow was, first, to describe the effect of weight or mass  
25 | or BMI, ideal body weight, BSA. I would investigate a