

DEPARTMENT OF HEALTH AND HUMAN SERVICES
FOOD AND DRUG ADMINISTRATION
CENTER FOR DRUG EVALUATION AND RESEARCH

PEDIATRIC ONCOLOGY SUBCOMMITTEE COMMITTEE
OF THE ONCOLOGIC DRUGS ADVISORY COMMITTEE

Wednesday, March, 17, 2004

8:00 a.m.

5630 Fishers Lane
First Floor Conference Room
Rockville, Maryland

PARTICIPANTS

ONCOLOGIC DRUGS ADVISORY COMMITTEE:

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Johanna Clifford, M.S., RN, BSN

Pamela J. Haylock, RN,
Consumer Representative, ODAC

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Victor Santana, M.D., Chair
Peter Adamson, M.D.
Alice Ettinger, M.S., RN
Peter Houghton, Ph.D.
Eric Kodish, M.D.
C. Patrick Reynolds, M.D., Ph.D.
Susan Weiner, Ph.D.
Ruth Hoffman, Patient Representative
Barry Anderson, M.D., Ph.D.
Lee J. Helman, M.D.
Malcolm Smith, M.D., Ph.D.
Paul Meltzer, M.D.
Chand Khanna, DVM, Ph.D., DACVIM
Kenneth Hastings, Ph.D.

ACTING INDUSTRY REPRESENTATIVE (NON-VOTING):

Antonio Grillo-Lopez, M.D.,

FDA STAFF:

Susan Ellenberg, Ph.D.
Steven Hirschfeld, M.D., Ph.D.
Ramzi Dagher, M.D.
Richard Pazdur, M.D.
Patricia Keegan, M.D.
Pat Dinndorf, M.D.
Grant Williams, M.D.

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1 P R O C E E D I N G S

2 Call to Order

3 DR. SANTANA: Good morning to everyone. I
4 know Dr. Kodish is on the line so good morning to
5 you too, Eric. I hope you can hear us well.

6 DR. KODISH: Good morning, Victor.

7 DR. SANTANA: This is a meeting of the
8 Pediatric Oncology Subcommittee of the Oncology
9 Drugs Advisory Committee and we are here today to
10 advise the agency on two issues. In the morning we
11 will deal with the issue of safety monitoring in
12 clinical studies enrolling pediatric oncology
13 patients. Then, in the afternoon we will address
14 issues related to the use of nonclinical data to
15 complement clinical data for proposed pediatric
16 oncology studies. So, we have quite a busy agenda
17 and I think we will go ahead and get started with
18 the introductions, and I am feeling so sorry for
19 Dr. Anderson who is sitting all by himself over
20 there, but we will go ahead and get started with
21 him and then move around.

22 Introductions

23 DR. ANDERSON: Barry Anderson, from NCI
24 CTEP.

25 DR. GRILLO-LOPEZ: Antonio Grillo-Lopez,

1 Neoplastic and Autoimmune Diseases Disorders
2 Research Institute.

3 DR. WEINER: I am Susan Weiner, from The
4 Children's Cause, a patient advocate.

5 MS. HOFFMAN: Ruth Hoffman, patient
6 advocate.

7 DR. PRZEPIORKA: Donna Przepiorka,
8 University of Tennessee, Memphis.

9 MS. CLIFFORD: Johanna Clifford, executive
10 secretary to this meeting.

11 DR. SANTANA: Victor Santana, pediatric
12 oncologist at St. Jude Children's Research
13 Hospital, Memphis, Tennessee.

14 DR. REYNOLDS: Dr. Reynolds, Children's
15 Hospital of Los Angeles.

16 MS. ETTINGER: Alice Ettinger, pediatric
17 nurse practitioner, St. Peter's University Hospital
18 in New Jersey.

19 DR. PAZDUR: This is Susan Ellenberg, who
20 has laryngitis. She is a statistician. I am
21 Richard Pazdur.

22 DR. HIRSCHFELD: Steven Hirschfeld, FDA.

23 DR. DINNDORF: Patricia Dinndorf, FDA.

24 DR. DAGHER: Ramzi Dagher, FDA.

25 DR. SANTANA: Eric, will you go ahead and

1 announce your name and affiliation for the record?

2 DR. KODISH: I am Eric Kodish, from
3 Cleveland, Ohio, Rainbow Babies & Children's
4 Hospital.

5 DR. SANTANA: Thank you, Eric. With that,
6 we will go ahead and have Ms. Clifford read us the
7 conflict of interest statement.

8 Conflict of Interest Statement

9 MS. CLIFFORD: Thank you. The following
10 announcement addresses conflict of interest issues
11 associated with this meeting and is made a part of
12 the record to preclude even the appearance of such
13 at this meeting.

14 Based on the agenda, it has been
15 determined that the topics of today's meeting are
16 issues of broad applicability and there are no
17 products being approved at this meeting. Unlike
18 issues before a committee in which a particular
19 product is discussed, issues of broader
20 applicability involve many industrial sponsors and
21 academic institutions.

22 All special government employees have been
23 screened for their financial interests as they may
24 apply to the general topics at hand. To determine
25 if any conflict of interest existed, the agency has

1 reviewed the agenda and all relevant financial
2 interests reported by the meeting participants.
3 The Food and Drug Administration has granted
4 general matters waivers to the special government
5 employees participating in this meeting who require
6 a waiver under Title 18, United States Code,
7 Section 208.

8 A copy of the waiver statements may be
9 obtained by submitting a written request to the
10 agency's Freedom of Information Office, Room 12A-30
11 of the Parklawn Building.

12 Because general topics impact so many
13 entities, it is not prudent to recite all potential
14 conflicts of interest as they apply to each member
15 and consultant and guest speaker. FDA acknowledges
16 that there may be potential conflicts of interest
17 but, because of the general nature of the
18 discussion before the committee, these potential
19 conflicts are mitigated.

20 With respect to FDA's invited industry
21 representative, we would like to disclose that Dr.
22 Antonio Grillo-Lopez is participating in this
23 meeting as an acting industry representative,
24 acting on behalf of regulated industry. Dr.
25 Grillo-Lopez is employed by Neoplastic and

1 Autoimmune Diseases Research.

2 In the event that the discussions involve
3 any other products or firms not already on the
4 agenda for which FDA participants have a financial
5 interest, the participants' involvement and their
6 exclusion will be noted for the record.

7 With respect to all other participants, we
8 ask in the interest of fairness that they address
9 any current or previous financial involvement with
10 any firm whose product they may wish to comment
11 upon. Thank you.

12 DR. SANTANA: Thanks, Johanna. Anybody
13 else sitting at the table that wants to disclose
14 anything publicly? No? Dr. Adamson just joined
15 the group. Do you want to introduce yourself,
16 Peter, please?

17 DR. ADAMSON: Peter Adamson, from
18 Children's Hospital of Philadelphia.

19 DR. SANTANA: Thanks, Peter. Peter, do
20 you want to introduce yourself?

21 DR. HOUGHTON: Peter Houghton, St. Jude
22 Children's Research Hospital.

23 DR. SANTANA: With that, I will pass it
24 over to Dr. Pazdur for his opening remarks.

25 Opening Remarks

1 DR. PAZDUR: Well, I would like to
2 disclose something publicly, my disappointment with
3 Victor and Johanna for not mentioning this but the
4 disclosure is happy St. Patrick's Day.

5 [Laughter]

6 As you can see, we in the government have
7 provided you with green folders for the day and,
8 obviously, I am dressed in green but I would like
9 to remind you Pazdur is not an Irish name. The
10 other thing I would like to just emphasize is that
11 Donna and I, as compatriots from Chicago's Polish
12 community, would like to emphasize that St.
13 Patrick's Day is just a warm-up for St. Joseph's
14 Day. Okay?

15 [Laughter]

16 DR. SANTANA: Which is Friday, March 19th.

17 DR. PAZDUR: Thanks for pointing that out.

18 In all seriousness, I would like to go
19 back to why we are here today, and that is for the
20 subcommittee to discuss two important areas today,
21 one in the morning discussing safety monitoring in
22 clinical studies enrolling children with cancer and
23 then, in the afternoon, discussing nonclinical data
24 to complement clinical data for pediatric oncology.

25 We look at these as very important

1 thematic discussions to have. How these areas
2 impact on oncology drug development I think is very
3 important. One thing that I would ask the
4 committee to do specifically is to concentrate
5 really on the pediatric aspect of these. I know
6 that these areas have some tentacles to adult
7 oncology and to other areas of oncology but I would
8 like to remind you that the purpose of this
9 subcommittee is to focus on the pediatric
10 specificity of these issues and special
11 considerations of these broad issues in pediatric
12 oncology.

13 I would like to thank everyone for being
14 here. I asked Steve what number meeting this is
15 and we think it is the eighth. We may be wrong but
16 we are happy that the committee is meeting on a
17 regular basis. We intend to have the committee
18 meet on a regular basis here and to continue this
19 dialogue with the community. So, Steve, I will
20 turn it over to you.

21 Introduction of Issues and Agenda

22 DR. HIRSCHFELD: Thank you. It is
23 customary at the end of remarks to give the
24 acknowledgments but I wanted to give two
25 acknowledgments initially. The first one is to

1 someone who is in the room right now and I am
2 looking at her, and that is Johanna Clifford who
3 has done I think a marvelous job in helping to
4 organize this meeting, and we have had a number of
5 challenges to overcome along the way, so many
6 challenges that for a period of time we thought we
7 were working under a curse, but Johanna has been
8 steadfast, good humored, competent, rapid in her
9 responses and has been I think a driving force in
10 terms of having the meeting occur as it is and as
11 well organized as it is today. So, thank you,
12 Johanna.

13 I would also like to acknowledge someone
14 who is in this room, although not physically, but
15 someone who has had enormous influence on our
16 thinking and on our policies toward patients
17 enrollment in studies and in particular children
18 enrolling in studies, and that is Bonnie Lee who
19 has been with the FDA for many years and was
20 associated with the initial hearings of the
21 committee, which was mandated by Congress in the
22 1970s, to examine the role of children in clinical
23 research. Bonnie has been a particular guide and
24 inspiration for me and also a source of information
25 and direction, which I think has been an asset not

1 only to the agency but to the country and to all
2 patients. And, I wanted to dedicate the discussion
3 this morning in her honor. So, thank you, Bonnie.

4 As Dr. Pazdur pointed out, we are going to
5 be discussing the themes of safety and
6 extrapolation. Clinical research, which we have
7 discussed in some detail in this forum over several
8 of the meetings, has been recorded for at least
9 2,400 years. Children were often the first
10 patients for new procedures and interventions.
11 Part of this evolved from the concept that children
12 were the property of parents so it was rather easy
13 for parents to donate their children for whatever
14 questions might be asked. But along the way there
15 were some founding principles because,
16 unfortunately, children have also been the victims
17 of clinical research.

18 The founding principles of modern Food and
19 Drug Administration regulation were, in large part,
20 established for the purpose of protecting children
21 and, yet, pediatric therapeutic development has
22 never been as thorough and robust as adult
23 therapeutic development, and most of the people in
24 this room have been part of that process and
25 witness to these inequities. Many therapies are

1 administered to children without adequate studies
2 and, furthermore, many therapies are not made
3 available for pediatric study until after adult
4 marketing studies are completed and this is
5 particularly true in oncology. So, we have been
6 working to overcome some of these barriers and
7 challenges. And, the challenges are to assemble
8 sufficient data to establish efficacy and safety in
9 the relevant population. The relevant population
10 may be sufficiently rare that confirmatory studies
11 are not feasible, which is particularly the case
12 for many of the childhood malignancies.

13 There are concerns regarding the
14 implications of adverse events in children and this
15 has been a barrier to the further clinical
16 development of some products because of these
17 concerns. It is also important that there is the
18 establishment and maintenance of a framework that
19 would support systematic clinical investigations
20 for the relevant population. This has been the
21 case historically in pediatric oncology but that
22 framework has always been challenged and is always
23 competing with other priorities. So, it is
24 incumbent on us to make sure that that pediatric
25 research framework has the best resources, and the

1 best advice, and the best support, and the best
2 regulatory environment to do its job.

3 The particular issues regarding the safety
4 monitoring in pediatric oncology clinical
5 investigations are an acknowledgment that children
6 require special protections. Yet, on the other
7 hand, there is also an acknowledgment that risk
8 tolerance is higher in oncology therapeutics than
9 in other therapeutic areas. This sets up a
10 potential tension. Furthermore, there are no
11 detailed consensus standards on study monitoring
12 despite numerous international documents describing
13 what could be termed good clinical practice. We
14 will examine those in some detail during the course
15 of the morning. So, the charge to the committee is
16 to suggest ways to incorporate the fundamental
17 ethical and scientific principles in protecting
18 patients enrolled in clinical studies for pediatric
19 malignancies while providing clear guidance and
20 minimizing the resource burden.

21 We have a series of questions directed
22 toward the committee to help focus the discussion.
23 These are questions which are meant to stimulate
24 what we hope will be an informative exchange and do
25 not have a yes/no or a definitive answer.

1 The first questions revolves around the
2 principles, what are the principles that should be
3 addressed in safety monitoring of clinical studies
4 that enroll children with cancer? Dr. Kodish is
5 going to provide us with some background on that
6 particular topic. If the principles are adequately
7 stated in existing documents, statutes or
8 regulations, please identify the relevant documents
9 and sections.

10 The second set of questions deals with the
11 practice. Recognizing that particular populations,
12 disease settings and products may have specific
13 requirements, what general parameters should be
14 monitored for safety in all clinical studies? Or,
15 to rephrase that, what should the default position
16 be for safety monitoring?

17 Based on the response to the previous
18 question, how often should these parameters be
19 monitored? Again, just giving a framework or
20 guidelines.

21 Based on the responses to the previous
22 questions, who should do the monitoring? Is it
23 adequate to have the personnel involved in the
24 study be responsible for safety monitoring? When
25 we discuss this in detail we may parse this out

1 into the type of study, whether it is early
2 development or later development or the type of
3 disease or other risk factors.

4 What circumstances would benefit from a
5 data monitoring committee? And, are there
6 additional recommendations for safety monitoring?

7 The afternoon will be devoted to a
8 question which can be traced back to the principle
9 of extrapolation. Extrapolation has been a topic
10 of interest within the Food and Drug Administration
11 for many years. In recent years there has been an
12 FDA working group on pediatric extrapolation that
13 has identified four domains that may provide a
14 basis for extrapolation of adult data to the
15 pediatric population. These are nonclinical data,
16 pathophysiology, natural history of the disease or
17 condition, and response to therapy.

18 When our group, noted at the bottom of the
19 slide and some of the members are present here in
20 the audience, asked ourselves the question how can
21 we use nonclinical data to inform us about
22 pediatric clinical studies, and in particular
23 pediatric studies in clinical oncology, we realized
24 we needed further background and further discussion
25 before we could have an informed approach to it.

1 We recognize that the absence of
2 predictive or explanatory nonclinical models in
3 pediatric oncology is today's status quo. We know
4 that safety prediction based on animal studies is
5 estimated at approximately 65-70 percent for
6 cytotoxic compounds and it is unknown for other
7 classes of compounds, particularly the new biologic
8 therapies, gene therapies, immunotherapy, and
9 cellular-based therapies. Efficacy prediction is
10 unknown but low at best. The findings in clinical
11 studies, particularly negative studies, often
12 remain unexplained.

13 Therefore, further clinical studies that
14 entail resources and risks are undertaken to
15 further the field, and we are posing the paradigm
16 is there a mechanism by which we can use
17 nonclinical data to inform us and improve the
18 clinical research in pediatric oncology. There are
19 potential advantages of using the nonclinical data:
20 a lesser resource burden; the ability to answer
21 questions not amenable to available clinical
22 techniques. There might be ethical or, in fact,
23 legal considerations involved too; possibly a
24 faster time frame to generate data; a dynamic
25 interaction between clinical and nonclinical

1 findings that can enhance understanding and
2 confidence in results. When we only have a
3 sufficient population to do one definitive study,
4 and that study takes three to five years and it is
5 not feasible to do a confirmatory study, having
6 confidence in those results is critical. The
7 avoidance of non-informative and minimization of
8 negative outcome studies could be another outgrowth
9 and an opportunity for new study designs.

10 So, the charge to the committee for this
11 afternoon is to provide advice on what types of
12 nonclinical data are considered informative to
13 complement or supplement clinical results. What
14 should the characteristics or properties of
15 nonclinical models and data be to effectively add
16 to the clinical results?

17 If there are no satisfactory models that
18 exist currently, and we will hear some discussion
19 on approaches, what characteristics should a
20 nonclinical model have to confirm, extend or
21 substitute for clinical results?

22 Lastly, is there a set of postulates that
23 can be identified, or should a set be developed to
24 help us make the transition for data extrapolation?
25 So, the questions we are asking are what types of

1 questions that are of potential clinical relevance
2 but are not feasible or acceptable to answer in a
3 clinical study could be addressed by nonclinical
4 studies.

5 Examples may include the need for repeated
6 tissue sampling, always a contentious issue,
7 particularly in children; the assessment of
8 long-term effects of treatment; effects on
9 reproduction; access to critical anatomic
10 structures, and this is a consideration again
11 particularly for some of the pediatric brain
12 tumors; exposure to toxic reagents; evaluation of
13 non-monitorable or irreversible toxicities;
14 identification of biomarkers for clinical
15 monitoring; and many others which I am sure will
16 come up when we have our learned and motivated
17 panel discuss the issue.

18 What type of evidence and data would be
19 recommended in each of the following domains to
20 allow extrapolation from nonclinical data and be
21 informative for a clinical condition? There are
22 listed here a few but there may be others. These
23 include, but are not limited to pharmacology and
24 pharmacokinetics, safety, efficacy, behavior,
25 long-term effects, developmental aspects and others

1 which I am sure will come up.

2 Are there additional recommendations for
3 the effective use of nonclinical data? For
4 example, will open literature reports be generally
5 acceptable? Is documentation of compliance with
6 Good Laboratory Practice necessary to evaluate
7 animal data? Should nonclinical data be submitted
8 as an independent report with a presentation of
9 primary data sufficient for verification and
10 review? These are all practical questions and we
11 are looking for specific advice.

12 So, with this charge and these questions
13 before you, I would like to thank all the committee
14 members and our speakers and guests, and everyone
15 who has shown an interest here for participating in
16 this discussion, and I will turn now the further
17 presentation over to Dr. Eric Kodish, who will
18 discuss the fundamental principles involved in
19 clinical research and some of the issues of
20 enrolling children.

21 Dr. Santana, I think perhaps before we
22 have Dr. Kodish speak--we have some more members of
23 the panel that should be introduced.

24 DR. SANTANA: Yes. Anybody that joined us
25 a little bit late, could you please identify

1 yourself into the microphone by name and
2 affiliation, and any potential conflicts that may
3 have arisen since we started?

4 MS. HAYLOCK: I am Pam Haylock. I am an
5 oncology nurse and I am at the University of Texas
6 Medical Branch, in Galveston.

7 DR. SMITH: I am Malcolm Smith, pediatric
8 oncologist at the Cancer Therapy Evaluation
9 Program, NCI.

10 DR. SANTANA: Dr. Grillo, you had your
11 hand up?

12 DR. GRILLO-LOPEZ: Yes, a point of
13 clarification that I would like to propose to Dr.
14 Hirschfeld. On his first slide on the charge to
15 the committee, which addresses the morning session,
16 you used the phrase "providing clear guidance and
17 minimizing the resource burden" which clearly
18 applies to human resources and financial resources
19 but perhaps doesn't quite stress time. I would
20 suggest that part of your charge to the committee
21 should be that whatever recommendations we propose,
22 and however the FDA understands and decides to
23 apply those recommendations, should not affect the
24 time lines for cancer drug development which today
25 are already intolerably long, and we should be

1 concerned that the cancer patient in general should
2 not be subject to those too long time lines and
3 that anything we do should, in fact, try to reduce
4 the time lines for approval of new therapies.

5 DR. HIRSCHFELD: Thank you for your
6 comments, Dr. Grillo-Lopez. I think you touched on
7 one of the themes which is implied. I personally
8 have always incorporated in the concept resource of
9 time because time is, in fact, probably the most
10 precious resource and, if one looks at biology as a
11 broad spectrum, time is something which evolution
12 and biologic processes look to, to conserve in many
13 ways too. So, I thank you for calling attention to
14 the issue of time, and it is incorporated in that
15 specific charge.

16 DR. SANTANA: One of the philosophic
17 principles of stewardship is that it involves time,
18 people and money resources. So, I think those are
19 all encompassed in your comments.

20 With that, Eric, are you on line now? Can
21 we proceed with you?

22 DR. KODISH: I am on line, Victor.

23 DR. SANTANA: Good. Go ahead, Eric.

24 Protecting Children in Cancer Research:

25 What Really Matters

1 DR. KODISH: Good morning. It is good to
2 be with you virtually, if not physically. I
3 apologize for the inability to get to Washington.
4 We have, hopefully, completed our last big
5 snowstorm of the winter in Cleveland.

6 I am going to be speaking this morning
7 over the telephone and looking at a Webcast of the
8 slides and this is a work in progress so, please,
9 interrupt me if it is not going well and I will
10 switch to my Power Point presentation. I am looking
11 at the Webcast now and I don't see my Power Point
12 slides yet. What I plan to do is ask Johanna to
13 put on the next slide before I move through them.
14 So, let's give it a moment for me to see the first
15 slide.

16 I can introduce the talk by saying that I
17 have always thought I had a face for radio and this
18 is an example of that perhaps--

19 [Laughter]

20 I see my first slide. the title of this
21 presentation is "Protecting Children in Cancer
22 Research: What Really Matters."

23 Can I ask that we have the next slide,
24 please?

25 MS. CLIFFORD: You know what, Dr. Kodish,

1 if you just want to move on through your
2 presentation--

3 DR. KODISH: I have it now. Should I go
4 to the Power Point instead?

5 MS. CLIFFORD: Yes, that would be great.

6 DR. KODISH: All right, the Webcast didn't
7 work well and I will look forward to joining you on
8 the Webcast after I have done my talk.

9 MS. CLIFFORD: Okay, there just seems to
10 be a delay.

11 DR. KODISH: I figured that might happen.
12 The Belmont report I think articulates the key
13 principles of research involving human subjects.
14 My purpose today is to respond to the charge that
15 has been given to the committee and to paint in
16 broad strokes what the key principles are for
17 protection of children involved in cancer research.
18 I think it starts with the Belmont report and the
19 three key principles that are articulated there are
20 beneficence, respect for persons and justice.

21 The next slide, please. This slide shows
22 a concept of principles that move into practice. I
23 thought it was quite appropriate that the charge
24 for the first half of the meeting talked about both
25 principles and practice. I view the regulations

1 and their interpretation as a conduit, as a
2 mechanism by which we move from principles to
3 practice. I want to emphasize the word
4 "interpretation" here. I think that the current
5 set of regulations is subject to wide
6 interpretation, as has been pointed out over and
7 over again in the literature. I don't view this as
8 a negative. I think that it allows for thoughtful
9 IRBs, investigators, parents and others involved in
10 the research process to move from principles to
11 practice in an appropriate manner, and that
12 interpretation is really the key step.

13 The next slide, please. This slide should
14 show a triangle which points out that we are
15 talking today about pediatric research ethics and
16 that this is a more complicated system because of
17 the involvement of a child. The geometry of
18 pediatric research ethics involves parents, on your
19 lower left; the investigator, on your lower right;
20 and the child at the top of the triangle. If we
21 keep the best interests of the child in mind at all
22 points, I think we will be responding to perhaps
23 the most fundamental issue in research involving
24 children.

25 The next slide, please. This slide shows

1 a recapitulation of the Belmont principles with an
2 emphasis on beneficence in pediatric ethics.
3 Respect for persons and justice remain important in
4 pediatric ethics but it is my feeling that there is
5 a special place for beneficence when we are talking
6 about children, whether it is research involving
7 children or in clinical ethics regarding children.
8 In fact, more broadly in social policy regarding
9 children it is important to remember that children
10 are not able to vote; don't have economic
11 resources; and we owe an advocacy role I think on
12 behalf of children. It is very important and, to
13 me, prioritizes that beneficence as a concept for
14 pediatric ethics.

15 Can I have the next slide, please? The
16 principles of medical ethics then are different for
17 children compared with adults. I would say that
18 respect for persons, for good or for bad, has
19 become the dominant principle for adult ethics and
20 this is seen in research ethics where there is a
21 tremendous emphasis on informed consent, and this
22 is out of the derivative concept of autonomy which
23 comes from that principle of respect for persons.
24 By contrast, as I said, I think the best interest
25 of children has to dominate pediatric ethics and

1 justifies an population that takes beneficence as
2 the most important principles.

3 I don't want you to move slides back but,
4 if you recall a few slides ago, the slide that
5 shows moving principles into practice, I think
6 beneficence has to be the principle that drives our
7 interpretation of the regulations and our actual
8 practices.

9 The next slide, please. This slide
10 dissects out some text from the Belmont report.
11 The document itself talks about beneficence as an
12 obligation with two general rules. These are very
13 interesting. It had been sometime since I have
14 looked at them and in preparing for this
15 presentation I found the two general rules cited by
16 Belmont are do not harm and, secondly, maximize
17 possible benefits and minimize possible harms.

18 On the face of it, these two general rules
19 can be read as conflicting with one another. That
20 is, the charge do not harm is an absolute standard,
21 whereas in the second rule of minimizing possible
22 harms and maximizing possible benefits it is a
23 relative standard and it calls for a weighing of
24 benefit against harm. Again, to put interpretation
25 into play, I think it is the second rule that is

1 most appropriate for pediatric oncology studies.
2 That is to say, if one is talking about research
3 involving healthy children with no prospect of
4 benefit to that child, the first rule might be more
5 appropriate to apply, do not harm, period. But we
6 are talking about a balance in pediatric oncology
7 and I think the second general rule is more
8 appropriate.

9 Can I have the next slide, please? If we
10 are on the same page, this slide should continue to
11 cite the Belmont report which says that beneficence
12 is not always so unambiguous and goes on to say
13 that prohibiting research that presents more than
14 minimal risk without the immediate prospect of
15 direct benefit to the children involved limits
16 potential for great benefit to children in the
17 future.

18 This became, in some sense, the foundation
19 for the different categories of research in subpart
20 D that IRBs are able to approve and points out the
21 key ethical dilemma, as far as I am concerned,
22 which has to do with how we weigh benefits or which
23 benefits count when we are weighing risk and
24 benefit.

25 The next slide, please. The subtitle of

1 my talk today is "What Really Matters" and as I
2 thought about a way of presenting this I decided
3 that it could be divided in three phases, what
4 matters before a clinical trial begins; what
5 matters during the conduct of the trial; and what
6 matters after a trial has closed.

7 One of the members of the panel pointed
8 out the importance of time prior to the beginning
9 of my talk, and I guess this is another way of
10 looking at time as a divider for where the
11 different ethical obligations come in.

12 Speaking of time, I wanted to get some
13 validation from Johanna. Is the timing going
14 better now with the slides?

15 MS. CLIFFORD: It is fine, Dr. Kodish.

16 DR. KODISH: Going fine? Great! So, I
17 would like to now talk about what matters before a
18 trial begins and I could think of at least three
19 important issues. The first is that it be
20 significant science. Again, interpretation is a
21 key here. My view of significant science is that
22 it has the potential to help children with cancer.
23 I think it is important that I am very specific
24 about that. I think that if there are going to be
25 exposures of risk to children with cancer the

1 potential to help children with cystic fibrosis,
2 for example, may not be considered significant
3 science by this test. The potential to help adults
4 with Alzheimer's disease may not be significant
5 science by this test.

6 I think that we need to be cognizant of
7 the fact that research involving children with
8 cancer needs to resound back to help children with
9 cancer and that one should look for other avenues
10 to study other important diseases. It is difficult
11 to think of children with cancer as a resource, but
12 I think in some sense this really forces us to do
13 that and, by limiting the risk of exposure to
14 children to that which will come back to help
15 children--and I know that scientifically it is
16 often very difficult to predict in which direction
17 the work will go and how the results will, in fact,
18 play--ut but at the outset one can try to predict
19 and think about a definition of significant as
20 being that which has the potential to help children
21 with cancer.

22 The second thing that really matters
23 before a clinical trial begins is a risk/benefit
24 assessment. I think in the next several slides I
25 will talk more about what counts as risk and what

1 counts as benefit.

2 Finally, it is a study design that will
3 answer the question and that also does not
4 subjugate the interests of any single subject to
5 the overall needs of the research. Again, embedded
6 there are a couple of important ethical principles
7 that I think are perhaps specific--at least the
8 second one under study design--specific to research
9 with a vulnerable population and, as Dr. Hirschfeld
10 said, children certainly are considered and should
11 be considered.

12 The next slide, please. This slide shows
13 the criteria for the 405 category. As I think
14 everybody is aware, there are four categories of
15 research that can be approved by IRBs under subpart
16 D. Almost all cancer research I think is approved
17 under 405, that is, pediatric cancer research. It
18 is research that involves more than minimal risk
19 but presents the prospect of direct benefit to the
20 individual subject if the risk is justified by the
21 anticipated benefit to the subject; if the
22 risk/benefit ratio is less than or equal to the
23 alternatives; and if parental permission and assent
24 are obtained.

25 The next slide, please. As we weigh risk

1 and benefit in research ethics, it is important to
2 remember that risk means risk to the subject but
3 benefit may include benefits to the subject,
4 benefits to other patients, benefits to society or
5 benefits to an investigator or a sponsor. I think
6 what we are aiming for in research involving
7 children in some sense is limiting the benefits
8 that we think about in a risk/benefit analysis so
9 that the benefits that come to the subject are the
10 ones that we are thinking about as we weigh risk to
11 the subject, and that we avoid a situation where
12 children are used as a means to an end. To go back
13 to Emmanuel Kant and the idea that children are
14 valued and protected, I think it is inherent in
15 this sort of balancing.

16 The next slide, please. This is a slide
17 that looks at some of the issues in early drug
18 development involving children with cancer. There
19 has been a controversy over, what I have put in
20 quotes here, therapeutic intent. The point here is
21 that the prospect of direct benefit is the key
22 ethical and regulatory issue and, in my view, a
23 percentage view of what that potential for
24 therapeutic intent might be isn't that important.
25 That is, I think even a very low chance of

1 therapeutic benefit for the child should count as a
2 prospect of direct benefit to the child. Again, my
3 interpretation of the word prospect is a very broad
4 one, admittedly, but this is where the issue of
5 interpretation comes in. As the discussion goes
6 on, we can talk about how prospect ought to be
7 interpreted.

8 The second bullet point you see on this
9 slide has, in parentheses, the potential for 405
10 creep, that is, moving this issue of commensurate
11 experience that children with cancer have already
12 been through a lot so that it is okay to put them
13 through one more thing. This doesn't stand up in
14 my view as a valid justification for exposing
15 children with cancer to risk.

16 The alternatives is another key issue that
17 is discussed, if you recall, in the 405 criteria.
18 There needs to be favorable outcome for the child
19 compared to the alternatives.

20 The next slide, please. If we are on the
21 same page, this should be a slide that says options
22 on top. It has at least three different pathways
23 that families and children can seek out when a
24 child has refractory, untreatable cancer. On your
25 left is a Phase I study; in the middle is

1 alternative medicine and on the right is hospice
2 philosophy care.

3 The next slide shows further
4 considerations regarding Phase I oncology research
5 in children. The first is to point out that
6 subject selection is not a major controversy in
7 this realm, that is to say, Phase I studies are
8 done involving healthy children but it is not an
9 issue of wanting to do Phase I cancer research on
10 healthy children. That, to my knowledge, is not a
11 controversy but I put it here because it is
12 important to try to contextualize pediatric cancer
13 research in the broader picture of research
14 involving children. As I said before, I think that
15 Phase I research qualifies, in my mind, as research
16 with the prospect or direct benefit.

17 Most importantly on this slide, is that
18 potential for benefit mitigates but does not
19 eliminate the need for protection from research
20 risk. To be more clear about that, it is the
21 potential for benefit that is balanced against the
22 risk that mitigates it, but I think the charge to
23 the committee and the work we are going to do this
24 morning is still extremely important. The need for
25 protection from research risk is not eliminated by

1 the potential for benefit.

2 The next slide, please. This points out
3 some issues around alternative medicine. The
4 reason that I put this here is that I think there
5 is a yardstick of fairness that we need to keep in
6 mind. It is often the case that when research is
7 being done it is held to a higher standard or a
8 different standard than what is happening in the
9 non-research world, and it is very important I
10 think to the families and the children involved
11 that we try to put this in the lens that they are
12 viewing this off from, and to make it difficult to
13 access research or to have children participate in
14 well-designed, safely monitored research, in some
15 ways, runs the risk of shunting them to alternative
16 medicine where there are vulnerability concerns.
17 It is very prevalent phenomena for children with
18 refractory cancer. I think there are major ethical
19 differences when it comes to children getting
20 alternative therapy compared to adults who can make
21 their own decision. I think we have a very
22 important obligation to prevent harm when it comes
23 to children who are getting alternative medicine,
24 and I think it is extremely important that
25 alternative medicine possibilities be studied in a

1 rigorous and careful way. But the bottom line is
2 that we need to communicate with families and
3 children. The ones that the research community
4 encounters may also be taking alternative medicine
5 and if we don't know what medications are being
6 taken, then we won't have the ability to study drug
7 interaction with alternative medications and the
8 experimental agent, for example. I just think that
9 it is very important that we keep alternative
10 medicine in mind as something that is out there and
11 we shouldn't be blind to it.

12 The next slide, please. This slide has a
13 few words about hospice care for children who have
14 refractory disease. Now, some people I think have
15 the experience that those who come to Phase I
16 studies are self-referred, not interested in
17 hospice philosophy care, wanting to continue to
18 pursue anti-neoplastic therapy but, in my
19 experience, that is not the case. In fact, many
20 families who seek Phase I studies also are amenable
21 to having their child get hospice philosophy care.
22 So, the two are not incompatible. I think it is an
23 under-developed approach in children. It is not
24 the main focus of what we are here about today but
25 I felt that it would be incomplete to give this

1 talk without mentioning that hospice philosophy
2 care should be part of the consent process for
3 Phase I studies.

4 The next slide, please. This moves from
5 what really matters before the conduct of the trial
6 to during the conduct of the trial. The three
7 items that really matter during the conduct of the
8 trial are informed consent which, in my view, is a
9 communication process in addition to the
10 documentation that happens; ongoing monitoring via
11 a data safety monitoring board, if appropriate, and
12 I understand that much of the discussion later on
13 will have to do with when it is appropriate and
14 when it is not necessary; and ethical action to
15 suspend or stop a study at the right time. It is
16 easier said than done but in parentheses I thought
17 I would say not too soon but not too late either.
18 So, the question of when a study should be
19 suspended or stopped is a key ethical question that
20 happens during the conduct of a study and whether a
21 study needs to be stopped at all. I guess in most
22 cases there is no need to stop it but that question
23 needs to be always asked in the same way house
24 officers always need to ask themselves does this
25 child need a spinal tap. It is a question that is

1 part of the monitoring process as an embedded
2 function.

3 The next slide shows the Nuremberg code.
4 This is a quick bit about informed consent. The
5 Nuremberg code said that the voluntary consent of
6 the human subject is absolutely essential. These
7 are slides that I have shown at previous meetings
8 so I think we can go fairly quickly through them.

9 The next slide asks the rhetorical
10 question of whether we can do any pediatric
11 research at all, and just points out that if the
12 answer is no, that is, if we have to adhere to
13 strict interpretation of the Nuremberg or literal
14 rather than in the spirit of the law
15 interpretation, children as a group will suffer.
16 You saw in the Belmont quotation earlier that there
17 is a clear recognition that there needs to be some
18 research involving children so that we can both
19 protect children adequately but be sure that we
20 make progress in childhood disease.

21 The next slide talks about three ways of
22 respecting Nuremberg and still doing pediatric
23 research by using parents as surrogates and
24 obtaining parental permission; by involving
25 children when appropriate and obtaining their

1 assent; and by providing societal protection with
2 IRB approval as the most obvious but also meetings,
3 similar to what we are doing this morning,
4 investigator integrity and other things that
5 provide societal protection for children, we can, I
6 think, ethically do pediatric research.

7 The next slide shows the difference
8 between parental permission and informed consent
9 and, again, says that the autonomous authorization
10 of an adult--the difference between adult and
11 pediatric ethics is more robust than a proxy
12 decision and points out, from the Academy of
13 Pediatrics, that the responsibilities of a
14 pediatrician to his or her patient exist
15 independent of parental desires or proxy consent.
16 I think that there is a congruent statement that
17 one could make here that says that an
18 investigator's responsibility to his or her subject
19 exists independent of parental desires or proxy
20 consent.

21 The next slide shows that parental
22 permission is not the oral equivalent of informed
23 consent, and that surrogate decision-making is
24 necessarily less authentic. I am going to skip
25 past the next slide which shows proxy consent,

1 substituted judgment and best interests, because I
2 think this is familiar ground for most people and
3 we have already emphasized best interests.

4 I will go to a slide that says informed
5 consent in pediatrics equals parental permission
6 and the assent of the child. Here I want to say
7 that the combination of those two can potentially
8 be more powerful, if done right, than an
9 individual. This has to do with family centered
10 ethics that really seek to care for and do
11 effective communication with a family, which is a
12 dynamic and challenging process, admittedly. But I
13 think both of these issues are very important.

14 The next slide, please. This provides the
15 regulatory definition of assent, which is a child's
16 affirmative agreement to participate in research.
17 The key point here is that mere failure to object
18 should not be construed as assent. That is, the
19 silence of an older child for research
20 participation can't be interpreted as their assent.
21 Again, there is room for regulatory interpretation
22 here. There is a great deal of controversy around
23 assent and requirements for assent, and I think
24 there is likely to be a fair amount of variability
25 across IRBs with regard to this issue and I would

1 be happy to discuss this further during our
2 discussion.

3 The next slide, please. This slide shows
4 some differences between assent in the clinical and
5 research context, and points out the fact that
6 research is supererogatory, that is, as opposed to
7 a clinical context where there is a strong best
8 interests argument to be made. Generally speaking,
9 in research the decision is more voluntary and, for
10 that reason, assent is more powerful phenomenon, in
11 my view, ethically speaking in research than it
12 would be in the clinical context.

13 The bottom bullet point here is also
14 important I think as a principle perhaps for us to
15 consider, and that is the older the child, the more
16 assent contributes to the ethical justification for
17 the study. This is a problem for diseases that
18 happen in younger children certainly but, all
19 things being equal, an older child I think who can
20 participate in the decision gives us more ethical
21 justification for proceeding in research endeavors.

22 The next slide just points out a piece of
23 data. This is a scale that we did in our study of
24 informed consent about decision-making preference.
25 It shows everything from, number one, a parent who

1 wants to leave all decisions to the doctor and
2 perhaps to an investigator, and then a continuum to
3 number five, a parent who wants to make final
4 selection about which treatment their child will
5 receive.

6 The next slide shows a sample of 108
7 parents. The reason that I included it this
8 morning is to point out the variability among
9 parents and families when it comes to how they want
10 to make decisions. You see in this slide a large
11 number of parents in the middle, within the green,
12 red and grey columns, who fit into a shared
13 decision-making model. In my view, this is why
14 informed consent is important during the conduct of
15 research. Most people want a shared
16 decision-making approach whether it comes to
17 treatment or research participation and
18 communication. Effective communication is really
19 the key issue for informed consent.

20 The next slide. As I wind down the talk
21 and get to the conclusion, I want to make the point
22 that the over-interpretation of regulatory concerns
23 can prevent the ethically meaningful participation
24 of children in research.

25 Can you still hear me?

1 MS. CLIFFORD: We can still hear you.

2 DR. KODISH: Great! I heard a beep on the
3 phone. I am going to tell a quick story to
4 illustrate this point. Heather K was diagnosed
5 with a vaginal rhabdomyosarcoma at a children's
6 hospital in the Midwest within the past few months.
7 At diagnosis, Heather had a tumor that was causing
8 intestinal compression. Her pediatric oncologist
9 talked to the family about the diagnosis and then
10 subsequently discussed a Phase III non-randomized
11 study sponsored by the IRS/COG. The family
12 provided informed consent and signed a document at
13 6:05 p.m. The plan was to begin chemotherapy the
14 following day but the patient developed a bowel
15 obstruction at 11:00 p.m. and chemotherapy was
16 emergently started. At midnight nothing happened
17 that was ethically significant. Clinically, the
18 patient was continuing to get her chemotherapy.
19 But the next morning, when the CRA, the data
20 person, came to enroll Heather in this Phase III
21 study, the RDE, or the remote data entry system,
22 made enrollment impossible. The reason that
23 enrollment was impossible was that the date
24 chemotherapy was started was the previous date and
25 the form would not permit enrollment to happen if

1 chemotherapy had already been started.

2 So, what was a well-intentioned regulation
3 system designed to prevent people from being
4 entered on study if consent had not yet been
5 obtained--in fact, in this case everything went
6 perfectly from an ethical perspective but the
7 patient was not allowed to be entered on study. I
8 think that this is a cautionary tale and I wanted
9 to bring it to the attention of the panel today.

10 Next slide, please. We see many
11 well-intentioned regulatory protections and it is
12 important to realize that they can paradoxically
13 prevent the ethical participation of children in
14 cancer research and Heather's story is one example
15 of that. The physician then needed to go back to
16 the family and explain that, unfortunately, we
17 weren't able to include her as a subject in the
18 research. It wasn't going to change her treatment
19 at all but the future treatment of children with
20 rhabdomyosarcoma in some ways is harmed by the fact
21 that this regulatory mechanism prevented Heather
22 from being a subject in the study. The only
23 alternative would have been for the person doing
24 remote data entry to fabricate and to say that the
25 date chemotherapy was started was the day that she

1 was being entered on study, and that would have,
2 number one, been an unethical lie and, number two,
3 would have been picked up on an audit if the
4 subject had been audited subsequently though it may
5 have been, in fact, the ethical thing to do because
6 consent was obtained in an appropriate way, it is
7 an important study, and all of the things that we
8 have been talking about, but the regulatory
9 apparatus prevented an ethical action from taking
10 place and I think it is a disturbing story.

11 The next slide shows a synergistic
12 approach. The protection of human subjects has
13 been done both through education and regulation and
14 we need to be concerned about developing too much
15 regulation at the expense of education and the
16 expense of thoughtful ethical action.

17 The next slide just has a few quick points
18 about what matters after a trial is closed.
19 Monitoring for late effects of therapy is an
20 important ethical issue after a trial has closed.
21 The publication of results and dissemination of
22 findings is ethically important. If the science
23 isn't disseminated, then it is like a tree falling
24 in a forest that nobody hears. Finally, the return
25 of results to the subjects who participated is an

1 ethically under-looked and I think very important
2 issue that symbolizes the partnership that we have
3 with subjects and their families, and I think we
4 need to do a better job than we are doing currently
5 after a trial has closed in getting results back to
6 the subjects.

7 The next slide shows conceptually the main
8 balance as a point of conclusion in pediatric
9 research ethics, that the best interests of the
10 child-subject are, in fact, balanced against
11 science to benefit others and we need to be
12 cognizant of that balance at all times and be sure
13 that the best interests of the child are not
14 subjugated.

15 The next slide shows a couple of
16 conclusions. The first is that beneficence, as
17 described in the Belmont report, is the key ethical
18 principle that I believe should guide monitoring of
19 patients in studies. Also, a risk/benefit
20 assessment by the investigator, by the IRB and by
21 others perhaps is more important than informed
22 consent, and that is because I don't think informed
23 consent has the ethical importance in pediatrics
24 that it does in adult medicine, and also because of
25 the relatively ineffective communication process

1 that is currently happening with informed consent.
2 I would be happy to talk more about that in the
3 discussion.

4 The next slide shows that the protection
5 of children from research risk and the imperative
6 to improve childhood cancer treatment are both
7 ethically important. The bottom point here is that
8 regulatory fervor intended to protect children
9 currently threatens the ethical conduct of
10 pediatric cancer research, as I tried to illustrate
11 in Heather's story, and we need to remember, I
12 think, that there is an ethical imperative to do
13 work in childhood cancer to improve the care of
14 children with cancer.

15 The final slide points out that children
16 are both vulnerable subjects who need protection
17 from research risk and a neglected class--and they
18 continue to be a neglected class despite our best
19 efforts--that need better access to the benefits of
20 research.

21 I thank you all for tolerating the virtual
22 reality nature of this talk and hope that I have
23 been able to make a contribution. Thank you.

24 DR. SANTANA: Thanks, Eric. Eric, are you
25 planning to stay on line for the rest of the

1 morning?

2 DR. KODISH: I am. The only question is
3 whether I should do it by phone or by Webcast.

4 DR. SANTANA: Okay, because if you are
5 going to stay, then we will just hold the questions
6 for the general discussion, if that is okay with
7 you.

8 DR. KODISH: That is fine.

9 DR. SANTANA: But I do want you to stay on
10 the phone line, if at all possible, for the
11 discussion because I think we can communicate
12 better that way.

13 DR. KODISH: Okay, what I will try to do
14 is watch but mute the sound.

15 DR. SANTANA: That is fine.

16 DR. KODISH: Thank you, Victor.

17 DR. SANTANA: Okay, good. I also want to
18 thank John for advancing your slides on your
19 behalf. Dr. Carome, you are next.

20 Legal Responsibilities for HHS Supported Studies

21 DR. CAROME: Good morning. I would like
22 to thank the subcommittee members for inviting me
23 to give a brief presentation on legal
24 responsibilities for studies conducted and
25 supported I think originally by the federal

1 government and since I speak on behalf of HHS, I
2 have limited it to HHS, the Department of Health
3 and Human Services.

4 What I am quickly going to do is go over,
5 first of all, the applicability of our regulations.
6 Then I am going to talk very quickly about the
7 major requirements of 45 CFR Part 46, Subpart A,
8 which are the general protections for human subject
9 research. Then I am going to finish up by talking
10 about the major requirements of 45 CFR, part 46,
11 Subpart D, which are the additional protections for
12 children involved as subjects in research.

13 Again, the regulations I am referencing,
14 45 CFR Part 46, are the HHS regulations for the
15 protection of human subjects. They have four
16 subparts. The regulations were last revised in
17 2001. One of the subparts, Subpart B, was revised
18 at that point but most of the regulations remain
19 the same as when they were promulgated more than
20 two decades ago.

21 So, what is the applicability of these
22 regulations? Our regulations apply in two
23 circumstances. The most common is research
24 conducted or supported by the Department that are
25 not otherwise exempt. That includes clinical

1 trials conducted intramurally by the NIH or funded
2 by the NIH, as well as many other agencies within
3 the Department. A second way in which research can
4 be covered by these regulations is research that is
5 conducted at an institution holding an applicable
6 assurance of compliance approved by our office.
7 So, any institution that receives funding from our
8 Department to conduct human subject research must
9 execute a written agreement in which the
10 institution pledges to comply with our regulations,
11 and in that document many institutions voluntarily
12 extend the same regulations to all research
13 regardless of sponsorship. In doing so, the
14 assurance comes to cover privately sponsored
15 research.

16 This slide demonstrates the relationship
17 and the overlap between the applicability of our
18 regulations and the FDA regulations. You can see
19 that there is in the middle an overlap. The
20 overlap may occur in two circumstances. One is
21 where NIH sponsors a clinical trial or other
22 clinical research, or any research, that involves
23 an FDA-regulated test article. Another
24 circumstance is where an institution, holding an
25 assurance with our office in which they voluntarily

1 agreed to extend that assurance to all research, is
2 engaged in an industry, privately sponsored
3 research, project involving an FDA-regulated test
4 article.

5 Very quickly, what are the major
6 provisions of Subpart A? As was previously noted,
7 the regulations, we believe, are clearly founded
8 upon an ethical framework that was articulated in
9 the Belmont report. Its three basic ethical
10 principles, and the fundamental provisions of the
11 regulations can be divided in three groups. One is
12 the provisions related to and assurance of
13 compliance. The second is those related to the IRB
14 requirements, institutional review boards, and the
15 third is those requirements related to legally
16 effective informed consent.

17 With respect to assurances, the
18 regulations stipulate that each institution engaged
19 in research covered by the regulations and which is
20 conducted or supported by the Department shall
21 provide assurance satisfactory to the HHS Secretary
22 that it will comply with the requirements set forth
23 in the regulations.

24 The regulations further stipulate specific
25 elements that must be part of an assurance. There

1 must be a statement of principles governing the
2 institution in the discharge of its
3 responsibilities for protecting the rights and
4 welfare of human subjects. And, the regulations
5 state that those principles must apply to all
6 research regardless of whether or not it is covered
7 by the assurance.

8 The assurance must designate at least one,
9 and many institutions designate more than one,
10 institutional review board and that must include a
11 list of the IRB members and their relative
12 capacities, and there must be a reference to
13 written IRB procedures. There are requirements
14 related to the IRB and they include specification
15 of what the IRB membership must include, such as at
16 least one person whose primary interests are in the
17 scientific area and at least one member whose
18 primary interests are in a non-scientific area, and
19 at least one member who is not otherwise affiliated
20 with the institution or a member of a family
21 affiliated with the institution.

22 The regulations have specific provisions
23 related to how the IRB should function and operate;
24 when it must conduct review in terms of initial and
25 continuing review. Then there are provisions

1 related to expedited review for certain categories
2 of minimal risk research and there are detailed
3 lists of specific criteria an IRB must find in
4 order to approve research. For example, the
5 regulations state that in order to approve research
6 an IRB must find that the risks to the subjects are
7 minimized and reasonable in relationship to the
8 anticipated benefits, if any, to the subjects and
9 the knowledge that is to be gained. Then, there
10 are other provisions for the records that an IRB
11 must maintain.

12 The last set of provisions in Subpart A
13 deal with legally effective informed consent. They
14 include an introductory paragraph that talks about
15 the general requirements. For instance, no
16 investigator may involve a human subject in
17 research unless the informed consent of the subject
18 or a legally authorized representative of the
19 subject has been obtained, except in certain
20 limited circumstances in which informed consent can
21 be waived.

22 The regulations go on to stipulate basic
23 elements that I think most people are familiar
24 with: the nature of the research; the reasonably
25 foreseeable risks; the reasonably foreseeable

1 benefits, if any, to the subject; and others, such
2 as alternatives that a subject may choose instead
3 of entering the research. The regulations
4 stipulate that consent must generally be
5 documented, except in some limited circumstances.
6 Then, there are waiver provisions both for
7 obtaining informed consent at all or for documented
8 informed consent, and I won't go into those in
9 detail.

10 Let's turn finally to the provisions for
11 research involving children under Subpart D, the
12 additional protections for children. Again, this
13 is a subpart that is unique to the Department of
14 Health and Human Services. Whereas all the Subpart
15 A provisions that I just went over have been
16 adopted by other departments and agencies, Subpart
17 D has only been adopted by the Department of
18 Education in addition to our department.

19 Subpart D applies to all research
20 involving children as subjects conducted or
21 supported by our department. It is important to
22 note that there is a specific definition of
23 children in the regulations, and they are persons
24 who have not attained the legal age for consent to
25 treatments or procedures involved in the research

1 under the applicable law of the jurisdiction in
2 which the research will be conducted. It is
3 important to note that in order to then understand
4 who a child is with respect to the research
5 regulations, you must understand state and local
6 law that defines who can consent to what and at
7 what age. Therefore, a child in one state might
8 not be a child in another state for the purposes of
9 these regulations.

10 The Subpart D requirements in
11 general--first of all, you have to satisfy all the
12 requirements of Subpart A. So, if a research
13 project involving children doesn't satisfy some
14 provision of Subpart A, then it is moot about the
15 additional provisions. The research would not be
16 approvable. But if the research is approvable
17 under Subpart A, there are additional requirements
18 of Subpart D which must be fulfilled and satisfied.

19 As Eric referenced, there are four
20 categories of research that are approvable under
21 Subpart D under our regulations. These are
22 primarily scaled to risk versus benefit as you walk
23 through each of these categories, and I am going to
24 do that very quickly.

25 The first category, 404, is research not

1 involving greater than minimal risk, and minimal
2 risk is defined in Subpart A. In order for this
3 research to be approved under this category, an IRB
4 must make one general finding. It must find that
5 there are adequate provisions for soliciting the
6 assent of the child and permission of the parents
7 or guardians, as set forth in Section 408.

8 The next category, Section 405, which Eric
9 went into more detail, is research involving
10 greater than minimal risk but presenting the
11 prospect of direct benefit to the individual
12 subjects. So, the benefit has to be tied to the
13 subjects as opposed to society in general and the
14 knowledge to be gained. Here, the IRB must make
15 three specific findings. The IRB must find that
16 the risk is justified by the anticipated benefits
17 to the subject; the relationship of the anticipated
18 benefit to the risk is at least as favorable to the
19 subjects as that presented by available
20 alternatives outside the research context; and,
21 again, the same provisions for assent and
22 permission apply throughout these four categories.

23 The next category, 406, involves greater
24 than minimal risk and no prospect of direct benefit
25 to the individual subjects, but likely to yield

1 generalizable knowledge about the subject's
2 disorder or condition. For this category there are
3 four criteria that an IRB must find. They must
4 find that, first, that the risk represents a minor
5 increase over minimal risk. Whereas minimal risk
6 is defined in the regulations, what a minor
7 increase means is not defined so that is left up to
8 the judgment of the IRBs.

9 Next, the IRB must find that the
10 intervention or procedure within the research
11 presents experiences to the subjects that are
12 reasonably commensurate with those inherent in the
13 actual or expected medical, dental, psychological,
14 social or educational situation of the child.
15 Commensurability is one of the factors that Eric
16 touched on but applies only in this category, 406.

17 The next two provisions--the IRB must find
18 under 406 that the intervention or procedure is
19 likely to yield generalizable knowledge about the
20 subject's disorder or condition which is of vital
21 importance for the understanding or amelioration of
22 the subject's disorder or condition. I think the
23 key words here are that you have to understand that
24 the child must have a disorder or condition, two
25 terms that are not otherwise defined in the

1 regulation and are of vital importance. So, it is
2 sort of a higher standard than the usual
3 generalizable knowledge standard that probably
4 applies to research under Subpart A only. Lastly
5 is the assent or permission provisions.

6 The fourth category and final category is
7 research that is not otherwise approvable under one
8 of these four categories which presents a
9 reasonable opportunity to understand, prevent or
10 alleviate a serious problem affecting the health or
11 welfare of children. For this, the IRB still must
12 review and assess the research with respect to
13 Subpart A and D, and must find that the research
14 presents a reasonable opportunity to further the
15 understanding, prevention or alleviation of a
16 serious health problem affecting the health or
17 welfare of children.

18 The project is then forwarded to the
19 Department. They come through our office and we
20 act on behalf of the Secretary to process these.
21 In order for the research then to be approved, the
22 Secretary, after consultation with a panel of
23 experts in pertinent disciplines and following an
24 opportunity for public review and comment, must
25 determine either that the research in fact

1 satisfies one of the other three categories, 404,
2 405 or 406 or, if not, three things must be met:
3 that research presents a reasonable opportunity
4 standard that I previously went over; that the
5 research will be conducted in accordance with sound
6 ethical principles, and hopefully that is something
7 that applies to all research conducted; and
8 adequate provisions for the assent of the child and
9 parental permission.

10 Finally, there are some additional
11 provisions of Subpart D that are provisions related
12 to soliciting assent, and assent is not always
13 required and an IRB may determine it is not
14 warranted, particularly under category 405. There
15 are provisions for soliciting permission of
16 parents, and the regulations speak to whether you
17 need both parents' permission. If the category is
18 405 one parent's permission is sufficient but for
19 406 or 407 two parents are required, except in very
20 limited circumstances.

21 It is important to note that there are
22 provisions for waiving parental permission or
23 guardian permission. Just like informed consent
24 can be waived under Subpart A for research
25 involving adults, parental permission can be waived

1 in certain circumstances and this is I think unique
2 to our regulations and not found in the parallel
3 regulations within the FDA.

4 Finally, there are specific protections
5 for subjects who are wards of the state or any
6 other agency, institution or entity for research
7 approved under 406 or 407. Among those
8 requirements, there must be a specific advocate
9 appointed for each child who is participating in
10 such research who is a ward.

11 In summary, I have quickly tried to go
12 over the applicability of our regulations and
13 contrasted that with the FDA regulations
14 applicability. I have gone over the major
15 requirements of Subpart A of our regulations and
16 finished up with a discussion of Subpart D, and I
17 thank you for your attention.

18 DR. SANTANA: Thanks, Dr. Carome. Dr.
19 Hirschfeld?

20 Legal Responsibilities for Studies with
21 FDA Regulated Products

22 DR. HIRSCHFELD: I would also like to
23 thank Dr. Carome and note that when he was wearing
24 a uniform which was a color more consistent with
25 the theme of the day, he was the head of the IRB at

1 Walter Reed Army Medical Center. I also want to
2 thank him for his efforts on clarification of the
3 regulations in ongoing discussions as they apply to
4 pediatric oncology, and he has taken a leadership
5 role in the Office for Human Research Protection in
6 that regard.

7 I am going to even more quickly, I hope,
8 go through the FDA regulations. One might ask what
9 is a pediatric oncologist doing talking about FDA
10 regulations, but that is one of the strengths of
11 the FDA, that there are wonderful opportunities to
12 be involved in many aspects or research in clinical
13 medicine, including the development of regulations.
14 I was on the working group that developed the
15 Subpart D and, in fact, wrote the first draft of
16 that document.

17 As Dr. Carome pointed out, there is some
18 overlap, and these slides have a lot of data which
19 is intended for reference and I will not go through
20 all the aspects of all the slides, but just to note
21 that there are laws synonymous with an act or
22 statute which are developed and passed by the
23 Legislative Branch and signed by the President and
24 these are published in the United States Code.
25 Then there are regulations synonymous with rule,

1 and these are developed and published by the
2 Executive Branch, the various departments and
3 agencies within the Executive Branch doing the
4 detailed work, and these are published in the Code
5 of Federal Regulations, which is referred to as the
6 CFR.

7 The FDA authority is derived from multiple
8 laws and regulations, and the focus is on product
9 and product use. There are a number of applicable
10 regulations for good clinical practice in the
11 research setting, and these include the human
12 subject protection, which is in 21 CFR, Part 50;
13 financial disclosures, which is in Part 54;
14 institutional review boards, which is in Part 56;
15 and investigational new drugs, which is in part
16 312.

17 Part 50 has actually three sections to it.
18 One is reserved for future use and Part D, you will
19 notice, is the additional safeguards for children
20 in clinical investigations, which is the focus of
21 the discussion now.
22 This is a catalog of all the various sections
23 within Subpart D of 21 CFR, 50. You will see that
24 there is mapping and harmonization between the
25 relevant sections of the HHS regulations.

1 Now, the relationship--and this is just a
2 textual representation of the schematic that Dr.
3 Carome presented--is that FDA regulations apply to
4 all research using FDA-regulated products. In
5 contrast, the HHS regulations apply to all research
6 that is supported by HHS. Research that is
7 supported by HHS using FDA-regulated products is
8 subject to both sets of regulations, and the
9 regulations are harmonized although there are some
10 differences which Dr. Carome elaborated on earlier.
11 The definitions, you will see, parallel those
12 definitions in the HHS regulations and put the onus
13 of interpretation on the local jurisdiction and on
14 the local IRBs, and that is the theme that persists
15 throughout these regulations. So, these
16 definitions are included here to show that there is
17 harmonization and in some cases, we believe, some
18 clarification because the scope of FDA-regulated
19 research is, in many ways, different and can apply
20 to domains where HHS research is not applicable.
21 So, it was important to have not only clarity on
22 the definitions but consistency and, therefore,
23 there are definitions that are included here so
24 that there is not, we hope, much ambiguity in terms
25 of how to apply and interpret these regulations at

1 the local IRB level.

2 Here, again, there is an emphasis on the
3 concept that Eric Kodish developed for us a little
4 earlier this morning, and that is children do not
5 actually engage in a consent process. Their
6 parents provide permission for them to participate
7 in the research. Then, there is the same emphasis
8 as in the HHS regulations that the child must at
9 least be approached for assent.

10 So, in addition to the other
11 responsibilities assigned to IRBs, the FDA
12 regulations ask that the IRB review clinical
13 investigations involving children as subjects
14 covered by Subpart D and approve only clinical
15 investigations that satisfy the criteria which are
16 described in Subpart 51, 52, 53 and the conditions
17 of all other applicable sections of Subpart D.

18 These are again mapped to the four risk
19 categories which were developed in the 1970s and
20 which, because of their serviceability and their
21 flexibility, have been maintained to this date.
22 These, again, discuss the concept of minimal risk
23 here with specific examples of how it applies to
24 pediatric research.

25 Since the IRBs are a conduit through which

1 research occurs, there are specific instructions on
2 when IRBs may approve clinical investigations, and
3 these are divided into the specific risk
4 categories. So, there is greater than minimal risk
5 under 50.51. In 50.52 there is greater than
6 minimal risk presenting the prospect of direct
7 benefit and the conditions, again, are analogous to
8 the HHS regulations; and 50.53 shows that the IRBs
9 can approve clinical investigations involving
10 greater than minimal risk and no prospect of direct
11 benefit but likely to yield generalizable knowledge
12 about the subject's disorder or condition, and the
13 same caveats about having a disorder or condition
14 and having the prospect of generalizable knowledge
15 apply, and these are addressed in some detail.

16 In addition, there are IRB approval
17 criteria which are explicitly stated and these
18 include not only minimization of risk and that the
19 risks are anticipated in relation to the benefit,
20 but that the informed consent process is adequate
21 and appropriately documented and looking for
22 safeguards. That is going to be theme which we are
23 going to look at in detail, what safeguards can be
24 and ought to be implemented.

25 Subpart D addresses this explicitly.

1 There is a paragraph devoted to monitoring which I
2 will quote briefly: While the level of risk in a
3 clinical investigation may change during the course
4 of a study, appropriate strategies may be included
5 in the study design that may mitigate risks. These
6 might include exit strategies in the case of
7 adverse events or a lack of efficacy, or
8 establishing a data monitoring committee to review
9 ongoing data collection and recommend study
10 changes, including stopping a trial on the basis of
11 safety information.

12 Part 56 addresses institutional review
13 boards, and the general provisions and organization
14 are discussed in the first part; IRB functions and
15 operations in the second part; records and
16 reporting in the fourth part; and the
17 administrative actions for non-compliance in the
18 fifth part.

19 Now we come to the IND regulations, 312
20 Subpart A, which are the general provisions which
21 are outlined here.

22 Subpart B, which are in essence the
23 mechanics of an investigational new drug
24 application and the obligations under those
25 sections.

1 Subpart C, which discusses the
2 administrative actions, and Subpart D which goes
3 into detail of the responsibilities of the sponsors
4 and investigators.

5 There is a Subpart E, which doesn't map
6 explicitly to other HHS regulations, which
7 addresses the drugs intended to treat
8 life-threatening and severely debilitating
9 illnesses which apply to pediatric oncology
10 studies. You will notice in the various paragraphs
11 here that in 312.87 there is a requirement for
12 active monitoring of conduct and evaluation of
13 clinical trials. It reads, for drugs covered under
14 this section, the Commissioner and other agency
15 officials will monitor the progress of the conduct
16 and evaluation of clinical trials and be involved
17 in facilitating their appropriate progress. So,
18 this places an FDA role in a dynamic way in the
19 research being conducted in the realm of
20 life-threatening illnesses.

21 In addition, 312.88 has specific
22 safeguards for patient safety which refer back to
23 the other sections that were discussed, Parts 50,
24 56, 312. We didn't discuss 314 which is the NDA
25 regulations and 600 which apply to the biologics

1 but there are analogous regulations in these areas.

2 I will just abstract from here that this
3 includes the requirements for informed consent and
4 institutional review boards, and that these
5 safeguards further include the review of animal
6 studies prior to initial human testing; the
7 monitoring of adverse drug experience through the
8 requirements of IND safety reports; safety update
9 reports for marketing and postmarketing.

10 So, our conclusions from this section are
11 that the FDA has authority to regulate clinical
12 studies using FDA-regulated products; that FDA
13 regulations incorporate both IRB and FDA oversight
14 of studies; that regulations exist for studies
15 using products intended to treat life-threatening
16 illnesses; and that regulations exist for providing
17 additional safeguards for children enrolled in
18 clinical investigations; and, as noted, HHS and FDA
19 regulations are intended to be harmonized. Thank
20 you.

21 DR. SANTANA: Thank you, Dr. Hirschfeld.
22 I think we will hold our questions until we
23 reconvene at the point for discussion. I think we
24 are just a few minutes behind time. We will take a
25 15-minute break--Dr. Hirschfeld wants a 10-minute

1 break. We will take a 10-minute break and try to
2 reconvene at almost 9:45. Thank you.

3 [Brief recess]

4 DR. SANTANA: We will go ahead and get
5 started with the second part of the morning
6 presentations. To initiate that, Dr. Anderson,
7 from CTEP, will be our next speaker. Barry? Eric,
8 are you back on board?

9 DR. KODISH: I am here.

10 DR. SANTANA: Thank you, Eric.

11 Enrollment and Monitoring Procedures for
12 NCI Funded Studies

13 DR. ANDERSON: I am Barry Anderson, from
14 NCI CTEP, and I want to thank the FDA and Steven
15 for inviting us to provide information about the
16 enrollment and monitoring procedures for
17 NCI-supported clinical trials.

18 For pediatric cancer clinical trials, the
19 appropriate enrollment of the individual patient,
20 the child who is going to come onto the trial, as
21 well as the monitoring of that individual patient's
22 experience during the trial and the cumulative
23 experience of all children who are involved in a
24 clinical trial I think are necessary components in
25 terms of trying to enhance the patient safety and

1 the scientific validity of the trial itself.

2 So, at the onset, from NCI's point of
3 view, it is important to work to assure that each
4 child accrued to a trial is receiving the
5 appropriate treatment within the clinical trial
6 itself, and that monitoring that is associated with
7 the trial monitors the toxicity and effectiveness
8 of the treatment intervention within each clinical
9 trial both for that individual child, as well as
10 for the trial overall.

11 The words "safe" and "effective" can be
12 applied to many of the standard treatments we use
13 in pediatric oncology to treat various childhood
14 cancers. These words have special meaning in
15 pediatric oncology. As Dr. Kodish mentioned, there
16 is a special sort of risk/benefit ratio that we
17 always consider because, while therapy for
18 childhood cancer is often successful and that is
19 something that differs from much of medical
20 oncology, the therapies that we use are always
21 toxic in pediatric oncology and they always carry a
22 risk of treatment-related morbidity and perhaps
23 even death in many cases.

24 So, selecting the proper treatment I think
25 is essential because compared with other serious

1 childhood diseases, such as asthma or cystic
2 fibrosis, childhood cancer includes many distinct
3 histologic diagnoses, and each tumor histology
4 requires a distinct treatment appropriate with its
5 own risks and benefits. The chances of cure also
6 diminish quickly if the proper therapy is not used
7 at the outset. That differs, I think, from some of
8 the other more chronic diseases that are serious
9 within childhood diseases but can have chances to
10 change the therapeutic approach over time.

11 In regards to enrollment, a question for
12 the clinical trials done in pediatric oncology is
13 who should be enrolled. Pediatric oncology has
14 evolved an approach of risk stratified treatment
15 regimens and within each tumor histology the
16 patient characteristics and the tumor
17 characteristics establish a risk of relapse. This
18 risk of relapse then is used to stratify the
19 treatment assignment for each child in terms of the
20 type of clinical trial or the specific clinical
21 trial they would be appropriate for. Using this
22 risk of relapse the intensity of the treatment that
23 the child receives--and for intensity you can also
24 say increased toxicity--is then set to best fit the
25 child's cancer. So, it is vital to treat the

1 child, as best we can ascertain at the time they
2 first present, according to the appropriate
3 treatment regimen.

4 By following this treatment stratification
5 approach, the goal in pediatric oncology is to
6 minimize the exposure to highly toxic therapies for
7 those children who don't need that much treatment,
8 in a relative sense, and also for the oncologists
9 to have some comfort in knowing that another child
10 who has a high-risk chance of relapse, that they
11 will in fact potentially benefit from using a more
12 intensive and more toxic treatment regimen.

13 To apply this treatment stratification
14 approach across an entire clinical trial, it is
15 important that the eligibility criteria within the
16 protocol by which all the patients are brought into
17 the trial--that those protocol eligibility criteria
18 are clear in regards to the clinical
19 characteristics of the patient and the pathologic
20 and biologic characteristics of the tumor--that all
21 these characteristics are clear and easy to
22 understand.

23 The pediatric oncologists that are
24 involved in the trial and who would be enrolling
25 patients must be properly informed on how to apply

1 the eligibility criteria that are presented in the
2 eligibility section of the protocol itself. If
3 anyone has ever had experience in trying to bring a
4 patient with rhabdomyosarcoma into a sarcoma trial,
5 it can be a be very complicated endeavor and many
6 mechanisms have been put in place to assist the
7 pediatric oncologist to make sure that the proper
8 decision is made in terms of treatment.

9 As technology has advanced, eligibility
10 criteria have moved beyond what they have been in
11 the past, just being tumor histology and perhaps
12 the staging of the patient. As histologic and
13 biologic characteristics of tumors are better
14 defined and refined, we also are incorporating in
15 many cases in pediatric oncology central input on
16 the pathology and biology, such that central review
17 of the patient's tumor pathology and diagnostic
18 biology assays are used to improve the likelihood
19 that a child receives the best available therapy
20 for their specific tumor pathology and for their
21 risk of relapse.

22 This has been used in a variety of tumors
23 in pediatric oncology in the recent past. With
24 rhabdomyosarcoma there is central review of
25 alveolar versus embryonal rhabdomyosarcoma

1 pathology that is used basically in real time so as
2 to assure that the patient goes on the proper
3 risk-stratified treatment regimen. For
4 neuroblastoma there are a variety of biologic
5 characteristics that make amplification and other
6 genetic changes that are characteristic to each
7 tumor, and that is also looked at in real time.
8 For Wilms tumor there has been a central review of
9 that tumor histology for favorable histology versus
10 focal or diffuse anaplasia that all distinguish
11 patients for their appropriate trial, and there are
12 a variety of genetic studies that are done, both
13 centrally and locally, to establish the appropriate
14 treatment for children with acute lymphoblastic
15 leukemia, the most common diagnosis in childhood
16 cancer.

17 Phase I and pilot studies also have
18 specific eligibility criteria. In these cases, it
19 may not necessarily be the case that you need to be
20 concerned about the tumor histology so much,
21 especially in Phase I where a child has already
22 received treatment, but it is important to ensure
23 that those patients who are enrolled in a trial
24 have no other treatments that provide a reasonable
25 potential for cure or substantial clinical benefit.

1 For patients who have newly diagnosed tumors but
2 have a type of tumor that historically has a poor
3 response to therapeutic interventions, we want to
4 make sure that any sort of pilot treatment
5 interventions that have been tried balance
6 appropriately the benefits and likely risks in the
7 child's prognosis. So, before considering trial
8 monitoring we consider that getting the right
9 patient on the right trial is vital given the
10 stratified approach we have to treatment in
11 pediatric oncology.

12 NCI supports a variety of investigator
13 groups to do clinical trials in children with
14 cancer. The largest is the Children's Oncology
15 Group, which pretty much every pediatric oncologist
16 in North America is a member of. That is the group
17 that does the Phase III studies primarily as well
18 as Phase II studies and pilot studies. There is
19 the COG Phase I Pilot Consortium that is a smaller
20 group, about 20 institutions, that is assigned to
21 do Phase I studies. The Pediatric Brain Tumor
22 Consortium I think is around 10 institutions as
23 well. Their focus is on newer therapies for brain
24 tumors in children. The new approaches to
25 neuroblastoma therapy is a program project grant

1 that NCI supports that is now 12 or 14 institutions
2 I think, focused on early phase studies for
3 children with neuroblastoma, high risk
4 neuroblastoma. There are also individual grants to
5 investigators that may include clinical trial
6 research.

7 All these, because of the nature of
8 pediatric oncology and the relative lack of number
9 of patients, are usually multi-institutional.
10 Given that they are multi-institutional, that
11 brings on special responsibilities in terms of
12 trying to conduct a trial at multiple sites
13 simultaneously and trying to have all the
14 investigators that are enrolling new patients and
15 treating ongoing patients aware of what is going on
16 with the trial. So, the NCI has worked with these
17 various groups that we support to facilitate this
18 sort of intake of information and distribution of
19 information.

20 The investigators that are part of these
21 various groups are committed to report toxicities,
22 the regimen delivery and the ability to deliver the
23 regimen as defined in the protocol and the response
24 data in a timely fashion. Some things such as
25 remote data entry have been put in place now to

1 help facilitate that. There is a data center
2 assigned with each of these groups that we support
3 that is capable of readily receiving the data,
4 analyzing the data and then reporting important
5 data trends to the investigators, be it the study
6 committee and perhaps beyond if necessary. There
7 is an operations office component. They are able
8 to communicate with investigators continuously
9 throughout the clinical trial by email, by web
10 site, by the phone, etc. There is sort of this
11 continuous back and forth going on between the
12 investigators at the local institutions and a more
13 centralized body that is helping to run the trial.

14 In terms of monitoring, again it starts, I
15 think just like enrollment, at the individual child
16 level where there, is within the protocol, guidance
17 provided to the local institutional clinicians as
18 to what sort of laboratory results for
19 tumor-related or treatment-related abnormalities
20 need to be done and at what interval. There are
21 radiologic characterizations of the tumor and the
22 consequent organ dysfunction that are also asked
23 for in terms of the initial diagnosis of the child
24 and then subsequently during their course of
25 treatment. Then there are interval evaluations to

1 establish the tumor response to the treatment
2 interventions that are being conducted during the
3 study.

4 The protocol--and we look for this at NCI
5 when we review the protocols that come to us--must
6 provide sort of a consistent and uniform approach
7 to all these aspects of monitoring of the
8 individual patient. The frequency by which these
9 studies are performed would be consistent with or
10 greater than good clinical practice. Because the
11 children are on a clinical study, oftentimes they
12 get more frequent monitoring of some of these
13 aspects than they would if they received standard
14 of care treatment off the protocol. But, again, it
15 depends on the intervention that is being
16 undertaken and the specific tumor diagnosis under
17 consideration.

18 When you accumulate all this information,
19 the monitoring and the clinical trial itself, that
20 is where some of the infrastructure that NCI
21 supports comes into play because, as I mentioned
22 before, it is very important that patient data is
23 submitted at protocol-defined intervals; that the
24 data is accumulated, analyzed and then reported;
25 and then that the significance of this data, be it

1 the toxicity data or the effectiveness data, is
2 interpreted so that appropriate patients are being
3 accrued to the study; that treatment toxicity is
4 acceptable and that there is some efficacy of the
5 treatment interventions as defined in the protocol
6 beforehand.

7 There is some debate and discussion and
8 variability in terms of who and how often this data
9 that is accumulated and reported on is reviewed.
10 Within NCI, we work with the guidelines established
11 by NIH for data and safety monitoring and these
12 requirements call for the oversight and monitoring
13 of all human intervention studies to ensure the
14 patient safety and the validity and integrity of
15 the data itself for the study. The monitoring in
16 the study is to be done at sort of a level that is
17 commensurate with the risks and size and complexity
18 of the clinical trial.

19 The oversight monitoring under Phase III
20 clinical trials, which many of the pediatric
21 oncology trials are, calls for the establishment of
22 a DSMB. The DSMB, according to NIH, is also
23 appropriate for Phase I and Phase II clinical
24 trials if the studies have such things as multiple
25 clinical sites, are blinded or masked or employ

1 particularly high-risk vulnerable patient
2 populations. In pediatric oncology we sort of hit
3 throughout this so we call for sort of the default
4 to be towards some sort of formalized monitoring
5 committee for most of the studies that we do.

6 The NCI, in response to NIH sort of
7 formalizing its approach to data and safety
8 monitoring, in the not too distant past has
9 finished reviewing all the data and safety
10 monitoring plans for the cancer centers that NCI
11 supports across the country. That was I think an
12 education for both NCI as well as for the cancer
13 centers, for them to really kind of fess up and
14 look at what they actually do in terms of the
15 monitoring; what goes on in their human subject
16 clinical trials within their cancer centers. But
17 they all submitted them and they were all reviewed.

18 Some of the key, essential elements for
19 these monitoring plans that we had to consider, and
20 that then subsequently have also been extended to
21 some pediatric groups, are the monitoring and
22 progress of the trials and safety of the
23 participants; the plans for assuring compliance
24 with adverse event reporting; and plans for
25 assuring that data accuracy and protocol compliance

1 are performed.

2 As I mentioned, while in pediatric
3 oncology basically we don't work from a cancer
4 center model, we work more in a multi-institutional
5 approach so it is a more distributed coverage in
6 terms of who is performing the trials.
7 Nevertheless, these particular essential elements
8 were taken on by pretty much all the groups that we
9 have that I mentioned earlier that NCI supports in
10 one form or another, again, moving to the default
11 of having some sort of more formalized data
12 monitoring committees for all the trials.

13 The composition of the DSMB and the
14 various data monitoring committees may differ
15 between the different groups that I mentioned that
16 NCI supports for pediatric oncology but the goal is
17 the same, and it is to have capable and informed
18 observers be responsible for the oversight of the
19 trial. The reviewers are people that are outside
20 of, and in addition to the study committee, and
21 they evaluate the trial data at regular intervals
22 to monitor the treatment toxicity and the
23 effectiveness of the treatments that are being
24 used. Then, the review determines whether the
25 continued accrual to the trial is safe and

1 appropriate. COG itself has two DSMBs, one for
2 solid tumors and one for the leukemia and lymphoma
3 studies, and they meet twice a year, each one of
4 those DSMBs, to go over the studies. Actually we
5 go over pilot, Phase II and Phase III studies in
6 those sessions. The Phase I Consortia also has a
7 DSMB that meets twice a year to go over all those
8 Phase I studies. In addition to the Phase I
9 Consortia, the PBTC and the NANT, all of which have
10 a DSMB type of component, have more frequent
11 discussions with the groups that are beyond just
12 the study investigator and any sort of data
13 personnel or statistician directly involved. They
14 have a discussion of their studies sometimes on a
15 weekly basis, sometimes on a monthly basis, and
16 sometimes it also includes people from outside the
17 group itself to overlook what is going on with
18 their particular studies.

19 In terms of compliance with adverse event
20 reporting, another one of the essential elements
21 that NCI has, NCI-funded studies use the adverse
22 event expedited reporting system, or the AdEERS
23 system to report toxicities. This is a
24 computerized system that is available now to all
25 the funded groups with which they can fairly easily

1 report adverse events that occur during their
2 clinical trials. That data can then be accumulated
3 easily within their group, but also important
4 things can be sent off to the FDA or to drug
5 sponsors or the NCI as appropriate, especially for
6 studies that involve IND agents.

7 Then, it is the institutional principal
8 investigator that is ultimately responsible to
9 assure that the AEs are reported in a timely
10 manner. Whenever we review the cancer center
11 approaches, they list out that sort of the CRA
12 should submit this and then there is a nurse
13 practitioner or someone that is behind the CR to
14 make sure it gets submitted, and at some interval
15 the principal investigator locally is responsible
16 to make sure that all the AEs that may have
17 occurred had been properly reported.

18 Finally, for assuring data accuracy and
19 protocol compliance, the cooperative groups and
20 these consortia practice ongoing quality control
21 and interval quality assessments such as by using
22 institutional audits. This has been something that
23 has been ongoing throughout the creation of each of
24 these groups.

25 In summary, NCI has worked to establish a

1 framework to allow appropriate monitoring and
2 oversight of pediatric oncology clinical trials.
3 To address some of the issues that Steven had
4 brought up before in terms of the general
5 parameters that we look at, we first want to make
6 sure that the enrollment of patients is appropriate
7 to the diagnosis and risk of relapse for the
8 patient or the availability of standard treatments
9 for recurrent and relapsed disease, and that
10 laboratory and radiologic monitoring for toxicity
11 and response to treatments is established within
12 the protocol before any patients are accrued.

13 The frequency of monitoring would be equal
14 to or greater than standard of care for the
15 individual patient that is enrolled on a clinical
16 study, and there would be continuous protocol
17 monitoring by the study committee because they
18 receive this data on a daily basis. There would be
19 interval protocol monitoring on a monthly to
20 biannual basis, depending on the risk and specifics
21 of the trial, by a group outside of the study
22 committee itself.

23 Who does the monitoring? The daily
24 monitoring is by the study committee itself. The
25 interval monitoring usually involves concentrations

1 and statisticians that are not directly involved in
2 the trial.

3 When is a data monitoring committee
4 needed? For Phase III studies you need a DSMB.
5 For multi-institutional trials you need to have a
6 monitoring committee for high-risk populations.
7 You need to have a monitoring committee for complex
8 treatment. For studies with early stopping rules,
9 which many pediatric studies have, you have to have
10 a monitoring committee. With conflicts of
11 interest, which may not be as much of a case in
12 pediatrics as it might be in medical oncology, you
13 need to have a monitoring committee.

14 I think that with pediatric oncology
15 trials we hit many of the points that are brought
16 up by various agencies of situations where a
17 monitoring committee is required so that virtually
18 always in pediatric oncology some sort of
19 monitoring committee is involved in the oversight
20 of the practices of the group, as well as the
21 conduct of individual clinical trials. Thank you.

22 DR. SANTANA: Thanks, Barry. Before I
23 stand up to give the last presentation of the
24 morning, we have an opportunity for an open public
25 hearing. So, if there is anybody in the audience

1 that wishes to address the committee, this is the
2 opportunity to do so. I would ask that if you are
3 going to do that you come to the front of the room
4 to the podium and identify yourself by name and
5 affiliation.

6 Open Public Hearing

7 MR. RAKOFF: Wayne Rakoff, Johnson &
8 Johnson. Just a quick question, that came up this
9 morning that I would like to hear discussed during
10 the discussion, is with regard to the FDA guidance
11 on data reduction in oncology trials. It would be
12 important to us to know if there are any variances
13 in that with regard to pediatric studies.

14 DR. SANTANA: Steve or Rick, do you want
15 to address that now or do you want to address it
16 during the discussion period?

17 DR. HIRSCHFELD: We can address it in a
18 little more detail but, in brief, that is a global
19 commentary and there isn't a specific pediatric
20 component to it. I think that is a good suggestion
21 that maybe we should consider in the future, a
22 pediatric specific component.

23 DR. SANTANA: Any other comments from the
24 audience?

25 [No response]

1 Monitoring Procedures at a Private
2 Children's Hospital

3 DR. SANTANA: First of all, I want to
4 thank Steve, Richard and the rest of the FDA for
5 always bringing the pediatric oncologists to set
6 examples in these initiatives. I am personally
7 very appreciative of all the efforts that we have
8 had on behalf of the issues that we deal with in
9 pediatric oncology.

10 My task this morning, as I was charged to
11 do, is to bring a perspective from a private
12 institution with the caveat that St. Jude really is
13 an NCI cancer designated center so a lot of what we
14 do in terms of our own monitoring is reflective of
15 what we have to do to comply with the NCI
16 regulations.

17 What I would like to do over the next 20
18 minutes or 25 minutes or so is talk to you about
19 two issues. One is how we set forth monitoring of
20 our St. Jude studies--not the cooperative group
21 studies for which we still have to comply with COG,
22 but our own intra-institutional studies that follow
23 a parallel system to the NCI monitoring plan, and
24 what that monitoring plan involves and what
25 parameters we have designated for monitoring.

1 Then, a bigger part of my talk will be on a project
2 that Don Workman and I worked on in terms of trying
3 to handle adverse event reporting within the
4 institution and tried to develop an interactive
5 web-based model to try to get a handle on that.

6 With that, I will go ahead and get
7 started. As Barry has already said, monitoring of
8 trials is really an ongoing, continuous review of
9 the conduct of the trial. For the purpose of
10 distinction, I will make the note that to me
11 monitoring occurs while the study is ongoing.
12 Whereas a lot of people use the word auditing, to
13 me auditing is a post facto thing that happens
14 after the study has been completed. Then you go
15 back and see if the study was conducted the way it
16 was supposed to be; if the data is good enough; if
17 there is quality in the data; and if there have
18 been any other issues that occurred during that
19 post facto process. So, to me, monitoring occurs
20 real time whereas auditing occurs after the study
21 has been completed.

22 Monitoring is really a shared
23 responsibility of many individuals. We always talk
24 about monitoring being the responsibility of maybe
25 one particular group but at St. Jude we have the

1 notion that this is really the responsibility of
2 the research team. We always talk about the
3 principal investigator but it is really the
4 research team. The research team has many
5 components to it of which, hopefully, the principal
6 investigator is the lead person but there are
7 research nurses, there are CRAs, there are other
8 members of the study team who also have
9 responsibility for this process.

10 Institutional officials have a major role
11 in this, not only in terms of providing
12 infrastructure resources to conduct some of this
13 monitoring, but also to set a culture and example
14 that is transparent to make sure that things occur
15 very openly and that everybody is knowledgeable
16 about what is happening. Then, the oversight
17 committee--you heard a little bit about DSMBs which
18 I won't talk about and IRBs and other committees
19 that may be involved in this process.

20 Eric had a little figure this morning of a
21 triangle. I didn't know he had a triangle so I
22 brought a triangle too, but my triangle is a little
23 bit different. It makes a different point. The
24 point of this triangle is that in the center of the
25 process are the participant in the research but

1 there are many other people involved in this whole
2 process in which, as I mentioned to you earlier,
3 the partnership includes the investigator, the
4 research team, the IRB, other oversight committees
5 and then institutional officials. So, I view this
6 more as a partnership, not just the responsibility
7 of one individual.

8 One of the things I want to cover is point
9 number one and point number three on this slide,
10 which is how can we systematically approach some of
11 these problems in terms of monitoring and adverse
12 event reporting.

13 So, I think the first step whenever you
14 deal with a promise to define a problem in this
15 case is what needs to be monitored and what needs
16 to be reported. I think that is a good point to
17 start and I will talk about that in a minute; then,
18 dividing the role, the different committees that
19 provide some of this oversight and I really won't
20 go into detail on that although I could during the
21 discussion if anybody has any questions; and,
22 lastly, developing an infrastructure to allow this
23 to happen so that the reporting occurs, that there
24 is a process of evaluating the reports, and then a
25 process of acting in a timely manner when there are

1 concerns. So, that will be the latter part of my
2 talk.

3 As I mentioned to you, we are an NCI
4 cancer designated center so we also had to comply
5 and submit an institutional data safety monitoring
6 plan to the NCI a few years back that was reviewed,
7 approved, etc., etc., and now we provide our
8 monitoring under the umbrella of what that plan
9 says.

10 So, the first thing was to define what
11 elements we were going to monitor. So, we have
12 kind of followed the parallel system that the NCI
13 designated in the clinical data update system of
14 what data should be collected. We look at patient
15 specific data, the demographics, date of birth,
16 gender, those things that we have to collect; the
17 date of entry into the study; the treatment status,
18 if the patient has been previously treated, on what
19 protocols and what therapy the patient was on; and,
20 if they were off therapy, for what reasons. All
21 that gets captured as part of the monitoring of the
22 patient on the study.

23 Then, there are subgroup data elements
24 that are also captured. Barry mentioned, very
25 appropriately in his talk, the issue of eligibility

1 and determining that the right patients go on the
2 right studies. One of the things we have done at
3 St. Jude in the last ten years is we have
4 established a separate office, which is called the
5 protocol office which is actually an office that
6 provides the infrastructure to help investigators
7 deal with many of these issues. The protocol
8 office, obviously, is manned by a group of people
9 and one of the responsibilities, for example, is
10 that when an investigator enrolls a patient on a
11 study we have to fill out electronically an
12 eligibility check list. The eligibility check list
13 gets faxed to that office and a patient-specific
14 consent is generated for that patient on that
15 study. So, right at the beginning there are some
16 checks and balances in terms of the eligibility of
17 the patient so that the right patient is put on the
18 right study and the correct consent is used for
19 that patient. So, that is an ongoing process that
20 occurs early on during the trial and the patient
21 enrollment of the trial.

22 Once the patient receives the therapy,
23 they monitor the cycle or the course of therapy.
24 If is a Phase I study, what dose level the patient
25 is currently being treated with; the start date;

1 some other parameters like BSA and weight. They
2 monitor, particularly in Phase I studies, the
3 agent; the dose of the agent; if there have been
4 any modifications, why there have been
5 modifications. We will talk a little bit about
6 adverse event reporting later on. Then, as part of
7 the monitoring during certain periods of the trial,
8 the patients will be monitored in terms of response
9 because the trials will have stopping rules based
10 on response, not only in terms of toxicity but also
11 in terms of response so a Phase II trial that has
12 some response built-in stopping rules will be
13 stopped at the right point once the monitoring is
14 occurring in terms of the response that has been
15 achieved.

16 I tried to summarize this in two or three
17 slides. This is kind of how we do it at St. Jude
18 in terms of our own institutional Phase I/Phase II.
19 We don't do many Phase III but we do have an
20 auditing plan for Phase III studies and for some
21 studies in which we hold the IND.

22 So, for Phase I studies the central
23 elements in terms of demographics, eligibility and
24 informed consent, that is monitored continuously.
25 It is monitored continuously because I told you

1 that there is a check at the beginning in terms of
2 eligibility and in terms of informed consent that
3 occurs in real time when the patient gets
4 registered. So, that is done continuously as the
5 patients go on a study in a Phase I study.

6 The protocol office also is monitoring the
7 study in terms of the data elements for the study
8 so there are templates very similar to the RDE
9 system that is developed by COG, templates of data
10 capture forms. Those data capture forms are
11 electronic and the monitor on a monthly basis that
12 he or she is assigned will go through those and
13 will see if there is data that is missing. If
14 there is data that is missing, a report is
15 generated to the principal investigator that data
16 is missing on a monthly basis. So, it is a good
17 system in terms that it keeps the research team
18 kind of continuously on top of making sure the data
19 is being collected.

20 On a quarterly basis for a Phase I study
21 there is a report that is generated. I will show
22 you in a minute where the reports go but, in a
23 nutshell, it goes, obviously, to the principal
24 investigator and to the research team, and then it
25 goes to the subcommittee of the scientific review

1 committee that also oversees monitoring to make
2 sure that they are separate from the protocol
3 office and from the investigator looking at this
4 data.

5 Then, for every Phase I study that we are
6 the primary sponsor of at St. Jude, the first three
7 patients enrolled in the study are monitored.
8 Then, once the first three patients are monitored,
9 one additional patient per dose level is monitored
10 in real time. The idea of doing the first three
11 patients is that in many studies usually within the
12 first three patients you know if your systems are
13 in the right checks and balances so that you want
14 to monitor those first three patients very acutely
15 so if there is a problem with the system, with the
16 templates, with potentially things not going right,
17 you can pick it up very quickly and make the right
18 adjustment so that for the subsequent dose levels,
19 if you monitor one patient in real time, you should
20 have resolved all of that.

21 We do a lot of Phase II studies at St.
22 Jude and we also do the eligibility, essential
23 elements and consents as outlined here. We also do
24 missing data reports on a quarterly basis.
25 Obviously, in Phase II, just like in Phase I, you

1 are interested in adverse events and those are
2 reported quarterly. Then, on a semiannual basis
3 the monitors will verify the coding of response so
4 that the studies can be stopped if the response
5 criteria for stopping rules have been met. There
6 are reports semiannually or more frequently or less
7 frequently, as defined by the protocol, in terms of
8 the individual monitoring plan that the protocol
9 may have.

10 In Phase II we always monitor the first
11 two patients plus at least--and the clever word
12 here is "at least" ten percent of the total
13 patients that are being accrued. It could be
14 greater than ten percent. It depends obviously on
15 the resources that you have available and the
16 workload that the specific monitor may have but at
17 a minimum ten percent of the patients on any Phase
18 II study at any given time should be under active
19 monitoring.

20 We don't do many Phase III studies at St.
21 Jude but we do have a marching plan in the event
22 that there is a Phase III study and it parallels
23 the Phase II monitoring plan, with the exception
24 that there may be other primary objectives in the
25 Phase III trials that also require some monitoring.

1 St. Jude holds INDs or IDEs for a few
2 products so under those circumstances, they could
3 be Phase I or Phase II trials or whatever, but
4 separately from those, if there is a particular IND
5 or IDE for which St. Jude is the "sponsor" then
6 there is a specific monitoring plan that is
7 assigned to that study, and it will depend on the
8 risk, what is known about the IND drug, what is
9 known about the device, etc., etc., and may be more
10 strict but at least it will be just like Phase I or
11 Phase II studies I described to you before.

12 Usually, under some circumstances like some novel
13 therapy, it may be a little bit stricter in that
14 the studies are being monitored a little bit more
15 aggressively.

16 So, this is kind of in a nutshell how we
17 kind of agree with the NCI in our data safety
18 monitoring plan and how we would monitor our
19 studies. Having said that, there is also auditing
20 that occurs. So, there is a different auditing
21 plan that I am going to give a lot of detail about,
22 but for most auditing plans the monitors, once the
23 study is done, will make sure that at least 20
24 percent of the patients have had a full audit of
25 their records. But that is after the study is done

1 and that occurs over a long period of time. It is
2 not as active as the actual monitoring which is
3 occurring in real time.

4 I want to switch now and talk a little bit
5 about the issue of adverse event reporting which
6 has to do with monitoring and safety. We, at St.
7 Jude, also have struggled with this issue and we
8 struggle because there are a lot of problems in
9 reporting. There tends to be a lot of
10 over-reporting. That is, anticipated adverse
11 events that are known in the investigator's
12 brochure or known from other clinical trials are
13 being reported on a continuous basis and that
14 creates a big backlog of data that is important but
15 not important in real time in terms of monitoring.

16 As you all know, there is increased
17 research in new drugs and biologics. There is more
18 oversight and scrutiny by federal agencies. Just
19 like in many other places, we tend to get
20 saturation effects. There comes a point where you
21 see so many reports that it doesn't ring a bell; it
22 doesn't ring any whistles or anything like that.
23 So, we have to be careful that we don't over-report
24 because then it gets us into the saturation effect
25 and we don't react appropriately when there are red

1 flags that we should be paying attention to.

2 But one of the problems we have at St.
3 Jude, which is very common for pediatric
4 institutions, is that there are no denominators for
5 how to make any sense of this; what constitutes a
6 red flag? Where do you cut the line to say this is
7 important or this is not important? There is no
8 normative data for each of the populations that we
9 have to deal with for Phase I studies, for Phase II
10 studies and for the studies I mentioned to you.
11 So, trying to approach this problem, we have tried
12 to deal with this I think in a prospective way.

13 In terms of review, there are a lot of
14 external events that we get from study sponsors.
15 If there happens to be a drug that we are doing a
16 study with but the drug is being used in adult
17 studies or in other institutions, you know, the
18 sponsors package a lot AEs and send them to you and
19 we have to deal with those too. The problem with
20 those is that sometimes the information is very
21 sketchy and there is no opportunity for
22 clarifications or for questions so that then you
23 can put that in the context of your own experience
24 with your own patients at your own institution.

25 The other thing is that the IRB is not a

1 DSMB. A DSMB has a very specific role; the IRB has
2 to deal with a lot of other issues. They have to
3 deal with adverse events and they should be looking
4 at them and they should be judging them, but it is
5 clearly in the context of the whole package of the
6 research, whereas the DSMB has very specific roles
7 and responsibilities.

8 The IRB is not the FDA who holds the IND
9 file for the drug and knows everything. So, the
10 IRB over here is getting little pieces of
11 information and trying to make sense out of it in a
12 more global sense. Then, the IRB also needs to
13 rely on the local investigators to interpret the
14 meaning of the adverse events that they are
15 receiving from the outside, from the sponsors,
16 because clearly the IRB doesn't have the expertise
17 or the knowledge to put that in contextual features
18 in terms of the study as it is being conducted at
19 other institutions.

20 So, at St. Jude we decided to approach
21 this problem first by doing quality improvement
22 projects, trying to figure out where the problems
23 were and where we could attach the problems. One
24 of the first issues that we addressed is that at
25 the beginning the PI or the research team needs to

1 report and categorize the events, but there was no
2 systematic way of doing that. I mean, it was being
3 done in paper form; there were different versions
4 of that paper form.

5 One of the things that Don Workman and I
6 recognized is that at least if at the beginning we
7 could make this a standardized way and force
8 everybody to do it the same way, then five, ten
9 years later we actually would have a system in
10 place that would provide a lot of the normative
11 data that we would need in order then to do some
12 process improvement.

13 So, the first thing that we did is to
14 create this electronic submission that I will
15 describe to you in a few minutes. This electronic
16 submission is pretty neat I think, to use words of
17 my nephew--it is pretty neat because it allows you
18 then to disseminate that information very quickly
19 to all the key players in the field and then they
20 can do their own assessment the same time that the
21 IRB is doing their assessment. So, the IRB will
22 get a copy of this electronic adverse event and the
23 IRB will do their own assessment of the adverse
24 event and certainly give feedback and follow-up to
25 the investigator. At the same time that it goes to

1 the IRB, it goes to our office of regulatory
2 affairs which is also charged with making sure that
3 agencies that have to be notified about these
4 adverse events are also notified. So, it kind of
5 takes the IRB and the investigator away from that
6 responsibility of having do to that paperwork but
7 it goes to a central office that then now deals
8 with all the external agencies that have to look at
9 this data.

10 Internally, it goes in a different
11 direction. It goes to the vice president of
12 clinical trials for internal reporting and internal
13 processing so that the St. Jude DSMB or what we
14 call our scientific review council which is called
15 the CPSRMC, the clinical protocol scientific review
16 monitoring committee, is really the scientific
17 council which also has a function in terms of the
18 cancer center doing monitoring. They also get a
19 copy of the report and then they deal with it
20 internally and then they can give also feedback to
21 the principal investigator.

22 Don and I were very concerned with the
23 first step in this process to try and make it
24 uniform and to try to make it normative so that we
25 could then create a system that, hopefully, would

1 help us in retrospect. So, we started this about
2 18 months ago. The first thing we did is we said
3 let's create a form that is standardized. We can
4 then make sure that people understand what is
5 important in that form before we convert it into an
6 electronic format. Then we were able, as we
7 designed the form, to start thinking prospectively
8 of how that same data could be captured
9 electronically.

10 Then we developed a flow diagram as a
11 quality improvement project of where this web-based
12 report could go, which is a little bit of what I
13 just showed you. We had to deal with some issues
14 of security access and then we also had to deal
15 with some issues of electronic signature that we
16 eventually resolved.

17 One of the key features of this, which is
18 a recurrent problem in adverse event reporting, is
19 that there are databases and the databases don't
20 talk to each other. So, one of the key features
21 that we wanted to cover in this was to make sure
22 that this adverse event electronic reporter was
23 talking to the other databases in the hospital and
24 was capturing information from the protocol office
25 in terms of the protocol that the patient was

1 registered on and the additional protocols was that
2 the patient was registered on because there could
3 be some cross-talk between adverse events on
4 different protocols or different PIs. I will show
5 you an example at the end.

6 We also wanted to make this user friendly
7 and make sure that anybody who is part of the
8 research team could do this at any place in the
9 hospital. Through a security pass they could
10 access this web site and could potentially feed in
11 the information in a very quick manner, without
12 having to go to a dark office somewhere and grab
13 papers and try to do it. So, there were some
14 security access issues that got resolved but it was
15 made available to anybody on the research team
16 electronically.

17 We then tried to address the issue of
18 internal reporting, that is studies in which
19 adverse events are occurring in our patients at our
20 institution versus the information of adverse
21 events that are occurring at other sites that are
22 being fed into our protocols in terms of the
23 cooperative group studies, and so on and so forth.
24 So, one of the things that we had to address is how
25 we could link protocols so that the information

1 could be identified very easily. If a patient was
2 registered on one protocol and the adverse event
3 occurred on that protocol, we wanted to know what
4 additional studies that patient was enrolled on so
5 that when the IRB or the subcommittees reviewed
6 this they could begin to get trends if there were
7 complementary adverse events that were occurring
8 from complementary studies and there could have
9 been a red flag there that we needed to address.

10 In addition, we could share the
11 information with the PIs of the other studies
12 because they also have to be kept in the loop in
13 terms of what is happening to patients that
14 potentially may also be enrolled in their own
15 studies concomitantly, for example therapeutic
16 versus non-therapeutic studies.

17 Then, for external reports we wanted the
18 investigators to help us sort that out because we
19 couldn't sort it out. So, the investigators had to
20 invest some time at the beginning sorting out
21 external reports before they submitted them to us
22 so that they would be more meaningful to us.

23 Then, the functional outcomes would be
24 that there would be real-time reporting and that
25 the IRB would acknowledge that through some

1 electronic time stamping mechanism. There are
2 forced choices so that everybody has to do it the
3 same way; no incomplete data submissions so we
4 wouldn't have to address the issue of going back
5 and asking for more clarification and more
6 questions; easy access so it would be friendly;
7 ability to generate single incident reports;
8 ability to generate reports in a given time period.
9 If you were noting a trend that something was
10 occurring in a particular study over some period of
11 time, you could capture that and, as you will see
12 in the end, provide cumulative data that you could
13 sort out to look at trends that potentially could
14 be occurring. Quicker reporting times; ability for
15 the IRB office to generate reports based on
16 protocols; specific events across subjects, across
17 protocols to give us some functionality at the IRB
18 level to look at the data in different ways;
19 generate internal denominators of trends that we
20 wanted to look at; use standardized NCI toxicity
21 tables for the oncology trials; and be able to
22 record the IRB actions and updates from
23 investigators onto previous reports. So, it wasn't
24 a dead system. It was a system that the
25 investigator could go back and add more information

1 or, when the IRB reviewed it, could add more
2 information so it became a living document as the
3 report was being done.

4 Let me give you an example of how this
5 works. I couldn't get it electronically. It was
6 going to cost me money to be able to do this
7 electronically so I did some snapshots of what it
8 looks like.

9 So, this page is accessible to anybody who
10 is identified at St. Jude as a principal
11 investigator or a member of a research team. So,
12 if you are listed on the protocol as the nurse for
13 that study, as the statistician for that study, as
14 a pharmacist for that study, automatically you get
15 access to this through a user ID and your own
16 password. So, it is available to anybody who is
17 part of the research team.

18 This is how you log in. Here I logged in
19 and it says, "welcome, Victor Santana." Then it
20 gives a listing of all the events that have
21 accumulated during a particular period of time. It
22 gives the event ID which is an internal working
23 number. It gives the event date. It gives an
24 identifier that I have erased here for a particular
25 patient. It is usually a numerical number. If it

1 is an external event, then there is a way to code
2 that to an external number. Sometimes you get an
3 event from a sponsor and it is coded ABXY235, well,
4 there is a way that you can code that the same way
5 here so you can track it and use the same codifier
6 if you ever have to go back to the data.

7 The status tells me, as an investigator,
8 whether I have reviewed this or not. So, when I
9 copied this the other day I only had one adverse
10 event that I had yet to review that somebody sent
11 to me for comment. Then, it tells me the date that
12 the event was reviewed by me or that I modified it
13 or I did anything to it.

14 Very quickly, it goes through a couple of
15 screens that provide some general information. It
16 tells you whether it is a St. Jude patient or not
17 because if it is not, it throws you in a different
18 direction in terms of the data that you need to
19 capture because, clearly, the data is being
20 captured for external adverse events a little bit
21 differently than it is for internal. There is some
22 information here in terms of the patient.

23 Then, it begins to do its own internal
24 processing once it identifies the patient. It
25 tells us, as you see at the top of the screen, all

1 the protocols that this patient is registered on.
2 So, it goes back and talks to the data warehouse.
3 If this patient is enrolled on ten studies, it will
4 pull and identify all those ten studies. Then it
5 will ask me, as the person putting in the
6 information, under what study am I following this
7 report. So, it identifies primarily the study and
8 the adverse event, but it also tells me all the
9 other studies the patient is on, and this is
10 critical because this report will go to the PIs of
11 all those other studies too. You will see it at
12 the end for their comments. So, it provides a
13 little bit of a cross-talk among studies.

14 Then, it clearly identifies the type of
15 adverse event that is being reported. You have all
16 seen this in different variations. For adverse
17 events that require a CTC code it takes you to the
18 CTC code so there is a link too so you don't have
19 to scramble through 50 books looking for those
20 codes but automatically it links you to those
21 codes. Then, it allows you to put the descriptor,
22 etc., etc. So, it is all being captured in a
23 uniform language.

24 Then it goes to a page that allows the
25 person who is submitting the information to do some

1 attribution on the adverse event. It is a click
2 system but it reminds people, because we all tend
3 to forget, what each one of those words means. So,
4 it reminds me that I need to read when something is
5 serious; when something is unexpected. It defines
6 it very clearly because there are always a lot of
7 questions from members of the research team what
8 constitutes something that is unexpected versus
9 expected. Well, there it is. It is, hopefully,
10 black and white and then you select, based on your
11 interpretation. It allows you to do one selection
12 across lines horizontally for each one of those.

13 Then, there is a page that allows you to
14 provide more information. One of the problems
15 always with electronic information is that
16 sometimes you can't capture everything in a unique
17 format. So, there is a page that allows you to do
18 a little more narrative form of how this all
19 happened, and so on and so forth, so it can give
20 you some additional data that you can comment on.

21 Then it asks you do you think, based on
22 your interpretation of what has happened with the
23 adverse event, that there is a follow-up that is
24 needed. If you say there is a follow-up needed,
25 then it links back to a reminder within 30 days

1 that you owe us a follow-up. The IRB reviews it
2 and they also communicate directly. But if you
3 think you have enough information and you want to
4 submit a follow-up, within 30 days you will get a
5 reminder that you owe us a follow-up.

6 Then it tells you something about what
7 happened to the patient based on that adverse
8 event. Then it asks the investigator or the
9 research team to make some judgments based on the
10 information that they have on that particular
11 adverse event, and in terms of what they know is
12 going on in the study does this alter the
13 risk/benefit ratio for the other participants.
14 Does this require modifications to the protocol or
15 to the consent? And, does this provide additional
16 information that we should be sharing with other
17 people that are participating in the study? So, we
18 ask the investigator to specifically address these
19 issues with each adverse event.

20 This is an example of a summary page. All
21 that data is generated in the end into a summary
22 page. Obviously, I have whited out a lot of stuff.
23 There is a doctor that is called "Dr. Teddy Bear."
24 That is a famous doctor at St. Jude that we always
25 use whenever we do electronic examples of things.

1 But it gives you a nice summary of who is doing
2 this; who reported it; the protocol which was
3 reported; the PI of that study; the date it was
4 reported; when the adverse event started. It will
5 list all the studies, based on that warehouse
6 capture of data, that the patient was on. It will
7 quickly generate all that data into specifically
8 designated toxicities that were reported as part of
9 the adverse event. The attribution and nature that
10 you selected gets summarized; additional medical
11 history; treatment prognosis; patient outcome.

12 Then it tells us at the end--this all goes
13 to the IRB--it tells us at the end how the
14 principal investigator judged this in terms of his
15 own interpretation, that it doesn't alter the
16 risk/benefit ratio; does not require modification,
17 and so on and so forth.

18 So, it goes electronically--only focusing
19 on the IRB part of this, it goes electronically to
20 the IRB and there is a designated person in the IRB
21 office who will certify that he or she has received
22 this report, and will certify it electronically
23 down here with the date. Then it allows, at the
24 end, to add additional information when the IRB
25 actually reviewed it. So, the IRB will come back

1 at the end of the meeting and put in there the date
2 that it was reviewed by the IRB so it provides a
3 tracking record of when the IRB looked at it.

4 Another very neat thing I think, and I
5 like to use that word, with this project was that
6 it allowed cross-communication among investigators.
7 In that example I gave you, the message that there
8 was an adverse event reported in August, '99 will
9 also go to all these other studies that that
10 patient was enrolled on. So, the PI of the SD/01
11 protocol will also get the message and will get the
12 summary report, and the PI of that study has to pay
13 attention to that report and then make a decision
14 whether he or she thinks it may or may not be
15 related to his study too because there could be
16 complementary toxicities and they are the only ones
17 who are going to know that, not the IRB unless it
18 gets reported through a different mechanism.

19 So, it forces all the PIs of all the
20 studies that the patient is enrolled on to also
21 critically review the adverse event and make some
22 judgment about whether it is related or not related
23 to their own research. If it is, then it takes
24 them back to make some comments to the original
25 report that I submitted on my study. So, there is

1 a page that allows the other PIs to come back in
2 and give additional information.

3 This doesn't project very well and I
4 apologize, but all this data then can be captured
5 in different ways. In this particular page there
6 is data on one study and all the adverse events
7 that have been reported on that study within, I
8 think, a six-month period. Each one of those cells
9 can be manipulated to provide you different ways of
10 looking at the data. So, you could ask the data to
11 be cut only at grade 3 or grade 4 or only deaths on
12 that particular study. You can ask the system to
13 report all deaths on all patients across three
14 studies to see if there are complementary problems,
15 and things like that.

16 So, this is where we are right now. We
17 established this about 18 months ago. The next
18 phase of this project is actually now beginning to
19 mine the data so that we can create some normative
20 rules of when we should be setting lines that raise
21 red flags that we should pay more attention to.
22 So, I think that is the strength of this, that now
23 it unifies it in a certain way so that now we can
24 go back and make some sense of all the data, and I
25 think with that I will stop. Thank you.

1 Oh, obviously I didn't thank everybody
2 that was part of the team. Don Workman, our IRB
3 administrator, was very involved with this. Donna
4 Hogan, from the IRB office, is in charge of the AE
5 reporter. Then, two individuals from clinical
6 informatics were the ones who put all these ideas
7 to work. Thanks.

8 Now I think we have some time for
9 questions before we go into the discussion.

10 Committee Discussion

11 DR. HIRSCHFELD: I have a question for Dr.
12 Anderson. Dr. Santana discussed the goal of the
13 project at St. Jude to get some normative data on
14 what types of events one can expect and, perhaps by
15 implication, what needs to be monitored and what
16 doesn't need to be monitored, and when things do
17 occur how serious they are. Does the NCI have such
18 a program? If it does, are there any analyses that
19 you are able to share? Or Dr. Smith could answer
20 the question.

21 DR. ANDERSON: I am not aware of a
22 specific program for pediatric oncology, you know,
23 with the AdEERS system for bringing in information.
24 There is data trial by trial, especially for IND
25 agents. That sort of information is accumulated.

1 But to provide sort of a baseline level of here is
2 what to look for over time, I don't know that that
3 is a specific project that is under way right now.

4 DR. SANTANA: Yes, in fairness to the
5 question, we are not doing that right now. We have
6 the capability based on this project after we have
7 been into it 18 months because we thought about
8 that when we tried to build the electronic format.
9 We now have the ability to do that but, in fairness
10 to the question, we have not done that. We are
11 just establishing the data and, hopefully, at some
12 point we will begin to analyze it once we have
13 enough data to make some sense out of it. We are
14 really only, particularly right now, focusing on
15 the St. Jude studies, studies where we are the
16 primary sponsor.

17 DR. SMITH: Steve, as Barry said, we do
18 have the AdEERS system that is an electronic
19 reporting system. So, you know, there is the
20 capability if there is a question about cardiac
21 toxicity or other organ toxicity to pull up all of
22 those reports for a particular toxicity. But in
23 terms of what to look for, you know, if the
24 question is what toxicities are occurring in what
25 types of trials, then the Phase I and Phase II

1 databases of the Phase I Consortium and the
2 Pediatric Brain Tumor Consortium are more relevant
3 because if the AE reporting is being done
4 correctly, then it is the unexpected events. You
5 know, what you would really be interested in is the
6 whole universe of events and, as well, the
7 denominator of how many patients were in those
8 trials. So, I think I would approach one of the
9 consortia for early phase trials or COG for later
10 phase trials if the question was what type of
11 events are occurring, how frequently they are
12 occurring, etc.

13 DR. SANTANA: Dr. Przepiorka?

14 DR. PRZEPIORKA: Back to Steve, if I could
15 turn the question right back to you, does the FDA
16 have enough information or a database on SAEs in
17 pediatric trials to actually do that same study?

18 DR. HIRSCHFELD: Short answer? No. We
19 would like to but we don't have a database that
20 captures premarketing adverse events. We only have
21 a database for postmarketing adverse events. That
22 is mined in a fairly rigorous and maybe even
23 imaginative way to look at frequencies of what one
24 can expect but, again, it hasn't been examined
25 sufficiently on the basis of pediatrics and, even

1 more specifically, on pediatric oncology. So, we
2 don't have the data and that is one of the issues
3 and one of the reasons for having this discussion
4 this morning.

5 DR. DAGHER: Dr. Santana, another question
6 about your presentation which also may impact on
7 the NCI perspective, one of the challenges you
8 identified was the situation where a patient is
9 enrolled on several studies at the same time. I am
10 curious to know how often that happens and whether
11 that is somewhat unique to St. Jude, or is that
12 something that you also see across pediatric
13 studies that NCI supports?

14 DR. SANTANA: The way the system is
15 designed is that it will pick any protocol that the
16 patient is still currently enrolled on. It doesn't
17 mean the patient is on active therapy on those
18 other studies; it may be that they are in follow-up
19 for those other studies for example but the patient
20 has not been taken off those additional studies.
21 We did that on purpose in terms of thinking outside
22 the box, that if there were long-term issues with
23 patients that had been enrolled on other studies
24 and then you began to see trends that were
25 complementary to a group of studies that together

1 created something in the future, we could go back
2 and capture that.

3 So, your point is well taken. The primary
4 study that is generating the adverse events is many
5 times the active study that the patient is being
6 treated on. But we also wanted to make sure that
7 we were able to capture data on studies where the
8 patient was not actively receiving therapy but was
9 still technically enrolled on that study.

10 Having said that, we also wanted to
11 capture non-therapeutic trials so it will list any
12 trial. It won't make any distinction whether it is
13 therapeutic or non-therapeutic up front.

14 DR. DAGHER: Supportive care--

15 DR. SANTANA: Yes. On the last page there
16 was one trial which was a behavioral medicine trial
17 on which the patient had been enrolled that had
18 nothing to do with the primary therapeutic trial,
19 and that showed up too.

20 DR. HIRSCHFELD: May I ask for just one
21 more clarification on your presentation, Dr.
22 Santana? You said that the system in use at St.
23 Jude will bring up the relevant definitions for a
24 serious adverse event, unexpected, etc. What is
25 the source of those definitions? There are several

1 places that are source documents, including ICH
2 documents.

3 DR. SANTANA: I think what we did was an
4 amalgam of the different definitions and tried to
5 make it into a definition that people could
6 understand without having to pick up a dictionary
7 or call the IRB administrator. So, it was really
8 looking at all those documents and coming up with
9 some definitions that were kind of a semi-practical
10 way that people could relate to and then choose the
11 right box. Dr. Grillo-Lopez?

12 DR. GRILLO-LOPEZ: I have a suggestion for
13 future meetings on this subject, and that is to
14 invite a representative from the pharmaceutical
15 industry to make a presentation because although
16 you might argue that the FDA knows very well how
17 the pharmaceutical industry functions in terms of
18 monitoring adverse event reporting, on the other
19 hand, others around this table and others
20 participating in the Webcast or viewing the tapes
21 later on might not. The fact is that there is
22 extensive experience with clinical trial monitoring
23 in the pharmaceutical industry and, likewise, with
24 adverse event reporting. Although I see a great
25 parallel and even consistency in terms of the

1 procedures and methods that are used in your
2 institution representing an academic experience,
3 and at the NCI particularly with the cooperative
4 groups, there are some points that are different
5 and that would merit discussing and presenting
6 because they might present opportunities for
7 improvement.

8 DR. SANTANA: Are you in a position to
9 highlight some of those points?

10 DR. GRILLO-LOPEZ: Well, one thing that
11 just came up in the discussion was the subject of
12 denominators. Certainly, when you are conducting
13 research with a new therapeutic agent the database
14 at that pharmaceutical company contains the most
15 information regarding the safety experience with
16 that agent at any given point in time. Of course,
17 all of that database is transferred to the FDA as
18 required. But investigators participating in
19 multicenter trials could certainly call the project
20 clinician who would have access, through his
21 biometrics group, to that database and would be
22 able to provide information about what the
23 experience has been with other events of that
24 nature.

25 DR. HIRSCHFELD: Dr. Santana, if I may

1 just respond to the initial suggestion, and I want
2 to thank Dr. Grillo-Lopez, one of the reasons you
3 are at the table is to provide that. Previously at
4 the meetings of this committee we had multiple
5 representatives from the pharmaceutical industry
6 and had routinely asked for presentations but there
7 was a policy decision made outside the group that
8 you see here today to restrict that. So, since you
9 are new to the process--had you been involved
10 earlier you would have seen what you are
11 suggesting--maybe you can help us restore that
12 previous mode of interaction because we found it
13 helpful also.

14 DR. GRILLO-LOPEZ: Yes, that was an
15 unfortunate decision and I, of course, didn't know
16 about that. I think it is a three-legged stool or
17 a triangle, as you were saying, with the
18 participation, on the one hand, of the NCI and
19 cooperative groups particularly, individual
20 academic institutions and the pharmaceutical
21 industry as sponsors in conducting research. We
22 should not forget that third leg of the stool
23 because a lot of the research that is conducted
24 with new agents particularly is sponsored by the
25 pharmaceutical industry and the pharmaceutical

1 industry holds the databases for the results of
2 that research, and one particular institution may
3 have had a lot of experience with a new agent but
4 not necessarily all of the experience because many
5 other institutions might be participating and they
6 may not be communicating between themselves but
7 certainly the database of the pharmaceutical
8 company holds all of that information.

9 DR. SANTANA: Dr. Adamson?

10 DR. ADAMSON: A couple of comments, first,
11 I want people to be aware that what Dr. Santana
12 presented, which I think is something academic
13 institutions should strive for, is not the norm.
14 Most institutions are many steps behind what St.
15 Jude has done and is capable of doing, and in most
16 institutions what you are looking at are piles and
17 piles of paper. So, your colleagues are to be
18 commended on beginning to address what is a problem
19 for all academic institutions.

20 I wanted to comment that I think the
21 current SAE and AE mechanism--and this will echo
22 and build upon what Victor said--has some
23 significant flaws. I mean, we can be inundated
24 with reports that we cannot interpret, and what I
25 would say is that the large majority of external

1 reports, when it comes to the cover letter,
2 "because of regulation blah, blah, blah, you are
3 required to submit this to your IRB"--the large
4 majority of those reports, as a member of an IRB as
5 well as an investigator, one cannot interpret. It
6 gets down to knowing the denominator and you said
7 there are large databases but the problem is you
8 need real-time access to that database in order to
9 interpret it. There is too large a line of these
10 reports coming in for the investigator to call and
11 track down every report--is this relevant? Has the
12 risk/benefit ratio really changed for my patient?

13 Rick said earlier we should try to focus
14 on pediatrics so I will. As one moves
15 forward--because this is the problem and it is not
16 limited to pediatrics but is a problem across the
17 board that one can't interpret the large majority
18 of these reports and we are fooling ourselves if we
19 think simply by submitting the document to the IRB
20 you have fulfilled your obligation. That is not
21 improving patient safety. You may have fulfilled
22 the regulatory obligation but you have done nothing
23 to improve patient safety. We need access to the
24 type of data you referred to that industry has to
25 interpret this.

1 To focus on pediatrics, I will give you an
2 example. We did an industry-sponsored study and
3 there were many studies of this investigational
4 agent. The large majority of reports were about
5 myocardial infarction in a 76 year-old. That is
6 important but it is not particularly relevant to
7 the pediatric population. So, when we move forward
8 and ask for data, I think we need to have some
9 depth to that data, that is, not only the frequency
10 of the event but somehow to categorize what
11 population that event is occurring in. Because if
12 an event is occurring in a 30 year-old--and my mark
13 of what I think is young is continually shifting
14 upwards--

15 [Laughter]

16 --but if an event were to occur in a 30
17 year-old you might spend a little more time looking
18 at that event as far as, you know, was it a
19 cardiovascular event relative to someone who is
20 more elderly. So, I would hope that one looks at
21 the regulations and makes it that you don't just
22 send the report, but the report has to be in
23 context and the context is what is happening
24 globally with the safety of this drug, focusing on
25 its particular toxicity, but within that have the

1 depth to say this is the breakdown of the
2 population that we are looking at. I mean, you
3 don't need to get it down to all 12 year-olds, all
4 13 year-olds or all 20 year-olds but give us some
5 sense of what is happening. Otherwise, I don't
6 think we are doing anything for patient safety in a
7 meaningful way for the large majority of these
8 reports.

9 DR. KODISH: This is Eric, in Cleveland.
10 I hope my timing is okay and you can hear me.

11 DR. SANTANA: Yes, Eric, go ahead.

12 DR. KODISH: Thanks. I want to add an
13 idea to Peter's idea which I think is very
14 important and relates to the point I was trying to
15 make about regulation actually harming patient
16 safety on some level.

17 A 76 year-old who has a myocardial
18 infarction on a drug that we are testing in a
19 pediatric population compared to a 30 year-old
20 compared to a 20 year-old I think gives us the
21 ability to maybe, rather than contextualize which
22 would be great--ut maybe a more simple idea is to
23 provide some sort of sorting function so that we
24 are not just, for regulatory or prevention of
25 litigation, trying to download all of these reports

1 to our IRBs to say that we have fulfilled
2 regulatory requirements, but that at some level
3 there could be a sorting function so that the
4 events that are going to be relevant to children
5 are presorted, if you will, and not disseminated
6 across the country automatically. I think we do
7 need to be concerned about the paradoxical effect
8 of everyone feeling that because we have filed all
9 these adverse event reports that everything is
10 going to be okay.

11 DR. SANTANA: Eric, just to play devil's
12 advocate with your comment and Peter's comment, who
13 defines what is relevant to our population? It is
14 us. And, I think that is probably why we are here
15 today. We have to define in our studies, either
16 prospectively when the study is being created based
17 on what we know about the agent or whatever is
18 going to happen in the study or during the conduct
19 of the study as we review things--we are the ones
20 that have to define what triggers that it is a
21 pediatric issue that we need to address. If not,
22 then we just rely on these big data warehouses that
23 have data that are not relevant, but we have to
24 define the relevance up front or during the conduct
25 of the study.

1 DR. KODISH: I agree with that and I think
2 that maybe the discussion could focus on how we
3 sort those that are and those that aren't, maybe
4 starting with something as simple as an age
5 cut-off.

6 DR. SANTANA: Well, one of the things that
7 Barry mentioned in his presentation, and in
8 retrospect I wish he had given more discussion to
9 his point, was this issue of how some of the
10 consortia--and it is the PBTC Phase I group or
11 maybe it is the COG--that those committees
12 electronically and telephonically and through
13 computers meet on a regular basis and they review
14 real-time data of those patients that are on Phase
15 I studies. I presume, and I think correctly so,
16 that there also is, as part of that review, the
17 toxicity and the adverse events occurring in those
18 patients. So, that whole arm of this process,
19 which we didn't discuss in great detail, I think is
20 very strong because it relies in part on the
21 research team to very actively monitor this in
22 their own hands.

23 We have to have checks and balances
24 through other groups too but the beauty of that is
25 that it allows the research team who is actually

1 conducting the research in real time to be able to
2 communicate and evaluate these and then
3 prospectively, even as the study is being
4 conducted, define what are the parameters that
5 trigger the normative data that we are looking for
6 because in reality it is an experiment. Until we
7 do it we are really not going to know the whole
8 scope of things that may happen. We kind of can
9 predict based on what are the things that may
10 happen or what are the things that would really
11 worry us. Right? If somebody dies we all worry,
12 or if something unexpected occurs we all worry.
13 But for the majority of things, things are
14 happening and it creates a lot of noise. I agree
15 with you, Peter, it creates a lot of noise. So, I
16 think we have to go back to the research team and
17 address what their role and responsibility is to
18 help us at the other end figure out how this data
19 may be interpreted or may be incorporated.

20 DR. ADAMSON: I think you are right.
21 Phase I, in many respects, is somewhat easier
22 because the data is being monitored in real time
23 and the numbers are small. I think it is a
24 multi-level process. It begins with the treating
25 institution and the team at that institution

1 recognizing and identifying the event and reporting
2 it to the study principal investigator.

3 What we do in our consortium is once it is
4 to the study investigator it immediately comes to
5 us and then on a weekly basis all the events on
6 every study are reviewed. What we have the ability
7 to do and what we focus on is that we don't just
8 look at the serious ones because the serious ones
9 are usually pretty straightforward. We look at the
10 non-serious toxicities to look for trends because
11 we are doing a dose escalation and so we want to
12 know. Okay, we are starting to see some grade 2s
13 in an area that wasn't described that are not
14 triggering any alarms but, in fact, maybe we need
15 to do more careful monitoring of hepatic function
16 because we are seeing a lower level of toxicity.
17 So, it is a multi-level review but we have the
18 ability to look at all the toxicities on a study as
19 a function of dose, as a function of severity and
20 that gives us the context to interpret it.

21 DR. SANTANA: Dr. Grillo and then Dr.
22 Carome.

23 DR. GRILLO-LOPEZ: I find that we are
24 talking about adverse events in general but also
25 about serious adverse events and perhaps not always

1 making a distinction about the different reporting
2 requirements for those. Certainly, in the
3 pharmaceutical industry we collect each and every
4 adverse event but the reporting requirements are
5 different if it is a serious adverse event. It
6 might help if someone from the FDA would just
7 summarize what the requirements are for reporting
8 to an IRB and reporting to the FDA.

9 DR. HIRSCHFELD: The definitions are
10 essentially ICH definitions, International
11 Conference on Harmonization, that the FDA adopts.
12 The requirement essentially is if it is serious and
13 unexpected according to both triggers, then there
14 has to be what is called a rapid report filed.
15 That can be filed by a number of mechanisms. The
16 time frame typically is within 15 days and
17 sometimes, depending on the circumstance, can be 7
18 days. But that is still not what could be called
19 real time. It is essentially informing. All other
20 adverse events do not have to be reported to the
21 FDA, other than in the annual reports which are
22 required. The annual reports are due within 90
23 days of the initial filing of the IND.

24 DR. GRILLO-LOPEZ: How about to IRBs?

25 DR. HIRSCHFELD: The IRB requirements work

1 on multiple levels. So, the IRB can set their own
2 policy but in the FDA regulations, in 21 CFR 50,
3 the reporting requirements for IRBs parallel those
4 of reporting to the FDA.

5 DR. GRILLO-LOPEZ: If I may, in that vein
6 I would make the point that we have to be very
7 precise, very specific and very timely in reporting
8 serious an unexpected adverse events. At the other
9 extreme, there is a multitude of minor events that
10 are still adverse events and need to be in the
11 database at some point without creating this
12 backlog, this bureaucratic mass of paper and
13 electronic data coming at you without denominators,
14 which doesn't make much sense at any one given
15 point in time for one patient.

16 However, many times we find at the end of
17 the development of a new therapeutic that when we
18 have to put together the documentation to submit to
19 the FDA, one of the things that we, in industry,
20 have to do is to do an analysis across all of the
21 experience with that agent, Phase I, II, III, all
22 of the studies ever done, which is called the
23 integrated summary of safety. Many times it is
24 only then that certain trends become significant
25 that were not significant earlier on when you only

1 had the Phase I or the Phase II experience. That
2 is why it is important to report each and every
3 adverse event but not necessarily make it a
4 bureaucratic jungle where you just get so entangled
5 in paper and data that it doesn't make sense at any
6 one given point in time.

7 DR. SANTANA: Dr. Grillo, you represent
8 the pharmaceutical aspects of this. As somebody
9 from that group specifically focusing on pediatric
10 oncology issues, how would you advise your group of
11 things that we need to have access to, and in what
12 time lines would you advise your group that we need
13 to have access to those data so that we can
14 complement that with what we want to do?

15 DR. GRILLO-LOPEZ: I may not be the right
16 person to respond to that question because I am an
17 adult oncologist, not pediatric oncologist. In
18 fact, in over 20 years in industry, I never did a
19 pediatric study, ever. So, I have zero experience
20 and I have to be the first one to admit to that,
21 other than my rotation through pediatric oncology
22 when I was a fellow.

23 But I think there is a variety of ways and
24 systems and procedures that the pharmaceutical
25 industry utilizes to follow-up, collect and be able

1 to analyze adverse events. It begins with the case
2 report forms coming in from the different sites
3 participating in a multicenter study. I can tell
4 you that for all of the studies that I was ever
5 related with, I would personally look at each and
6 every piece of paper coming in from the different
7 sites, or the safety officer responsible within my
8 group would do that even before it went into the
9 database. So, if there was a major red flag that
10 was apparent even just from the experience in one
11 patient, we would see that. Of course, immediately
12 that was entered into the database and periodically
13 we would print out tabulations that would indicate
14 if there was any trend that was becoming obvious.

15 So, there is a variety of checks and
16 balances that are in place within the
17 pharmaceutical industry to follow-up on these
18 issues. Again, I would suggest that investigators
19 who are participating in multicenter pharmaceutical
20 industry sponsored studies, that their point of
21 access or one point of access might be the project
22 clinician within the pharmaceutical company who is
23 the person responsible and/or the safety officer
24 within that company when issues arise or questions
25 arise regarding a specific adverse event.

1 DR. SANTANA: Dr. Carome?

2 DR. CAROME: I will just note a couple of
3 things. I think it is important for this
4 subcommittee to be aware that this discussion is
5 occurring elsewhere. The Secretary's Advisory
6 Committee on Human Research Protections had a panel
7 on adverse event reporting and they are going to
8 continue that discussion at their next meeting.
9 They had a panel in December and they are going to
10 continue the discussion in their March meeting,
11 coming up in a couple of weeks. And the discussion
12 is exactly the same. I mean, the types of comments
13 being articulated are verbatim what you hear
14 repeatedly.

15 I think the Department recognizes that
16 there is a need to make adverse event reporting
17 more meaningful and less burdensome in order to
18 better protect human subjects, and there are
19 ongoing discussions between our office, the FDA,
20 NIH and other federal departments and agencies on
21 how best to do that. So, it is recognized to be a
22 problem and developing strategies is complex but we
23 believe important.

24 If you look at our regulations, just the
25 HHS regulations CFR 46, there is no adverse event

1 reporting requirement. There is a requirement for
2 reporting what are called unanticipated problems
3 involving risk to others. It is our view that most
4 adverse events that occur in clinical trials do not
5 fall into that category and, therefore, under our
6 regulations the vast majority of adverse event
7 reports do not need to be reported under our
8 regulations. Those that we particularly care
9 about, and we have articulated this at the
10 Secretary's advisory committee in December, are
11 those that represent unexpected, serious harms to
12 subjects, which are words that come from another
13 part of our regulation. Those are the types of
14 events we think should get to IRBs and that we care
15 most about.

16 DR. SANTANA: So, Mike, where do you think
17 the confusion comes that all these reports are
18 being generated and submitted to IRBs? Where do
19 you think the communication breakdown is in terms
20 of what the regulatory agencies want versus what
21 the sponsors or we, as investigators, see that you
22 guys want and need to comply with?

23 DR. CAROME: There are probably multiple
24 reasons. It is clear to us, and I think to others,
25 that the greatest burden comes from these external

1 adverse events that don't occur at your site but,
2 because we do research at multiple sites, the
3 sponsors deliver those reports or ask that they be
4 delivered to the investigators at all sites. So,
5 now we have 100 IRBs maybe receiving the same event
6 so it is those external events that are being
7 multiplied to multiple IRBs where the burden has
8 been articulated to us as being most severe, and if
9 the letter reads that under the regulations you
10 must deliver these to your IRB, that is certainly
11 one source. It is not our regulations that are
12 demanding that and I would posit that a close look
13 at the FDA regulations probably doesn't justify all
14 those events going to the IRB as well. But FDA
15 would have to comment on that. So, that is one.

16 I think it is driven by fears of
17 litigation liability. You know, who makes this
18 initial assessment about unexpected and serious?
19 We think that at one level the sponsor and the
20 investigator can be doing that. There are some who
21 think those are conflicted parties and maybe we
22 need an independent body making those decisions so
23 people are driven to having an independent body be
24 the IRB looking at them. So, I think there are
25 multiple reasons. Those are a couple that I would

1 highlight as perhaps driving it.

2 DR. SANTANA: Rick, do you want to comment
3 on the FDA?

4 DR. PAZDUR: Well, I just want to comment
5 in general. Could there be attempts to try to give
6 investigators more guidance on specifically what
7 needs to be reported? I think there is a tendency
8 to report a lot to cover oneself because we don't
9 have good guidance on exactly what those words
10 mean. Maybe we need to look into that. You know,
11 if you go over your phrase that you gave, there is
12 a lot of interpretation here and somebody could say
13 that it might be the index case; they are not even
14 sure of the attribution issue, and I wonder if we
15 really need to give more guidance to perhaps cut
16 down on some of this. I don't know, do you want to
17 comment on that?

18 DR. CAROME: I think for us, we believe
19 guidance is essential and it is the most important
20 step. We have had discussions with FDA. We are
21 prepared to draft guidance that articulates in more
22 detail what I just articulated to you and I
23 previously articulated at the Secretary's Advisory
24 Committee on Human Research Protections in
25 December. But we think, yes, guidance is the

1 important step. We think because adverse events
2 are primarily referenced in FDA regulations the
3 guidance needs to come out of both of our offices
4 or entities.

5 DR. SANTANA: Dr. Smith, I think you had
6 your hand up?

7 DR. SMITH: One point, and, Victor, I
8 think you made it, there is over-reporting of
9 adverse events, expedited adverse events, despite
10 FDA's stated requirements, despite their statements
11 in protocols of what does require expedited
12 reporting. So, I think one of the initiatives that
13 we want to undertake in the next few months is an
14 educational initiative to try to limit the
15 over-reporting of things that, in fact, just do not
16 require regulatory reporting. So, this will
17 decrease some of the burden at the institutional
18 level.

19 It doesn't address the issue, however,
20 that Peter raised about when you get a letter from
21 a company saying that this event occurred. I
22 wonder if there is a role for the Phase I
23 Consortium itself or the COG itself to play the
24 filter role that Eric Kodish was talking about in
25 terms of saying we have reviewed this, and our

1 recommendation to IRBs, when they look at it, is to
2 say this isn't applicable for pediatrics.

3 DR. ADAMSON: We are actually now doing
4 that, Malcolm, when it comes, you know, a COG
5 trial. When we disseminate it we usually give a
6 recommendation that, in our view, this does not
7 change risk/benefit or, in our view, it does change
8 the risk/benefit ratio and it should be reported.
9 So, we try to put it into context but, of course,
10 every investigator has the ability to interpret the
11 data and make their own decisions.

12 DR. SANTANA: Dr. Przepiorka, you had your
13 hand up?

14 DR. PRZEPIORKA: Yes, I clearly remember
15 sitting through multiple discussions at the
16 initiation site visits with sponsors regarding the
17 definition of an SAE, and I recall a few years ago,
18 after the incident at Penn and the FDA sent that
19 Webcast to all the academic institutions with a
20 long, drawn-out discussion on what is an SAE, and I
21 sat here and I think we listed them, although I
22 didn't see them on any of the slides this morning.
23 I won't go through them but I don't see any that is
24 very specific to pediatrics and I am wondering if
25 there is any SAE that should be added to the list

1 specifically for pediatric groups. I am thinking
2 about long-term cognitive dysfunction or something
3 like that.

4 DR. SANTANA: Ruth?

5 MS. HOFFMAN: I was just going to mention
6 that I sit on the IRB at Children's National
7 Medical Center, as well as the DSMB board there,
8 and from a lay perspective it is very difficult to
9 get lay people to continue with the responsibility
10 because of the burden of time commitment. There is
11 no monetary compensation. I don't get paid and I
12 am not an employee of Children's National Medical
13 Center. I spend three days a month totally related
14 to IRB-related work between the protocols and the
15 SAEs and AEs. I mean, it is just a stack of paper
16 and usually the check-off is that the AE has
17 nothing to do with the protocol at all and, you
18 know, maybe you can eliminate that whole column
19 and, again, reduce the workload. But, I mean, they
20 have a very hard time to even recruit members from
21 the community and that is a requirement of the HHS,
22 to have a lay person on the committee. So, the
23 guidance document would be great. It would
24 certainly help from our perspective as well.

25 DR. SANTANA: Dr. Grillo-Lopez?

1 DR. GRILLO-LOPEZ: I would suggest that
2 further guidance is not necessary, that what we
3 need is education. The guidance that is already
4 provided by the FDA is very specific and very clear
5 as to what is a serious and unexpected adverse
6 event, and what we need is for those involved in
7 research, and particularly at the IRB level, to
8 have an understanding of what that means. I think
9 it is education. Generating one more document to
10 file away does not help anyone.

11 DR. SANTANA: Peter?

12 DR. ADAMSON: I agree that the FDA
13 guidance on the definition of an SAE is clear.
14 What I think the point is, is that it is not
15 particularly functional in that it is generating an
16 incredible amount of paperwork for institutions.
17 What we get are, indeed, SAEs by the definition.
18 That information I don't think is improving patient
19 safety and that is why I would actually agree that
20 we need to re-look at what we are requiring to be
21 reported to IRBs across the country because it is
22 not only a multi-institutional trial, it is when
23 you have multiple trials of an investigational drug
24 that affects all those trials.

25 DR. SANTANA: Dr. Keegan?

1 DR. KEEGAN: Yes, I was wondering if we
2 could go back to the concept that was discussed
3 before about having a central body that looks at
4 all the adverse events because, as you say, every
5 individual institution is going to be unable to
6 look at a single adverse event out of context with
7 the rest of the data. So, to what extent are there
8 really plans in place to have a central point that
9 has all the data that could make reasonable
10 interpretations that have people with the
11 background information who could interpret the
12 adverse event information in the context of animal
13 and nonclinical studies and other things to make
14 relevant decisions? Because you mentioned that in
15 the instance of the consortium but it doesn't seem
16 that that is a general theme. To some extent, I
17 don't think any one individual is ever going to be
18 able to make a conclusion on the index case but we
19 certainly can't ignore the index cases because that
20 also puts patients at risk.

21 DR. SANTANA: Patricia, in follow-up to
22 that comment, what kind of body were you thinking
23 of? What ideal body, if you had to come up with
24 that, would you propose?

25 DR. KEEGAN: Well, it sounds like that is

1 sort of the model that the consortia are working on
2 and I thought maybe there could be more discussion
3 of whether it could be that sort of model, where
4 the consortium looks at adverse events and then
5 sends out their interpretation as a central
6 repository analysis, much like a medical monitor
7 would do at a drug company to perform that same
8 function.

9 DR. ADAMSON: Well, I think it is easier
10 for smaller studies, and the key thing is you have
11 access to all the data. So, when we do an
12 NCI-sponsored study where the NCI is cross-filed
13 there is a drug monitor at the NCI that has access
14 to all the data and, in fact--correct me if I am
15 wrong, Barry--usually when an AE comes out there
16 also is a recommendation of an interpretation when
17 it happens. I can't say that is the case uniformly
18 for industry-sponsored trials. But the multiplying
19 effect I think is a difficult effect for when
20 events are occurring really that are distantly
21 related to the study that you are doing.

22 DR. SANTANA: I think the advantage that
23 we have in pediatric oncology is that it is a
24 smaller universe and most pediatric, if not all
25 pediatric oncology studies are really conducted in

1 the list that Barry showed, plus a few others.
2 Right? So, we are a much smaller universe so that
3 if we adopted a model similar to what is happening
4 in the Phase I consortium and expanded that to all
5 the participants in those groups because it is a
6 small universe, we could at least set that model
7 and see if it works for us. Because that is what
8 we are really here for, right? For pediatric
9 oncology, not to ignore or belittle the other
10 important issues that are occurring with adults but
11 we have that advantage and maybe we should think of
12 that model as a test case for reviewing adverse
13 event reports to make it more functional and
14 timely.

15 To me, the issue is time. So, what if
16 something happened six months ago? It doesn't help
17 my patient who is on the study now. Right? So,
18 maybe we have that advantage. We are a small
19 group. Malcolm?

20 DR. SMITH: The other possibility is, Pat,
21 we are at the earliest stages of setting up a
22 pediatric central IRB and so, you know, could that
23 be a body that is somehow constituted so that it
24 could play that role nationwide and then other IRBs
25 could use that information if they chose to?

1 DR. SANTANA: Since you raised the issue I
2 am going to try to explore it a little bit further.
3 There has been some recent discussion I think in
4 some of the things I have been reading about
5 whether DSMB should play some of this role. Do you
6 want to comment on that?

7 DR. PAZDUR: I would just say that I had a
8 side conversation with Susan, here, and one of the
9 issues is that usually DSMBs are single trials.
10 Now, would one consider, for example, kind of a
11 super-DSMB not for the trial but for the drug that
12 is being investigated by a commercial sponsor?
13 Could a commercial sponsor, for example, if they
14 are investigating drug X in, you know, 50 diseases
15 in pediatrics, in geriatrics, and whatever, to have
16 a coordinating center to look at this and then
17 issue some type of report on these individual
18 toxicities?

19 Again, I understand exactly where Peter is
20 coming from and the comments, having been there.
21 You know, you get all this morass of information
22 which is almost useless because nobody knows what
23 to do about it and we are just generating paperwork
24 with a pretense basically that we are doing
25 something to further not only children but also

1 adult clinical trials.

2 Here again, you know, although we are
3 talking about pediatrics, this does have obviously
4 ramifications for adult medicine and adult clinical
5 trials. Although we may want to kind of say, well,
6 some of the adult toxicities may not protect for
7 what may go on into childhood toxicity, again, that
8 is another level of clinical judgment and
9 subjectivity that comes into play here. Many of
10 these drugs, especially with the IRBs, are not
11 solely being looked at in children. In many of
12 your hospitals, since you practice exclusively in
13 children's hospitals, that may be the case and your
14 interest may be in that group, but for a garden
15 variety IRB at a university hospital they may have
16 ongoing studies in adults with breast cancer, colon
17 cancer and pediatrics. So, they need to look at
18 this so it isn't that helpful sometimes to the
19 larger IRBs, the university IRBs.

20 DR. SANTANA: Dr. Reynolds, you had a
21 comment?

22 DR. REYNOLDS: I wanted to make it clear
23 that the DSMB process is a little different in the
24 pediatric setting. You have one for your
25 consortia, don't you, that look at all the studies

1 that are going on and that are not specific to a
2 drug. But I think taking that in the context of
3 what we are hearing from Ruth, and I hear this
4 continually from a lot of people, the burden that
5 is placed on the IRBs at the institutional level is
6 substantial.

7 Just taking a round number of 20
8 institutions in your consortia, Peter, you have 20
9 different IRBs looking at each one of these adverse
10 events. How many people are on each of those IRBs?
11 Certainly, the total number far exceeds the number
12 of patients on a study by an order of magnitude or
13 two. So, it is that process, yet we have a
14 centralized DSMB process. So the real central
15 issue though comes down to the responsibility that
16 the IRBs have under the regulations to be the
17 ultimate and final arbitrator of whether or not
18 this is going to be safe and appropriate for the
19 patients in their institution.

20 Somehow we need to use the word that I
21 first learned in the context of Steve Hirschfeld,
22 "harmonization." I see it over and over again with
23 the regulations you are harmonizing. I think we
24 need to somehow harmonize this process so that we
25 can then decrease the workload for these poor

1 people in the IRBs that, as you have heard, are
2 volunteering their time and they are a precious
3 resource that we could exhaust and then we wouldn't
4 have anymore volunteers.

5 DR. SANTANA: I want to follow-up on a
6 comment related to the previous issue of whether
7 there should be another body that could help us
8 review these things and probably give better
9 knowledge to practicing oncologists. You know, one
10 of the concerns I always have about creating
11 another body is that you don't destroy mass; it
12 doesn't go away; you are just shifting it to
13 another group. If we do that, I think we run the
14 same risk without clear guidance of what that group
15 needs to be doing. They are going to be getting
16 the same paperwork we are getting now. So, unless
17 there is guidance at the first step, which is let's
18 clearly define what we should be looking at and
19 streamline that, it doesn't really matter where it
20 goes to, whether it goes to an IRB, to a DSMB or to
21 another group or another consortium.

22 I think that may solve part of the problem
23 but it is really shifting a little bit of the
24 responsibility and what I want to get at is that we
25 should probably encourage ourselves more to define

1 the responsibility and the process rather than
2 creating another group. That is just a general
3 comment. It is not meant to be a criticism. It is
4 just something we need to think about.

5 DR. KEEGAN: Actually, going towards
6 that--what you say, it doesn't help to create
7 another group that is duplicating effort so it
8 would only be effective if, in fact, the other
9 groups then would agree to accept the information
10 provided by the central group. So, I think that
11 has been the issue with central IRBs all along.
12 While IRBs are crying out that they are
13 overwhelmed, yet, they also refuse to defer that
14 part of their responsibility to another group or to
15 a central IRB. Do you think that for a central
16 pediatric IRB there is more willingness to do that,
17 Malcolm? I mean, are they willing to say, okay, we
18 will allow somebody who is going to make an
19 integrated analysis to do that and we will accept
20 their judgment?

21 DR. SMITH: It will vary by institution.
22 You know, the adult IRB has a facilitated review
23 process and when a local IRB accepts the central
24 IRB as the IRB of record, then the central IRB is
25 responsible for the review of the adverse events

1 relevant to that study. In pediatrics, based on a
2 survey that the Children's Oncology Group did,
3 there is a high level of interest in a central
4 pediatric IRB, both among PIs as well as among IRB
5 chairs. But when it comes to implementation, some
6 institutions will accept it wholeheartedly and some
7 won't. But those who do will certainly be saving
8 in terms of the effort expended on this.

9 DR. SANTANA: Peter, one last question.

10 DR. ADAMSON: I just wanted to follow-up
11 on that. So, it is not only the IRBs who are
12 sometimes unwilling to give up the ability, it is
13 the institution. The institution more often than
14 not will actually tell the IRB, you know what, we
15 need an independent IRB; we are not going to accept
16 it. So, they may even take it out of the hands of
17 the IRB as far as whether they are willing to or
18 not. So, IRBs are looking for ways to cut down
19 their own work but it is not always coming to them.

20 DR. SANTANA: With that final
21 comment--Ramzi, I will defer to you.

22 DR. DAGHER: Just very briefly, you seem
23 to have identified a sense of challenges in terms
24 of the filtering. One is how to decide how
25 relevant an adverse event is, and that is not

1 really just specific to pediatric oncology or
2 oncology, for that matter. The second one, which
3 Peter Adamson was trying to focus on, is how do you
4 filter out the adult oncology experience or other
5 experience that is submitted to you in terms of how
6 relevant that is or isn't to the pediatric oncology
7 setting.

8 Now, you mentioned age and the nature of
9 the adverse event. Those are two potential
10 criteria. I am curious to know, and probably we
11 will get into this more in answering the questions
12 from Peter Adamson, Victor or others who have dealt
13 with this, what criteria do you use in making
14 decisions about filtering the adult oncology
15 reported events and deciding how relevant they are
16 to your specific studies?

17 DR. SANTANA: I think with that question
18 we will go ahead and try to address the questions
19 for the committee because I think we will cover
20 that.

21 DR. PRZEPIORKA: Can I just ask one more
22 question?

23 DR. SANTANA: Yes, Donna?

24 DR. PRZEPIORKA: You had indicated that,
25 if I recall, your institution does not take

1 patients off protocol so that you get long-term
2 follow-up. I was wondering if you thought that was
3 appropriate for everybody to be doing in the
4 pediatric population or if there is some time
5 limit, like by age 35 we are not going to look
6 anymore, or something like that?

7 DR. SANTANA: Well, if we are conducting
8 active research on those patients, those patients
9 would come off their primary therapeutic protocol
10 and get enrolled on a non-therapeutic protocol,
11 which is an umbrella protocol we have for long-term
12 follow-up. So, they would still be research
13 participants and we are collecting data on
14 long-term effects, survival and things like that.
15 So, the patient would come off the primary
16 therapeutic protocol once they are transitioned
17 into the long-term follow-up protocol on which
18 research is being conducted. So, those active
19 protocols will not show up in the reporter but the
20 long-term follow-up will show up in the reporter
21 for that patient.

22 Questions for Discussion

23 Let's go ahead and try to address the
24 questions that we have before us. Just for the
25 purpose of the minutes and the documents, I will go

1 ahead and read the questions to the committee, the
2 introduction, and then we will take one question at
3 a time.

4 The tolerance for risk in cancer
5 therapeutics is different than for most other
6 medical therapies. It is also recognized that
7 children are a particularly vulnerable population
8 and regulations and procedures have been
9 implemented to provide protection to children
10 participating in clinical research. The following
11 questions relate to the setting of children with
12 cancer participating in clinical trials.

13 Under the heading of "principles" the
14 question is, what are the principles that should be
15 addressed in safety monitoring of clinical studies
16 that enroll children with cancer? If the
17 principles are adequately stated in existing
18 documents, statutes or regulations, please identify
19 the relevant documents and sections.

20 Barry or Malcolm, from the NCI
21 perspective, do you have any comments on existing
22 regulations or documents that we could reference
23 to?

24 DR. ANDERSON: In terms of the DSMBs, the
25 composition of DSMBs, that sort of information is

1 provided in OHRP. In terms of the frequency of
2 monitoring and the exact nature of the monitoring,
3 what is monitored which is part of the discussion
4 we had, I don't know that that is laid out as
5 clearly. We have guidelines that we work with at
6 CTEP and NCI but I don't know that that is in
7 regulatory form at all.

8 DR. SMITH: Yes, there is the overall
9 policy on data monitoring. That is really not very
10 prescriptive in terms of here is what you have to
11 review; here is how often you have to look at it;
12 and here is, you know, who should be looking at it.
13 It says you need to have a plan but it is not very
14 prescriptive in terms of what the plan is. Each of
15 the institutions has their own data and safety
16 monitoring plans, particularly for Phase III
17 trials, and those tend to be more prescriptive and
18 detailed in terms of what is happening. But in
19 terms of early phase trials, you know, I am not
20 aware of kind of NIH-generated documents that
21 provide detail about what, how, when and where this
22 needs to be done.

23 DR. SANTANA: Go ahead, Barry.

24 DR. ANDERSON: And having been on the
25 panel of people who looked at the cancer center

1 data and safety monitoring plans that they had to
2 submit, previously I think a lot of people would
3 recognize that for early phase studies it was the
4 investigator and their research nurse that looked
5 over the data with the most frequency. A lot of
6 times I think there was not a lot of oversight from
7 outside of that small group. It was clear from
8 looking at the different cancer centers that there
9 is a huge spectrum of what in reality they were
10 doing and when you told them, you know, you need to
11 formalize this what they presented us with what
12 they thought were acceptable approaches. From our
13 point of view, we had these essential elements to
14 work from but they are very general and it took us
15 a while to kind of gear up to say here is exactly
16 what we think--well, not exactly but here is a
17 range of possibilities that are acceptable as an
18 approach, and I think it does vary by the type of
19 study that is actually being considered. That was
20 one of the criteria, for Phase I studies we would
21 do this; for pilots, this. For Phase II and Phase
22 III there were different levels of monitoring that
23 seemed to be appropriate for each of those, both in
24 terms of the type of monitoring and the frequency
25 of kind of review of the data and that type of

1 thing.

2 DR. SANTANA: As a follow-up to that, in
3 the non-NCI cancer center umbrella, all the other
4 groups that NCI supports like the consortia, are
5 there also specific requirements for DSMB plans for
6 those consortia?

7 DR. SMITH: The overall NIH requirements
8 apply to all NIH-sponsored research. Again, those
9 require a data monitoring plan, not a particular
10 form that that plan has to take for implementation.
11 I guess one question here is does FDA want kind of
12 the form and the details, or is it a question of
13 principles, you know, whatever the plan is, it
14 should adhere to these principles?

15 DR. SANTANA: I think with that comment, I
16 will ask Eric--are you still on the line?

17 DR. KODISH: I am here.

18 DR. SANTANA: Eric, can you comment on
19 that in trying to address the issue of global
20 principles, other than specific detail?

21 DR. KODISH: I would opt for flexibility--

22 DR. SANTANA: Eric, can you speak just a
23 little bit louder, please?

24 DR. KODISH: Yes. I would argue for
25 flexibility. I think that the different contexts

1 of the particular clinical trials involving
2 children with cancer that we are talking about
3 would dictate that it makes more sense to allow a
4 plan based on principles, such as beneficence or
5 such as filtering serious adverse events compared
6 to those that are not as impactful, and I wouldn't
7 try to prescribe the format so much. That would
8 lead to bureaucratization that could actually
9 paradoxically harm the ethical importance of
10 research.

11 DR. HIRSCHFELD: I would like a
12 clarification from Dr. Kodish. So, would you then
13 say that the principles of, let's say, beneficence
14 and respect contained in the Belmont report and the
15 principles that are annunciated in the ICH
16 documents, for instance particularly the one that
17 applies to pediatric research, E11, are a
18 sufficient statement of the principles?

19 DR. KODISH: I would.

20 DR. HIRSCHFELD: I think we can move on.

21 DR. SANTANA: Before we get to that
22 question though, because I want to make sure that
23 we cover the whole loop of this point, do
24 pharmaceutical sponsors in their DSMB plans have
25 any specific requirements for pediatrics, or are

1 pediatrics dealt with in monitoring plans as the
2 greater universe of adults? Or has that ever been
3 discussed, that they should develop specific plans
4 for pediatrics?

5 DR. GRILLO-LOPEZ: Not to my knowledge
6 but, again, I may not be the best person to address
7 that. On the other hand, I would like to comment
8 on the subject of DSMBs because I would not like
9 the FDA to come away from this meeting thinking
10 that there is an endorsement for DSMBs to be
11 required and/or regulated in any way, shape or
12 form. I think that there may be a need for some
13 consensus agreement at the level of professional
14 societies, the NIH and so on, on how different
15 DSMBs might be constructed and when they may or may
16 not be required, but allowing for the flexibility
17 that several around the table have mentioned.

18 DR. SANTANA: That was my interpretation
19 of the discussion too. I don't think there was any
20 endorsement from this group that we should be
21 moving towards a model DSMB to solve some of the
22 problems.

23 DR. GRILLO-LOPEZ: I see Dr. Pazdur
24 agreeing with that and I am glad to see that.

25 DR. SANTANA: I want to clarify that that

1 was my interpretation too. That is not what I
2 think the comment was all about. Eric, did you
3 want to add anything else? I am sorry, I think I
4 interrupted you. No?

5 DR. KODISH: No, that is fine.

6 DR. SANTANA: So, we will move on then
7 from question one--oh, Malcolm, I am sorry.

8 DR. SMITH: I think those are good
9 principles but I think one can get a bit more
10 detailed without being prescriptive in terms of
11 what the principles of study monitoring should be.
12 For example, the principle that study monitoring
13 should be performed by experienced experts and that
14 that review should be timely, and that whatever the
15 system is, it should have those characteristics.
16 And, study monitoring should be done in a way so
17 that conflict of interest issues are addressed, and
18 that study monitoring in whatever setting,
19 especially in Phase III settings but even in Phase
20 II settings and others is done in such a way that
21 the integrity of the study and the confidentiality
22 of data, when that is important, are addressed.
23 So, I think there are principles of ethics that we
24 need to adhere to and there are principles of
25 monitoring that I think need to be clearly stated

1 so that you can benchmark how you are addressing
2 those basic principles of monitoring.

3 DR. GRILLO-LOPEZ: If I may, most of that
4 is already covered in GCP and in other regulations.

5 DR. SANTANA: So noted. I would only add
6 to that that I think an essential element to that
7 is this concept that I advocate, that there has to
8 be an open communication with the research team,
9 that monitoring doesn't occur in isolation from the
10 actual research team that is conducting the study.
11 I am not implying that the research team should be
12 doing their own monitoring. It shouldn't be
13 interpreted that way but the research team should
14 be integral to that process. Dr. Reynolds?

15 DR. REYNOLDS: Malcolm, could I just ask
16 you to elaborate on what the role of that DSMB is
17 in the conflict of interest monitoring that you
18 were talking about?

19 DR. SMITH: What the role of the DSMB is
20 in conflict of interest?

21 DR. REYNOLDS: Did I hear you correctly?
22 Were you saying that they are really involved in
23 that role?

24 DR. SMITH: No, that the monitoring is
25 done in such a way that conflict of interest issues

1 are addressed.

2 DR. REYNOLDS: In other words, that the
3 DSMB is a separate body and is not subject to
4 conflict of interest. That is what you are saying?

5 DR. SMITH: Well, that is one way of
6 addressing it but not the only way of addressing
7 conflict of interest issues, but that those issues
8 are considered, both the financial and intellectual
9 conflict of interest that may lead people to ask
10 questions about decisions that are made.

11 DR. KODISH: This is Eric, in Cleveland.
12 Another way of saying that I think is that
13 transparency is an important principle, perhaps the
14 idea that whatever the monitoring plan is that the
15 appearance of the fox watching the henhouse won't
16 be something that people can interpret as having
17 gone on.

18 DR. SMITH: The Pediatric Phase I
19 Consortium and the Pediatric Brain Tumor Consortium
20 both have independent data monitoring committees,
21 and these are early phase clinical trials. They
22 are not so much looking over the day to day
23 activities of the consortium and every independent
24 decision, but at intervals they are looking at the
25 overall conduct of how these studies are being done

1 and are an independent body that tries to address
2 some of the conflict of interest issues, in this
3 case particularly intellectual conflict or kind of
4 ownership conflict issues, and to make sure that
5 the research team is appropriately making decisions
6 as they are conducting the studies. They are there
7 to provide guidance if difficult decisions arise
8 about what their advice would be about how to
9 address these difficult decisions.

10 DR. SANTANA: If there is no further
11 comment on that we will move on to number two. The
12 next series of questions are more related to
13 reality and practice. Recognizing that particular
14 populations, disease settings, and products may
15 have specific requirements, what general parameters
16 should be monitored for safety in all clinical
17 studies?

18 DR. HIRSCHFELD: I should say all
19 pediatric oncology clinical studies, just to be
20 clear about that.

21 DR. SANTANA: So noted. Peter?

22 DR. ADAMSON: I will take a stab at that.
23 I think it very much depends on the phase of the
24 study. In pediatrics I think we have some
25 advantages in that for Phase III studies there is

1 probably a general standard of care that we follow
2 whether a child is or is not on study as far as
3 frequency of monitoring. I would say that that
4 would probably be the minimum threshold for Phase
5 III studies.

6 As one marches down from Phase III to
7 Phase II and Phase I, I think this is where Phase I
8 cancer is different than Phase I "the rest of the
9 world" because we conduct the Phase I studies in
10 patients with the disease. So, I don't think you
11 can layer the same level of monitoring as you do in
12 other studies where volunteers are locked away for
13 two weeks and are plugged into every known device
14 to see what happens. We can't do that.

15 I think we need to look at preclinical
16 data as far as what potential toxicities are, and
17 in children we have the advantage of looking at the
18 initial adult Phase I experience to see what the
19 relevant additional monitoring might be required.
20 We shouldn't be getting PFTs, echoes, EKGs, stress
21 tests, all the way down the line if, in fact, that
22 is not relevant to a particular drug. So, I think
23 we have the advantage of looking at the Phase I
24 adult experience. Then, we always have to balance
25 the level of monitoring, recognizing that these are

1 patient volunteers and not normal volunteers as far
2 as trying to strike a balance.

3 DR. SANTANA: Pamela?

4 MS. HAYLOCK: I am not sure how relevant
5 this is but you keep talking about monitoring and I
6 think a lot of this has to do with expanding the
7 definition of safety and monitoring in regards to
8 concepts that involve long-term and late survivors.
9 Your institution is maybe somewhat unique in having
10 long-term survivorship programs, but not all places
11 which do pediatric research have such things, and
12 now we are ending up with adult survivors of
13 childhood cancers who are 10, 20, maybe 3 or 4
14 decades out who are experiencing surprise long-term
15 related effects and I think somehow the parameter
16 of safety and monitoring needs to be expanded. I
17 don't know how to do that but I think the late
18 effects need to be a consideration.

19 DR. SANTANA: Actually, cooperative groups
20 and other pediatric consortia are addressing that.
21 I mean, I think there is a big effort at the
22 cooperative group level to look at long-term
23 survivor issues in pediatric oncology patients.
24 Obviously, it is in different stages but I think we
25 all recognize as pediatric oncologists that that is

1 an issue, and I think it is being addressed at
2 different levels. Malcolm and then Donna?

3 DR. SMITH: It is a critical issue. The
4 challenge with it is that you are looking 10, 20
5 and 30 years up the road so the infrastructures,
6 like the children's hospitals around the table,
7 need to reach out to a lot of other institutions
8 and to the survivors in order for that work to be
9 done. So, there are different ways that the
10 Children's Oncology Group, the childhood cancer
11 survivor study are trying to address that, and it
12 is recognized as an important issue that we have to
13 address.

14 DR. SANTANA: Donna?

15 DR. PRZEPIORKA: I just wanted to ask, the
16 organized groups and the major institutions clearly
17 have a plan but what about industry? I mean,
18 industry does do pediatric trials. What sort of
19 guidance do you give to them, and what is the basis
20 for that guidance? I mean, what has come out of
21 the St. Jude experience monitoring long-term
22 survival in their patients, and is it really worth
23 mandating that the pharmaceutical
24 industry-sponsored trials do long-term follow-up?

25 DR. SANTANA: I think the issue of

1 long-term survivorship follow-up and data needs to
2 be considered by the pharmaceutical industry when
3 they are developing a drug in terms of the
4 long-term issues that may be particular to that
5 drug. The problem comes there that the sponsors
6 themselves are limited to a period of time in terms
7 of when they are doing the project with you. Once
8 the project is over, then the responsibility of
9 monitoring patients long term becomes the
10 responsibility of the treating institution. So up
11 front, at least in my experience in all the studies
12 that I have participated in with pharmaceutical
13 industry, I have never really seen, within the
14 context of the protocol, any plan for long-term
15 issues that may arise as a result of follow-up of
16 these patients. Once a study is done, it is done
17 and then it becomes the responsibility of the
18 treating institution to decide what they are going
19 to look for, how it is collected and how it is
20 analyzed. So, there is a little bit of a dis-link
21 there in that we have never really required or
22 asked pharmaceutical industry to address that in
23 the context of the front-line trial that is being
24 developed. Peter?

25 DR. ADAMSON: Again, pediatrics in this

1 respect differs from adults because where you
2 really get the long-term ability to look at late
3 effects is in or following Phase III. I am not
4 aware of any industry-sponsored Phase III studies
5 in pediatric oncology. They are almost universally
6 done within the cooperative groups. There are
7 industry-sponsored Phase I and Phase II studies,
8 without question. I think our ability to really
9 ask late effects questions in that population is
10 severely limited so it really becomes the burden of
11 the NCI and the cooperative groups when conducting
12 Phase III trials and, as Malcolm said, there is a
13 whole separate late effects effort. So, I don't
14 think it is something that realistically we can
15 burden industry with because of the likelihood of
16 getting that data in a Phase I or Phase II study.
17 If the environment were to change and we would
18 dream that industry would support a Phase III
19 randomized study in children, then I think we would
20 have to look at the willingness to look for
21 long-term effects.

22 DR. SANTANA: I will correct myself. I am
23 aware of one study that I have seen, which is an
24 antibiotic study that is actually being sponsored
25 by industry, looking at some issues of long-term

1 effects of the use of that antibiotic in a
2 pediatric population. It is a very long-term
3 study. It is a very costly study too. So, I am
4 aware of that example that came to mind as I was
5 hearing the discussion but that is kind of unique.

6 DR. ADAMSON: And it is not
7 anti-neoplastic therapy.

8 DR. SANTANA: No, it is not. It is an
9 antibiotic study. Any other guidance we can give
10 you on this question, Dr. Hirschfeld or Dr. Pazdur?
11 Yes?

12 MS. HOFFMAN: I think integral to
13 monitoring safety also in terms of when a child is
14 on treatment is also monitoring participation and
15 entering into the study, and I think we need to
16 monitor informed consents and parents'
17 comprehension of randomization, especially in Phase
18 I studies. Are they really understanding what they
19 are getting into? Also, monitoring waiver of
20 consents because I think there is potential
21 conflict of interest there. The waivers that are
22 coming to the IRB are coming from the PI who is
23 often the clinician as well of the child and,
24 again, there could be conflict there. So, again, I
25 think it is a safety monitoring issue.

1 DR. SANTANA: I will try and summarize
2 what I heard as committee discussion of this
3 question. I think the committee was pointing out
4 that in a certain way we have a little bit of an
5 advantage in that there may be some adult data
6 before pediatric studies are initiated, and a lot
7 of the safety issues and monitoring that we would
8 want to do in pediatrics have to be put in the
9 context of what data already exist in the adult
10 population that has received those drugs, but also
11 considering that there may be specific niches that
12 pediatrics would provide that we have to look for
13 that may not have been identified in the adults. I
14 heard that comment.

15 I heard the other comment, that it has to
16 be developmentally phase dependent in terms of what
17 type of study you are talking about, that the issue
18 of safety monitoring is very different in a Phase
19 III trial than it would be in a Phase I, and that
20 there are different mechanisms of reaching those.
21 In a Phase I it may be more the research team, the
22 consortium group continuously looking at that data
23 and making safety judgments, whereas in a Phase III
24 it may be a DSMB or may be other regulatory bodies
25 that can define what safety issues need to be

1 looked at and how they are evaluated. I heard that
2 comment.

3 I think the third comment I heard was
4 about this issue of paying some attention to the
5 initial enrollment of patients on studies,
6 pediatric oncology studies, and how we can more
7 effectively not only monitor their involvement but
8 get some degree of understanding of what people
9 really are hearing and their assessment of risk and
10 what they think they are participating in.

11 Those are the three comments I kind of
12 heard around the table. Susan?

13 DR. WEINER: I have one more, which is
14 that I really haven't heard any discussion this
15 morning of the notion of safety in trials of
16 biologics where toxicity may not be what you are
17 looking for in a Phase I trial, and it is not clear
18 to me how we might approach that in this context.

19 DR. SANTANA: That is a good point.

20 DR. HIRSCHFELD: Noted.

21 DR. KEEGAN: I think you also should
22 consider that it may be toxicity, it may be other
23 examples but one shouldn't exclude the fact that
24 toxicity could also be a component even in biologic
25 trials.

1 DR. GRILLO-LOPEZ: I was just going to
2 reinforce what Dr. Keegan said. You know, in the
3 past two years having developed two biologics, they
4 were both associated with some toxicities that were
5 important. So, one has to be careful, going into
6 the development of a biologic, not to think that
7 there might be fewer, lesser toxicities. So, one
8 really has to do the same monitoring that one would
9 do for a chemotherapeutic agent until one is sure
10 of what the toxicity profile is for that particular
11 biologic.

12 DR. WEINER: Or expand those definitions.

13 DR. HIRSCHFELD: I think we all agree that
14 the spectrum and the severity may vary but there is
15 no intervention that is risk free.

16 DR. KEEGAN: Yes, I think the principles
17 Dr. Adamson mentioned were, you know, looking at
18 the nonclinical and adult data to guide what would
19 be used for biologics and even for a lot of
20 traditional drugs, you know, small chemical drugs
21 that are targeted in some way.

22 DR. SANTANA: Yes, I want to add that
23 there was another point that was made as a general
24 consensus point as advice to the agency that had to
25 do with the issue of neurocognitive development,

1 and that that may be a particular issue in terms of
2 safety that should be addressed in safety
3 parameters in pediatric oncology trials. In
4 contrast to some of the things that we could
5 capture from adult trials, that is particularly
6 unique to pediatric trials and we should pay some
7 attention to it. Donna?

8 DR. PRZEPIORKA: Actually, just to
9 follow-up on that, the one other piece of
10 information that I think is very easy to obtain and
11 to analyze is growth.

12 DR. SANTANA: Any further comments on that
13 question? If not, we will move on to the next
14 question. Based on the response to the previous
15 question, how often should the parameters be
16 monitored?

17 Here I would say I think we need to be
18 careful. We don't want to get into a prescription
19 plan that everybody has to do kind of in the same
20 way in terms of what things get monitored, at what
21 particular time intervals and how often. I think
22 the idea that I proposed when we looked at our plan
23 at our institution is that it is phase dependent.
24 Once again we go back to the phase issue of the
25 type of study that you are conducting. So,

1 particular Phase I studies may be monitored more
2 frequently than other Phase I studies. Maybe some
3 biologic studies, gene transfer studies that are
4 Phase I need to be monitored more frequently than
5 an oncology Phase I study.

6 The point I want to make is that although
7 it is phase dependent, I think also in the formula
8 has to be included the specific agent that you are
9 testing in that phase in order to decide how often
10 you are going to monitor it. Peter?

11 DR. ADAMSON: Yes, I would echo that.
12 Again, going back to the adult experience, it gives
13 us an advantage as far as what to expect and when
14 to expect it. But the other thing that we
15 sometimes err on is that we have to look at our own
16 definitions of toxicity and what we consider either
17 serious or dose-limiting because when you look at
18 those definitions, you then look at how frequently
19 you are monitoring and you realize you will never
20 be able to meet those definitions. So, as I said,
21 perhaps a simple starting place if you want to get
22 some idea of what the spectrum is, there a number
23 of cooperative groups or a number of single
24 institutions that conduct this and my guess is you
25 will find a common thread in the backbone of those

1 that apply across the board for Phase I and a
2 different set for Phase II and then it becomes very
3 agent dependent beyond that.

4 DR. PAZDUR: I have a question as far as
5 the toxicity criteria for children, are there any
6 differences between that and what we use for
7 adults, other than perhaps physiological
8 differences that may exist with growth parameters?
9 What I am after is some of our adult toxicity
10 criteria have some subjective elements as far as
11 elements of daily activity, fatigue, etc., and how
12 do you figure that into toxicity assessments with
13 children? Or, do they have difficulty in assessing
14 some of these toxicities in children? You know,
15 for some of our activities for adults neurotoxicity
16 might be difficulty in buttoning your shirt or in
17 adult activities of daily living in a sense.

18 DR. SANTANA: Alice, it looks like you
19 wanted to respond to that.

20 MS. ETTINGER: Well, I think we all
21 understand that for kids we have to look at them at
22 an age appropriate level and many times that would
23 be school attendance, how they are functioning in
24 school, certainly measurements of that sort. I
25 think in terms of fatigue, we are way behind in

1 measuring the actual fatigue level that we may be
2 seeing in children, not only little ones but
3 certainly as they grow up. Often in filling out
4 the forms for doing the criteria, I feel that there
5 may actually need to be other criteria that we look
6 at and that we measure for children.

7 DR. SANTANA: It is a good point. The
8 issue with those criteria is that as yet they
9 haven't been validated so it is very hard to apply
10 them across studies but there is actually a lot of
11 research going on in that field that, hopefully, in
12 the next few years will give us some guidance. But
13 that is the problem, those criteria are soft and
14 they haven't been validated so it is very hard to
15 apply them. So, in oncology we kind of rely on the
16 standard toxicity criteria that was developed by
17 NCI, etc., in terms of what we look for and how we
18 code it.

19 DR. HIRSCHFELD: I will just add to that.
20 There have been questions raised about having some
21 pediatric specific scales, but it was the absence,
22 as Dr. Santana pointed out, of having validated
23 assessments that has precluded from formally
24 incorporating those. So, that is an area that
25 still remains under discussion and has had some

1 interest for some years.

2 DR. ANDERSON: And in the current version
3 of the CTC, the updated version that just came out,
4 where possible, all distinctions between pediatric
5 and adult criteria were eliminated because
6 basically we generalize the grading. I can't
7 remember exactly what word you used, Dr. Pazdur, in
8 terms of the degree of toxicity. You know, just
9 having treated patients with different pediatric
10 cancers and actually having heard from people who
11 are trying to set up studies with certain
12 dose-limiting toxicities, in pediatrics a lot of
13 times I think the dose-limiting toxicities that we
14 accept are greater than are accepted in adults.
15 They will stop an adult trial or they will change
16 an individual adult's treatment much sooner than we
17 do in pediatric oncology and I don't know that we
18 have different measurements of toxicity but we
19 would move a grade further perhaps, or half a grade
20 further in terms of maybe the duration of the
21 tolerance of a toxicity than happens in medical
22 oncology.

23 DR. SANTANA: And those are usually
24 specifically defined within the context of a
25 protocol. So, for some studies we would accept up

1 to grade X and in others we wouldn't. So, I think
2 there is a lot of variability and it is really
3 driven by the protocol and the question you are
4 trying to answer and what you know about that drug
5 beforehand.

6 The next question is based on the response
7 to the previous question, who should do the
8 monitoring? Is it adequate to have the personnel
9 involved in the study be responsible for safety
10 monitoring? Susan?

11 DR. WEINER: The issue of the conflict of
12 role between the investigator and the treating
13 physician is something that has been discussed over
14 the past few years in a variety of contexts. I
15 think that applying that notion to this, it becomes
16 obvious that such a team is insufficient.

17 DR. SANTANA: Peter?

18 DR. ADAMSON: I guess I would disagree
19 with that to an extent. It very much depends I
20 think on the phase of the study, and the number of
21 children who are at risk, and what the goals of the
22 study are. From a practical standpoint, for a
23 Phase I where the study is a real-time study that
24 is the role of the study team. They are making a
25 decision on a patient to patient basis. Having an

1 additional layer of oversight to make sure the
2 study team is meeting its obligations I think is
3 helpful and is important but, from a practical
4 standpoint, you can't convene a data safety
5 monitoring board with every dose escalation step;
6 you never would end up conducting the study.

7 Having said that, it is important to keep
8 in mind that the goal of a Phase I study is to
9 recommend a dose and so the study is going to be
10 successful really no matter where you stop as far
11 as an investigator conflict of interest. I mean,
12 they will meet their study endpoint. Having said
13 that, when you come to a Phase III, you really do
14 need additional layers of monitoring because then
15 you really want to prove is this drug effective and
16 there is a lot riding on the outcome of that study.

17 So, the level of monitoring I think very
18 much depends on what the phase of the study is.
19 But I think, without question, you need to know
20 what the data safety monitoring plan is. I mean,
21 investigators need to be very clear and very
22 specific up front about how this study is going to
23 be monitored. I will come back to what Eric Kodish
24 had said earlier, you need to have some flexibility
25 as far as what the level of monitoring is and who

1 does it. If it is a cytotoxic and there is a lot
2 of experience in developing the cytotoxic, that may
3 lead to one level. If it is an entirely new
4 modality of treatment being put forward, you may
5 want to consider another layer of monitoring. So,
6 there has to be some flexibility within the system.

7 DR. SANTANA: I would echo what Peter
8 said. I think it is a graded system and it depends
9 on the type of study you are doing and what
10 elements are being monitored. For example, if you
11 want to get into the nitty-gritty details of
12 monitoring enrollment and informed consent, I think
13 that has to be independent of the research team.
14 There is no other way you could do that; it has to
15 be a separate monitoring group that does that,
16 whether it is the protocol office or another group
17 of people. But in a Phase I study if the central
18 question is the toxicity, that should be monitored
19 by the study team because that is what is going to
20 define how the study progresses. Then you may have
21 intervals in which that data is shared with a
22 central Phase I group, etc., etc.

23 Whereas, in a Phase III study you are in a
24 completely opposite direction. For a Phase III
25 study most of the elements for safety that you want

1 to monitor have to be done independent of the
2 investigator. They are large group studies with
3 data collection. There may be some safety issues
4 that have to be reported to the safety data
5 monitoring boards so you have to use those
6 resources.

7 So, I don't see it as black and white. I
8 see it as a graded system in which the elements
9 that are going to be monitored, the safety and how
10 that is done may incorporate different groups and
11 you just have to find the right fit for the study
12 that you are considering. I hate to put it in
13 black and white; it won't work if it is black and
14 white. I think the beauty of some of the stuff
15 that Peter mentioned in terms of what the Phase I
16 and the COG Consortium is doing is that they are
17 doing it in real time. I mean, they are looking at
18 that week by week, maybe two weeks or however
19 often, so they have the advantage of doing that in
20 real time so that they can intervene if they have
21 to. Whereas, I think that would be impossible to
22 do in a Phase III study. You just couldn't get
23 people to do that. Dr. Reynolds?

24 DR. REYNOLDS: Peter, acknowledging the
25 challenges you put forth that a data safety

1 monitoring board in a Phase I study--that it is not
2 practical for them to convene and review, I think
3 we should acknowledge that there are some
4 significant advantages to having such a board for
5 the day to day people that are monitoring to go to
6 with questions about study design amendments that
7 might make it more acceptable from a safety
8 standpoint, and having that group that is external
9 to the people who are actually conducting the
10 study. It is a small world in pediatrics, so
11 having that separated out, at least from the NANT
12 perspective, is a great advantage in being able to
13 bounce things off these people externally.

14 DR. SANTANA: Dr. Smith?

15 DR. SMITH: We talked about NANT trials,
16 COG trials and we are very restricted to that.
17 Would there be a separate answer for
18 industry-sponsored Phase I/Phase II trials? Is
19 that a different situation?

20 DR. SANTANA: Usually in Phase I
21 industry-sponsored trials, at least the ones I am
22 familiar with, there is a research team that is
23 identified. It is usually the PI at various
24 institutions; it is a medical officer or monitor
25 from the pharmaceutical company or contact person.

1 I think the same functional principle can be
2 applied, that that research team should communicate
3 frequently and often enough as the study is being
4 conducted to make ongoing decisions about the
5 safety of the study. So, I think that may already
6 be happening. We just don't know about it. If it
7 is not happening, we should probably extend those
8 things that we are doing in some of these consortia
9 to those. I think they are practical and they
10 don't require a lot more work.

11 DR. GRILLO-LOPEZ: If I may expand on what
12 you said, which is absolutely correct, there is a
13 research team in a pharmaceutical
14 industry-sponsored study. Beyond that team, within
15 the company itself, there is also the equivalent of
16 a data monitoring board which usually consists of
17 the project clinician, the safety officer and the
18 statistician as a minimum. The data is looked at
19 very frequently. In addition to that, there are
20 periodic presentations of the safety data to larger
21 committees within the company and then there is an
22 opportunity to also present that data, if there are
23 any red flags, to the scientific advisory board of
24 external advisors which usually meets three to four
25 times a year depending on the situation.

1 DR. SANTANA: Donna?

2 DR. PRZEPIORKA: Actually, it sounds like
3 industry has a separate oversight; the organized
4 groups have a separate oversight; NCI-sponsored
5 studies will have a separate oversight. What we
6 haven't discussed is individual
7 investigator-initiated studies at single
8 institutions. I think under those circumstances it
9 might not be too disruptive to say, you know, at
10 some point see if there is somebody who can give
11 you an outside reality check before you go on to
12 the next level. It may not require convening an
13 entire board but just sending a member to the IRB
14 or to whatever institutional data safety monitoring
15 committee might be available.

16 But, you know, having conducted Phase I
17 studies, one can get lulled into, okay, I have five
18 more patients lined up; let's go to the next level
19 before I really have all the data collected on
20 safety. It may be just enough to actually improve
21 patient safety at that one institution.

22 DR. SANTANA: Yes, I am glad you mentioned
23 that. We tried to address that at St. Jude. As an
24 academic institution, we tried to address that too
25 with some of our own Phase I studies. So, we

1 operated very similarly to what the Phase I
2 Consortium is doing, and that is that if it is an
3 institutional Phase I study the research team meets
4 frequently to review, as the study is being
5 conducted, what the safety concerns are; what is
6 going on with the next escalation, etc., etc.

7 Then there are two separate groups that
8 also look at that. There is a separate Phase I/II
9 planning group that we have that includes
10 disciplines from solid tumors, leukemia,
11 transplantation and biostatistics, all the basic
12 science people and they are also supposed to meet
13 every month but in reality they probably meet every
14 six weeks and all the studies are also actually
15 presented very briefly. So, the whole group knows
16 where each study is going and what is happening
17 with toxicity; what is happening with issues of
18 accrual. That is not truly separate because it is
19 constituted by individuals from the same
20 institution.

21 The third layer is that even for Phase I
22 studies-- if you saw in my flow diagram where data
23 went, all the adverse events, independent of any
24 type of study, also get reviewed by the clinical
25 protocol scientific review group subcommittee which

1 does not include any of the Phase I PIs. They also
2 make a judgment in terms of how that study is
3 going; in terms of dose escalations; in terms of
4 safety. So, it is very similar and kind of a
5 little bit of recapitulation of what the
6 cooperative group is doing in terms of having other
7 people look at it. It is not totally independent
8 in the sense that there is an outside group that
9 looks at it.

10 Having said that, also in some Phase I
11 studies, like the gene transfer studies--when we
12 get to the question of DSMB committees I was going
13 to mention that, we have a definition of what gets
14 referred to DSMB and one of the definitions is if
15 there is a Phase I study that includes gene
16 transfer or a biologic that is potentially
17 problematic, that will go to the DSMB although it
18 is a Phase I study. Barry and then Susan?

19 DR. ANDERSON: Also, being part of this
20 review board at the cancer center data safety
21 monitoring plan, anybody who is receiving a grant
22 that might involve a clinical study as an
23 individual also has to provide a data monitoring
24 plan in order to receive the money for the grant.

25 DR. SANTANA: Susan?

1 DR. WEINER: Just a point of
2 clarification, just to make sure that the following
3 case is covered for Phase I and perhaps for Phase
4 II in pediatrics, let's say a network of
5 institutions that are doing combination therapy
6 trials, pharmaceutical trials, and they are not
7 being supported by NIH--presumably the institutions
8 have assurances, etc., but the monitoring of that
9 particular kind of trial.

10 DR. SANTANA: Do you want to address that
11 because it is primarily coming from the issue of
12 industry-sponsored small trials within two or three
13 institutions? Am I correct, Susan?

14 DR. WEINER: Or more.

15 DR. SANTANA: Or more. Do you want to
16 address that?

17 DR. GRILLO-LOPEZ: From the safety point
18 of view, they are monitored in exactly the same way
19 that I mentioned earlier.

20 DR. WEINER: Well, just in terms of the
21 external terms. So, the company sets up some
22 external monitoring to review safety concerns--I
23 mean, if it is two drugs--

24 DR. GRILLO-LOPEZ: Well, if it is a Phase
25 I or Phase II trial usually there is no external

1 review, external to the company review, other than
2 that the company has to report to the FDA. So,
3 that is an external third party. Also, the company
4 has the possibility of presenting the safety
5 information to the scientific advisory board which
6 is also an external review board.

7 If there is a Phase III randomized study,
8 particularly a blinded study, most companies are
9 opting to have an external independent data safety
10 monitoring board following that study, or if it is
11 a Phase II trial that is already randomized and
12 blinded.

13 DR. SANTANA: Any other comments or
14 questions? Then we will move on to the next
15 question which is asking us for advice on what
16 circumstances would benefit from a data monitoring
17 committee/data safety review board oversight?

18 To try to address that, I think Barry had
19 in one of his slides what some of the
20 recommendations are from NCI regarding--or was it
21 COG? I don't remember that.

22 DR. ANDERSON: Recommendations from NIH.

23 DR. SANTANA: Do you want to expand on
24 those, Barry?

25 DR. ANDERSON: In pediatrics the default

1 seems to have some sort of monitoring committee, a
2 more formalized monitoring committee because the
3 recommendations were if they were complex--and if
4 you have ever looked at an ALL study or anything
5 else, they are pretty complex, and every study
6 basically, if it is multi-institutional, which
7 pediatrics for the most part usually are--if it is
8 a vulnerable patient population, and we have our
9 own separate part of the regulations just because
10 pediatrics is a vulnerable patient population, and
11 high-risk treatments--you know, a lot of the
12 treatments that we use with stem cell transplants,
13 etc., etc., are high risk. So, because of all
14 those issues coming up in a lot of cases, a data
15 monitoring committee is involved. It may be
16 different than a DSMB that you were talking about
17 for a Phase III randomized study because some of
18 these monitoring committees also work for
19 single-arm studies that may have early stopping
20 rules that need to be interpreted, and that sort of
21 thing as well.

22 DR. SANTANA: I would add two additional
23 items to the list that Barry proposed. As an
24 institution, there are two other types of studies
25 that we would refer for an independent data safety

1 monitoring board. One is any study that involves
2 any type of gene transfer or biologic that
3 potentially could present a hazard to children in
4 the future. Then, the second is a very unique type
5 of study which is what we call the window study
6 where an experimental therapy is given prior to
7 conventional therapy and there is a limitation of
8 time in which you can really do that to provide
9 safety for the patients. So, those kind of studies
10 we would also refer to DSMB to provide oversight.

11 Any other comments or questions on that?

12 Yes?

13 DR. GRILLO-LOPEZ: A clarification, when
14 you made your presentation you mentioned the makeup
15 of your data monitoring board and you said it was
16 the staff involved in the study itself, the
17 principal investigator and perhaps some others
18 around the principal investigator, and then some
19 additional members outside of that group. But
20 should I interpret "outside" as within the
21 cooperative group or completely external to the
22 cooperative group?

23 DR. ANDERSON: It depends on whether you
24 are talking about a DSMB or a DMC. I mean, there
25 has been some distinction there. The DSMBs would

1 be probably reflective of what industry uses when
2 they have an outside independent one. For the COG
3 DSMBs there is a member or maybe two members of COG
4 that are part of that but there are statisticians
5 from other adult cooperative groups. There are
6 outside lay people that are part of it, and there
7 is a government representative there. It is set up
8 such that the vote could never be carried by COG
9 members. And someone who would be perhaps a study
10 investigator for a particular Phase III study, they
11 would not be involved in discussions of their study
12 if they happened to be also a COG representative to
13 the group.

14 For other data monitoring committees--I
15 can't speak for Peter's group but for the NANT that
16 data monitoring committee has one representative
17 from that group or institutions that are conducting
18 these early phase studies. A number of people are
19 COG members but they don't participate in these
20 studies. There are other people who are retired
21 pediatric oncologists. We have statisticians from
22 outside the group. We have lay people from outside
23 the group. So, again, we are not looking at Phase
24 IIIs, we are looking at early studies. Again, the
25 predominant role is that you are outside of the

1 people who are doing the investigations. That,
2 again, is for the interval of about every six
3 months of formal review but also being there as a
4 resource ongoing.

5 The reviews that go on in the NANT group
6 sort of on a more frequent basis could involve
7 study investigators but it is usually the bigger
8 group of other investigators that are part of the
9 group but not responsible for that particular
10 study. So, there is some oversight in the sense
11 that it is within the group but it is not the
12 person who has the most vested interest that that
13 single study succeed in one way or another.

14 DR. GRILLO-LOPEZ: It is probably
15 worthwhile to mention that in industry today most
16 Phase I and II studies have an enrollment period
17 that ranges from 6 months to 12 months and perhaps
18 not more than that. So, the value of an external
19 data safety monitoring board is limited because of
20 your ability to actually give them trend
21 information and so on when you have actually
22 completed enrollment on the study.

23 DR. PAZDUR: I would just like to mention
24 that we have a draft guidance on data safety
25 monitoring.

1 DR. SANTANA: I think with that we will go
2 to the last question, which is an open-ended
3 question, are there additional recommendations for
4 safety monitoring? Peter?

5 DR. ADAMSON: I think the only one that
6 came up earlier is that institutions don't have
7 adequate resources to do this job well. That is
8 not unique to pediatrics but every layer of
9 monitoring that gets put on an institution and
10 investigator--you have to look if the resources are
11 there to truly meet it. I think in most
12 institutions the resources are inadequate right
13 now.

14 DR. SANTANA: I would echo that. I think
15 we started this morning's session with a comment
16 about stewardship and I think stewardship includes
17 financial resources so I think the regulatory
18 agencies need to be very cognizant that if we are
19 going to do this, there has to be a mechanism to
20 provide monies to do this well. There can't be
21 mandates without monies to actually carry this out
22 well. Susan?

23 DR. WEINER: I have one additional
24 comment, and that is that I think that the term
25 "lay member" is fine but it seems to me that when

1 one is reviewing pediatric trials there really
2 ought to be a family member who is that lay person
3 to help assess the safety of the situation.

4 DR. SANTANA: Good point. Any other
5 comments? Any other guidance that the FDA wishes
6 from us on this session? If not, we are adjourned
7 for the morning. Thank you. We will try to
8 reconvene at about 1:15.

9 [Whereupon, at 12:25 p.m., the proceedings
10 were recessed for lunch, to reconvene at 1:20 p.m.]

1 A F T E R N O O N P R O C E E D I N G S

2 DR. SANTANA: Let's go ahead and get
3 started with the afternoon session in which we are
4 going to talk about preclinical models and other
5 data that we could extrapolate in terms of helping
6 us design clinical studies. Before we get started
7 with the actual presentations, we need to go around
8 the table again and re-introduce ourselves because
9 there are new individuals who have joined the group
10 and, hopefully, not many others have left. So, can
11 we start with Dr. Anderson, please?

12 DR. ANDERSON: Barry Anderson, from NCI
13 CTEP.

14 DR. HOUGHTON: Peter Houghton, from St.
15 Jude Research Hospital.

16 DR. ADAMSON: Peter Adamson, The
17 Children's Hospital of Philadelphia.

18 DR. HELMAN: Lee Helman, Pediatric
19 Oncology Branch, National Cancer Institute.

20 DR. SMITH: Malcolm Smith, Cancer Therapy
21 Evaluation Program, NCI.

22 DR. GRILLO-LOPEZ: Antonio Grillo-Lopez,
23 Neoplastic and Autoimmune Diseases Research
24 Institute.

25 MS. HAYLOCK: Pam Haylock, oncology nurse

1 and ODAC consumer representative.

2 DR. PRZEPIORKA: Donna Przepiorka,
3 University of Tennessee, Memphis.

4 MS. CLIFFORD: Johanna Clifford, executive
5 secretary for this meeting. I am just curious, is
6 Eric Kodish still on the line? No.

7 DR. SANTANA: Victor Santana, pediatric
8 oncologist at St. Jude's Children's Research
9 Hospital, in Memphis, Tennessee.

10 DR. REYNOLDS: Patrick Reynolds,
11 Children's Hospital of Los Angeles.

12 MS. ETTINGER: Alice Ettinger, nurse
13 practitioner at St. Peter's University Hospital in
14 New Jersey.

15 DR. WILLIAMS: Grant Williams, Oncology
16 Drugs.

17 DR. KEEGAN: Pat Keegan, Oncology
18 Biologics.

19 DR. HIRSCHFELD: Steven Hirschfeld, FDA.

20 DR. DINNDORF: Pat Dinndorf, Oncology
21 Biologics.

22 DR. DAGHER: Ramzi Dagher, Division of
23 Oncology Drug Products, FDA.

24 DR. SANTANA: Thank you. With that, we
25 will go ahead and get started with the first

1 presentation, Dr. Paul Meltzer.

2 What are Microarrays and How Can They Help Us
3 with Clinical Studies in Pediatric Oncology

4 DR. MELTZER: What I am going to do is to
5 very quickly give the members of the committee a
6 tour of some of the clinically relevant
7 applications of genomic technologies involving
8 microarrays which may have a bearing on some of the
9 issues that you are considering today. I will do
10 that in the fashion of a very brief overview of
11 technology in a few specific examples, and give you
12 my impression of some of the issues that would have
13 to be overcome for this information to be evaluable
14 in clinical trials.

15 Array technologies have now been around
16 for several years, and the ones that I am going to
17 talk about mainly today are actually becoming
18 rather mature, and it is now possible to generate
19 data with these technologies which can be
20 considered sort of archival quality that will serve
21 as a long-term source of information about the
22 diseases that are being looked at.

23 There is some the excitement around these
24 technologies, as indicated by this slide which just
25 shows the number of citations in PubMed on

1 microarrays from the inception of the modern
2 technology for microarray expression profiling
3 through last years. There has been an exponential
4 growth in the number of publications that cut
5 across all areas of biomedical research. There has
6 been a tremendous amount of interest and activity
7 in data generation, importantly, for you to
8 consider.

9 The reason that this momentum has built up
10 has been based on the availability of the human
11 genome sequence which now allows a whole genome
12 approach to identifying the genes expressed in
13 tumor tissue samples or in the context of other
14 types of biological samples. Of course, this will
15 include drug targets and, indeed, it should include
16 every conceivable protein drug target, as well as
17 gene expression signatures which represent a
18 cellular readout that is associated with important
19 clinical or biological properties of cancers. I
20 will try to explain this concept with just a few
21 examples in a moment.

22 There are a number of different microarray
23 technologies and I am just going to be touching on
24 the two that are underlined because these are the
25 ones that are in most widespread use today really

1 throughout the world. At the top of the list, and
2 mainly what I will be talking about, is expression
3 profiling, measuring the expression of large
4 numbers of genes in parallel in a given biological
5 sample.

6 It is important to note that there are
7 other array technologies coming along which are
8 likely to have a role of some type in clinical
9 application, and that includes microarrays to
10 determine DNA copy number in tumors, or CGH arrays,
11 microarrays which can determine DNA polymorphisms,
12 commonly referred to as SNP chips. I am going to
13 touch briefly on tissue microarrays because they
14 have emerged as a very important confirmatory
15 mechanism for the RNA-based expression arrays which
16 are also potentially of clinical importance. Of
17 course, protein arrays, various forms of
18 proteomics, are important and I am not going to
19 talk about that.

20 It is important for you to realize that
21 there is a tremendous amount of gene expression
22 data, mainly from adults, which has already been
23 generated with these technologies, and a great deal
24 of this is already publicly available in databases
25 that are universally accessible.

1 So, this is just what one form of
2 microarray looks like, basically a glass microscope
3 slide on which DNA probes have been deposited. I
4 won't dwell on the technology, other than to point
5 out the important feature, and there are several
6 different embodiments of the technology but the
7 important feature is that we now can look at the
8 entire human genome, or animal genome if you are
9 talking about an animal model, cramming in the
10 entire genome on a single microarray chip and it is
11 possible to interrogate this chip, to use it to
12 interrogate a biological sample to look at
13 expression of all the different genes in the human
14 genome in a biological specimen. For those of you
15 who are into gene expression, you know that there
16 are subtleties involving, let's say, splice
17 isoforms and, indeed, that is being looked at with
18 this type of technology as well. So, you can
19 really get a very detailed picture of expression
20 across the genome at the RNA level with this
21 technology, and one that is actually remarkably
22 accurate and carries with it quite a nice snapshot
23 of an individual biological sample.

24 So, what are some of the potential
25 connections between this information and cancer

1 therapeutics? The first I would mention is to
2 increase the precision in tumor diagnosis to
3 complement additional pathologic techniques, and
4 perhaps to identify and define subsets that haven't
5 been previously recognized in previously thought to
6 be homogeneous tumor groups; to measure the
7 expression of drug targets; to recognize
8 signatures, and I will expand on this in a minute,
9 which might be associated with the activity of a
10 particular drug target; to identify features in the
11 gene expression profile which might be related to
12 drug sensitivity or resistance; and potentially to
13 monitor or predict toxicity.

14 Now, there are subtleties and, in fact, it
15 is actually an extremely complex topic, the
16 analysis of microarray data that I am not really
17 going to touch on, but it is important for me to
18 point out to you that aside from simply scoring in
19 a simple kind of plus/minus way for the presence of
20 a given gene or target, all of these types of
21 analyses require a training set of tumors to
22 identify the relevant genes and to develop a
23 scoring algorithm which can be used to look at
24 these various types of readouts.

25 Another very important feature of this

1 data is that if you have full genome data it is
2 comprehensive. It is intrinsically comprehensive.
3 There are only so many genes in the human genome;
4 there won't be more in five years than there are
5 now, or in 10 years or in 20 years. That is why
6 the data has a very nice archival quality to it.
7 So, it can be reanalyzed in the future with respect
8 to novel targets or signatures that might be
9 identified so you basically have data that really
10 won't go stale so long as it is collected in a
11 state-of-the-art fashion and is appropriately
12 archived.

13 This slide just outlines the strategy that
14 is used in microarray studies. You start with the
15 whole genome and look at a very large number of
16 genes, so tens of thousands of genes across many
17 samples to develop profiles that occur in a
18 particular clinical situation. Then you go through
19 some process of gene selection to identify those
20 genes which separate tumors or patients into groups
21 according to the particular question that is being
22 asked, whether it be drug response, toxicity or a
23 diagnostic question, genes that are associated with
24 a particular target activity, and so on.

25 You then have to go through a process of

1 validation, frequently involving a new sample set
2 and reiterating this process to validate it, and
3 also probably validating it with other technologies
4 such as RT PCR, quantitative PCR or
5 immunohistochemistry or RNA in situ hybridization
6 or something like that to validate the results.
7 You might want to proceed to a clinical assay
8 development, and it is very important to point out
9 that much of the momentum in the development of
10 clinical assays based on this type of information
11 involves not microarrays but other forms of
12 multiplex gene analysis which might involve, for
13 example, a PCR-based method.

14 So, this is the overall approach and here
15 are going to be a couple of very quick examples.
16 This is from a study we published several years ago
17 identifying groups of genes that separate for
18 common pediatric cancers, Ewing's sarcoma and
19 neuroblastoma, rhabdomyosarcoma and Burkitt's
20 sarcoma. Color-coded here and at the top of this
21 clustergram, each of these little groups of red
22 squares represents groups of genes that separate
23 these groups of tumors and can be used to diagnose
24 them with a high degree of accuracy.

25 The important point about this slide is

1 that out of a large number of thousands of genes,
2 the genes that were necessary to give a perfectly
3 accurate call involved a very small number of
4 genes, about a 100 genes, 96 to be precise, which
5 were identified by a process of gene minimization.
6 So, that is the bottom line of everything that you
7 will see in the literature or hear about, that one
8 doesn't need tens of thousands of genes to answer a
9 question. If it is possible to answer it, usually
10 a very small number of genes, less than 100, will
11 be sufficient to accomplish what you want and
12 sometimes as few as two.

13 I am going to give two quick examples that
14 illustrate these features in detecting therapeutic
15 targets by microarrays, one in gastrointestinal
16 stromal tumor, or GIST, and the other is breast
17 cancer which involved a couple of studies that were
18 from our lab.

19 In the case of GIST, here were are seeing
20 the separation of gastrointestinal stromal tumor
21 from non-GIST sarcomas with, again, the minimal
22 number of genes necessary to establish the
23 separation. The important point for today's
24 discussion is that when we looked at the top genes
25 we found that the KiT oncogene was actually the

1 number one gene. So, we both could score the
2 presence and assess its relative importance in
3 characterizing this particular tumor in one
4 process, and one can do this in respect to any
5 property of a tumor that you choose. So, this is
6 an example of scoring a single gene out of
7 microarray data.

8 If you will forgive me for introducing an
9 adult example, I will now give you an example that
10 indicates how you might work--

11 Oh, this is just to show how KiT looks on
12 a heat map of GIST versus non-GIST. You see this
13 very uniform pattern of KiT expression.

14 I will give an example now of how you
15 would look at a signature for gene expression using
16 the estrogen receptor in breast cancer which, of
17 course, is a very nice molecular target widely used
18 in breast cancer therapy. The point here is that
19 there is a distinct pattern of gene expression in
20 breast cancer that separates the positive from
21 negative tumors very sharply, and everybody who
22 looks at these tumors has found exactly the same
23 result. It is the strongest feature in gene
24 expression profile of breast cancer.

25 Importantly, it is possible to actually

1 predict the value of the protein measurement for ER
2 in a tumor specimen from the gene expression
3 profile using a number of genes to make that
4 prediction excluding the estrogen receptor itself.
5 So, you can actually plot on this figure the actual
6 ER level in the little magenta circles, and the
7 predicted value based on the gene expression
8 profile based on a group of several hundred genes
9 in these tumors. So, there is a signature that
10 goes with the presence and function of this
11 particular drug target that can be read out using
12 multiple genes. Similar observations have been
13 made for other targets. So, this is an example of
14 a multiple gene predictor.

15 The bottom line here is that microarrays
16 can measure therapeutically relevant genes either
17 as individual genes or as complex signatures, and
18 expression profiling then can reveal both the
19 presence of a target and measure relative abundance
20 within the cell at the RNA level. Finally, a
21 signature related to target function can reveal its
22 level of biological activity, as in the ER example.

23 I just want to take a couple of moments to
24 talk about tissue microarrays because I think these
25 are very important and very accessible from a

1 technological point of view. A tissue mircoarray
2 is simply an array taken from paraffin blocks from
3 patient samples, assembled into an array which can
4 then be sliced to produce many slides that can be
5 assayed for various markers. The power of this
6 technology is that, in contrast to the DNA
7 microarray in which we measure thousands of genes,
8 for each tissue specimen in the tissue microarray
9 we can measure one gene in thousands of specimens
10 very rapidly. So, these are very powerful tools
11 for the validation of findings for genomic surveys
12 and potentially for translating them into clinical
13 studies.

14 Just to emphasize the tremendous advantage
15 that we gain from using these arrays, it arises
16 from taking a large number of paraffin blocks and
17 condensing them down into one very affordable,
18 economical package where we can survey single
19 tumors with a slice from any individual tissue
20 microarray. So, it is a very powerful technology
21 that I think can be quite useful.

22 So, how might these technologies be
23 implemented in clinical trial designs? I just want
24 to take a moment to give you some perspective.
25 First of all, to reiterate, detection of individual

1 targets is really simple. That is not difficult
2 and is very straightforward and should pose no real
3 challenge. However, in terms of using this for
4 pediatric cancers, we have a problem in that so far
5 only limited data is available on pediatric cancers
6 in the public repositories and that would be one of
7 the major obstacles. Indeed, very minimal data
8 exists relative to any question of toxicity, and
9 these are issues that are just beginning to be
10 seriously looked at in adults and, to my knowledge,
11 haven't been examined in children at all. As far
12 as I can see, implementing tissue collection
13 protocols and microarray analysis as part of
14 ongoing trials would be a necessity to overcome
15 this limitation.

16 Tumor tissue sampling is essential to get
17 a picture of the tumor but I am not sure that it is
18 necessary to have serial sampling. It would be in
19 principle nice to know what happens in the residual
20 tumors of patients who don't respond to therapy but
21 in principle this should be predictable from the
22 initial signature.

23 It is also interesting to speculate that
24 useful information regarding toxicity may
25 potentially be obtained from blood samples for

1 example, but the data to support this concept is
2 extremely limited at the present time.

3 Finally, again to reiterate, complex
4 questions such as the prediction of response or
5 toxicity require a training set and can't be
6 answered a priori or predicted from a bunch of
7 array data. So, if we want to talk about taking
8 array data from an archive and predicting what
9 might happen in those patients in response to a
10 particular agent, we really don't have a way to do
11 that at the present time. The only way we can
12 really examine that is to have samples annotated
13 with respect to that clinical question. So, that
14 is basically what I had to say. Thank you.

15 DR. SANTANA: Thank you. We will have
16 some opportunity during the discussion period to
17 address some questions. I think Dr. Peter Adamson
18 is next. Peter?

19 Advantages and Limitations of Cell Culture Models
20 in Pediatric Drug Developments

21 DR. ADAMSON: For those of you who
22 remember Monty Python and now for something
23 completely different, whereas microarrays are
24 approaching their tenth birthday, cell culture
25 models are probably approaching retirement age.

1 So, what I thought I would do is speak briefly
2 about some of the advantages and limitations of
3 these models. Historically, they have been
4 controversial as well as helpful. I think many of
5 the issues that occurred historically are still
6 issues today.

7 To really understand that, I want to take
8 you through a very brief history of cell culture
9 models in the context of drug development. In
10 looking back, probably the clonogenic assay is a
11 good starting point as far as how these models have
12 been used. This was work done by Hamburger and
13 Salmon, published back in 1977 in Science. What
14 they were able to show was that they could take a
15 number of primary human tumors and grow them up in
16 a cell culture matrix.

17 This is a photo micrograph from their
18 publication. Different tumors have different
19 colony formations but the concept was that these
20 represented tumor stem cells, and stem cells were
21 the renewal source and they served as a seat of
22 metastatic spread, and cytotoxicity in this assay
23 was going to be proportional to cytotoxicity in
24 vivo. If you didn't get at the stem cell, you
25 weren't going to have an effective anti-cancer

1 treatment.

2 The way the clonogenic assay worked when
3 it came to cytotoxicity is you would expose your
4 culture media to various concentrations of drugs
5 and then look at the effect on colony formation,
6 look at the clonogenic assay.

7 Predating the clonogenic assay there were
8 other mechanisms to try to look at cell growth and
9 behavior in vitro. The tritiated thymidine assay
10 was probably the most common one. This was a
11 pretty straightforward approach where you would
12 tritiate thymidine and measure the incorporation
13 into dividing cells. It basically was a
14 measurement of S-phase cells and it quantified that
15 simply by counts per minute with a radioactive
16 label.

17 There were clearly limitations really to
18 both of these approaches. The clonogenic assay was
19 very labor intensive and there were a number of
20 investigators who, despite that hurdle, ran an
21 incredible number of assays looking for activity of
22 cytotoxic agents. But the reality was that it was
23 really not readily amenable to high throughput.

24 Conversely, the tritiated thymidine,
25 although there were the limitations of just using

1 the radioactive label, was also a non-clonogenic
2 method. You are looking really at a different
3 endpoint.

4 Then the field began to change and began
5 to change based on a paper by Mossman, an
6 immunologist, in The Journal of Immunologic
7 Methodology, in 1983 when he described what is an
8 assay familiar to almost everyone, the MTT assay
9 which was a colorimetric assay for cellular growth
10 and survival. In this assay a salt, MTT, when
11 incubated with viable cells in the mitochondria
12 undergoes a ring opening and produces a purple
13 salt, formazan. Then you solubilize this; you get
14 a purple color and you put this in a plate reader
15 and the intensity of the optical density is
16 proportional to the cell number. This assay really
17 began to change a lot of what was happening in the
18 world of cell culture and cytotoxicity.

19 Perhaps in part where it had a great
20 impact was at the NCI which, at this time, was
21 looking at moving from their historic way to screen
22 compounds for anti-cancer activity to what became
23 known as the NCI 60 cell line screen. This is a
24 typical output on a plot of logarithmic
25 concentrations of a drug as well as survival. As

1 many people have noted in the past, the 60 cell
2 line incorporated a number of
3 malignancies--leukemia, non-small cell, small cell
4 and so forth, but there was ne'er a pediatric
5 malignancy on this list. There were many efforts
6 made to try and change that and probably, in
7 hindsight, it was probably just as well that we
8 didn't.

9 Nonetheless, in the late '80s, early '90s
10 and even today there are a large number of
11 clonogenic assays that were based on the MTT, XTT.
12 The SRB assay, sulforhodamine blue, was the one
13 that the NCI eventually adopted; historically
14 trypan blue uptake in viable versus non-viable
15 cells; and the list goes on and on. Each of these
16 has various advantages and various disadvantages
17 but ultimately they are all measuring a very
18 similar endpoint and these are non-clonogenic
19 assays.

20 At this point it is helpful to step back
21 and say, well, what are non-clonogenic assays, when
22 it comes to drug development, really telling us?
23 What principles do they rest on? Taking some
24 liberties, I think these are the assumptions that
25 are made. As you can see, many of these

1 assumptions are supported by data, others less so
2 as we work down the list. But the non-clonogenic
3 assay is really a measurement of viable cell number
4 and almost all the non-clonogenic assays do that to
5 a reasonably good degree.

6 Many of these have been correlated which
7 is considered in vitro the gold standard, the
8 clonogenic assay. Again, not all of them, and it
9 is very cell line dependent how well that
10 correlates. But then one starts making larger
11 leaps. That is, that the clonogenic assay somehow
12 is correlated to in vivo cell growth and in vivo
13 cell growth that is somehow correlated to the tumor
14 growth in the patient. So, when you start up here
15 you have a long list to go down as far as what we
16 are asking an assay to do as far as being able to
17 predict or not predict what is going to happen in a
18 patient.

19 Let me talk about some of the potential
20 uses. I mentioned drug discovery and this is an
21 output from a more recent NCI screen. This has
22 advanced as far as the type of information that
23 comes back. There is a compare algorithm that can
24 talk about mechanism of action, and so forth, but
25 if you put it in the broader context of drug

1 discovery, this is not how drugs are discovered
2 today. I mean, in industry today you have a
3 target; you develop an assay for a target and you,
4 hopefully, have an assay that is amenable to high
5 throughput. For the most part, outside of the 60
6 cell line screen, this is not how drugs are being
7 discovered.

8 But cell culture models are still useful
9 in a number of areas. You can study cellular
10 pharmacology. You can certainly study mechanism of
11 action of drugs in these models, as well as
12 evaluate drug resistance.

13 Now, as pediatric tumor models, they have
14 historically and continue to serve at some level as
15 a screening for drug activity, but you can also ask
16 dose or, more appropriately, concentration schedule
17 dependent questions in cell culture models and one
18 can evaluate drug combinations in these models.

19 There are, not surprisingly, limitations.
20 Some of these limitations are unique to in vitro
21 models; some can be transferred over to in vivo
22 models. We know that cell lines undergo
23 transformation to allow for in vitro growth. For
24 in vitro drugs that require metabolic activation or
25 have active metabolites, you are likely to miss

1 that. You are not likely to be able to pick that
2 up given the nature of the in vitro model.

3 There are clearly potential differences in
4 drug exposures in these in vitro models. They can
5 range from differences in protein binding. Drug
6 disposition is incredibly difficult to try to model
7 in vitro. You basically dump the drug in and you
8 let it sit there for a period of time. That is not
9 what happens in a patient as far as how drug is
10 cleared. There are certainly differences in tumor
11 micro-environment or lack of vascularization and
12 hypoxia. There are methods, and Pat has looked at
13 some methods, to try to compensate for that in in
14 vitro models to try to better reflect what is
15 happening in vivo, and there are many other
16 limitations.

17 With that background, there are still some
18 advantages to these models. Relatively speaking,
19 these are not labor intensive models. They are
20 relatively low cost and they are amenable to
21 moderate throughput. In addition, because of
22 these, you have the ability to study multiple cell
23 lines and I think, perhaps as we move forward in
24 product oncology, the ability to study multiple
25 combinations of drugs.

1 One advantage of the in vitro model I
2 think over other models is that it is probably the
3 only model system that is mathematically amenable
4 to defining synergy, additivity or antagonism. It
5 becomes very complex in other systems to really
6 know if something is synergistic or not. There are
7 a number of accepted methods to do that in an in
8 vitro system.

9 So, let me start there and I am just going
10 to share three very basic examples of in vitro
11 models and what they can do, and I think I will be
12 commended then for picking up the pace as far as
13 getting us back on whatever time line we should
14 have been on.

15 The first one is determination of synergy.
16 I know folks in the room know this, there is a
17 problem with a simple addition method. If your
18 drug A kills 15 percent and drug B kills 25
19 percent, well then, if the combination kills more
20 than 50 percent it is synergistic. Well, it
21 doesn't take much to realize that you run into a
22 problem pretty quickly if drug A kills 70 percent
23 and drug B kills 70 percent. You can't simply add
24 them up. We can't just say, aha, it is
25 synergistic; it is more than the sum. That is what

1 we are sometimes left with, with in vivo models but
2 it is very difficult to know that. There are a
3 number of mathematical approaches and these get
4 debated constantly in journals that I don't like to
5 read--

6 [Laughter]

7 --but they do get debated. One of the
8 more accepted models is the median effect model.
9 There is now software that really can make this
10 very user friendly and straightforward. But if you
11 have different drugs you first look for a rational
12 effect as a concentration of dose and you do that
13 with one drug; you lay on the other and you lay on
14 the third, and then you realize you can't see what
15 is going on. So, you transform the data and you
16 get what is called a median effect plot. From the
17 median effect you can calculate what is called a
18 combination index. Please don't try to figure this
19 out from the graph, but let me tell you that the
20 software will basically tell you, yes, it is
21 synergistic or it is additive, or no, in fact, it
22 is antagonistic. There are other methods and
23 probably all of them are reasonable methods to look
24 for whether a combination is going to be
25 synergistic.

1 Other examples, and this is probably where
2 this has been most widely used, that is, is this
3 drug that is being developed in adult malignancies
4 relevant to pediatric malignancies? Does it have
5 activity in pediatric tumors?

6 So, I chose a relatively recent example
7 that Beth Fox is working on at the NCI, epothilone
8 B, a Bristol-Myers drug. This is an analog that
9 binds tubulin. It stabilizes microtubules by
10 inhibiting tubulin depolymerization, blocks mitosis
11 and causes apoptosis. Interestingly, this drug is
12 cytotoxic in Taxane resistant tumors, as well as in
13 cell lines that over-express MDR. So there was an
14 interest certainly in the pediatric community as
15 far as is this a drug that we should be looking at.

16 So, what one can do is one can look in
17 vitro. In general, it is always helpful to have
18 some sort of reference base to compare your drug
19 with. In this case, we compared it to other
20 microtubule toxins, paclitaxel, vincristine and
21 vinorelbine and looked at the concentrations that
22 were required to produce cytotoxicity in an in
23 vitro model. You can look at these and you can
24 say, well, for these drugs, in fact, these are
25 concentrations that fall within the range achieved

1 in patients, and then you look at the drug in
2 question and say, well, these are the
3 concentrations that, if this model is predictive,
4 one might anticipate needing as far as a relative
5 effect and one can ask if there is adult Phase I
6 data or are these relevant concentrations.

7 In addition, one can do some
8 pharmacodynamic work. In this case, one can look
9 at the concentrations that were effective. Were
10 you hitting your target in a very endpoint type of
11 way before cytotoxicity? What was the effect on
12 the polymerization versus non-polymerization? That
13 is what Beth did in this study. So, it is helpful
14 as far as an inexpensive way to look across a panel
15 of cell lines to get some idea that this drug may
16 have some relevance.

17 I think an area that we probably need to
18 do more work on is integration with new agents. I
19 am going to choose leukemia as an example here.
20 For those of you who don't do this on a regular
21 basis, this, in one slide, is what childhood acute
22 lymphoblastic leukemia therapy looks like with
23 different phases of therapy from induction through
24 consolidation, interim maintenance, all the way
25 through maintenance to just over three years.

1 As you can see, in each of these phases we
2 treat children with anywhere from six to eight
3 different cytotoxics. Then, on this backbone of
4 very successful therapy that is toxic and is not
5 curing all children, along comes a new drug that
6 has made its way through Phase I and Phase II and
7 clearly has efficacy. The question is, is it going
8 to improve outcome? The question is, aha, here is
9 our new drug, and this drug in this case is the
10 prodrug 506U, and now what? And "the now what" is
11 not an easy question to answer. Where do you put
12 it? What are the risks and benefits of putting it
13 in any one place? We actually were confronting
14 this problem, and still are with this drug as far
15 as how do we integrate this into successful
16 front-line therapy to ask a Phase III question?

17 Well, we have the advantage that 506U is
18 actually a drug that is a very old drug that has
19 only clinically come to our attention in the last
20 decade. Work done by Trudy Allen many, many years
21 ago, beginning in the '50s and extending through
22 the '60s taught us a whole--and a number of other
23 investigators. And, one thing that came to light
24 with anti-metabolites was that there was a
25 potential drug interaction, a negative interaction

1 with asparaginase. It turns out that for other
2 drugs there is a very sequence-dependent drug
3 interaction. So, we asked ourselves, okay, we are
4 using asparaginase at a number of points in this
5 therapy, is that a potential problem?

6 You can look in vitro and begin to get an
7 answer to that. So, in this set of experiments we
8 did sequential exposure. Nelarabine is 506U, so
9 first exposing to nelarabine and then following
10 with asparaginase, in this case, because this is in
11 vitro and asparaginase is an enzyme, simply
12 changing over to asparagine-deficient media and
13 then asking the reverse sequence question at least
14 in one cell line--and this is early work that is
15 going to be presented at AACR in a couple of weeks,
16 but in this case there is, indeed, a red flag. If
17 you expose cells to asparaginase before you expose
18 them to 506U you are going to have as much as a one
19 log decrease in effectiveness. So, this is an
20 important piece of information when it comes for us
21 to try to determine what we should attempt to do
22 and what we should avoid doing. This is far from
23 comprehensive and, again, there are only two cell
24 lines and one cell line really didn't have a
25 significant effect. We have to do more work. But,

1 again, these models might help us in trying to
2 understand how to integrate new agents on the
3 backbone of effective therapy that we currently use
4 in children.

5 I want to just share a few perspectives in
6 closing. I will preface it by saying this was not
7 a comprehensive talk on cell culture models and
8 these are as much opinions as they are accepted
9 fact.

10 In vitro models are a cost efficient
11 method to search for activity, but
12 mechanistic-based approaches likely will have a
13 higher yield. In other words, drug discovery has
14 moved on from screening I think in cell culture
15 systems.

16 In vitro models can, however, further our
17 understanding of drug action in pediatric tumors,
18 and the moderate throughput is advantageous,
19 especially when studying drug combinations. I
20 showed you that for leukemia we treat with eight or
21 nine drugs. It will become a nightmare trying to
22 figure out all the combinations but with in vitro
23 models you at least have a chance of grappling with
24 some of the major issues there.

25 For most cytotoxic agents, if it does not

1 work in vitro it will not work in vivo. So, the
2 negative predictive value for most cytotoxics is
3 pretty good. If you can't kill the cell in the
4 dish you probably shouldn't invest a lot of energy
5 if this is a cytotoxic agent.

6 Correlated to that, if it takes a
7 super-pharmacologic concentration in vitro to have
8 an effect, it will likely not fare well in vivo.
9 For the most part, you can kill cell cultures with
10 anything if you put enough in so you do have to put
11 it in the context of are these concentrations
12 relevant concentrations.

13 Lastly, and this is where we probably fall
14 down most often, if it works well in vitro there is
15 a reasonable likelihood that it will do absolutely
16 nothing in vivo. That is true of a lot of models
17 and it is certainly true of cell culture models.
18 So, I will stop there and let the program continue.

19 DR. SANTANA: Thank you, Peter. We have a
20 few minutes for questions because we have to do two
21 things, we have an open public hearing if anybody
22 wants to speak and we also have to switch laptops.
23 So, there is opportunity to address any questions
24 to Dr. Adamson and Dr. Meltzer now. I have a
25 question for Dr. Meltzer, you kind of hinted at the

1 end of your talk about an issue of peripheral blood
2 and, I read in between the lines surrogate use of
3 peripheral blood. Can you expand on what you
4 meant? Did you mean that you would take the tumor
5 diagnosis, establish a profile, and do it also with
6 peripheral blood and diagnosis but then only
7 monitor peripheral blood as your surrogate? Please
8 go the microphone.

9 DR. MELTZER: What I really meant was
10 monitoring toxicity, and the example that I know of
11 that has the most effort is in actually monitoring
12 for radiation toxicity. There are patients who are
13 extremely sensitive to radiotherapy and have severe
14 toxicity and there are some tantalizing preliminary
15 data from Stanford that suggest that you can tell
16 the hypersensitive patients by gene expression
17 profiling of their peripheral blood. That is an
18 approach that, to my knowledge, has not been really
19 applied to chemotherapy and there may be an
20 opportunity to do that. So, I was really
21 speculating.

22 DR. SANTANA: Dr. Reynolds?

23 DR. REYNOLDS: Peter, I think there are a
24 couple of comments I want to make about what you
25 said about the predictive value of these. One is

1 that I think there was a very interesting panel
2 discussion at the AACR ERTC meeting in Boston this
3 year about the predictive value of models in
4 general. It wasn't just in vitro, it was talking
5 about animal models. The conclusion was that they
6 were basically non-predictive and, you know, no one
7 had any magic models.

8 At the same time, when you look at the
9 publication that is coming out of the NCI 60 cell
10 line screen, what they are saying is that the one
11 thing that was somewhat predictive is if they have
12 activity in multiple different cell lines, then
13 that tended to give you some predictive value. So,
14 more is better in that setting.

15 The third is that there are some
16 well-established principles that have been
17 discussed in the literature and often ignored that
18 say that if you really can get two logs worth of
19 activity, whether it is in an animal model or in an
20 in vitro model, that may be somewhat predictive.
21 In other words, there is a two-log threshold, which
22 you didn't address. And, I think when you talk
23 about IC50s we clearly are not talking about
24 multi-log assays or in the MPT system.

25 So, I guess what I am suggesting is that I

1 think that one reason why the predictive value of
2 some of these has been less than we would all like
3 is that, first of all, I think the systems still
4 aren't optimized and I think they need to be done
5 in multi-log systems and, secondly, as you pointed
6 out, a number of us are studying things like
7 physiological hypoxia and the impact on this.
8 Certainly, as you pointed out very astutely, there
9 must be consideration of what the pharmacological
10 parameters you are going to see in a patient are
11 when you approach these.

12 Third, I think what we really need is to
13 be doing them in more cell lines, not just one, two
14 or three but we need a lot of them. Once we get
15 the right panels of biologic reagents in these
16 systems and the right systems we might see the
17 predictive value go up, and I don't think that we
18 should exclude that possibility when we consider
19 these.

20 DR. SANTANA: Dr. Grillo?

21 DR. GRILLO-LOPEZ: Another comment that I
22 would like to make is that many of these models
23 have been developed for chemotherapeutic agents and
24 when you are dealing with a biological they may
25 have no applicability whatsoever.

1 DR. SANTANA: Any other comments?

2 [No response]

3 We have a few minutes for an open public
4 hearing so if there is anybody in the audience who
5 wishes to address the committee, could you please
6 come forward to the podium and identify yourself
7 and any potential conflicts of interest, and make
8 your statement?

9 Well, if nobody is going to take the
10 opportunity, then we will invite Dr. Houghton to
11 proceed with the next presentation.

12 Human Cell-Animal Xenografts: The Current Status,
13 Potential and Limits of Informing us About
14 Clinical Studies

15 DR. HOUGHTON: I would like to thank Steve
16 for inviting me. When we were given the mandate or
17 the subject of this afternoon's session, it was
18 actually a clarifying moment to think about what
19 sort of preclinical data is required or is of any
20 use. I think there are two ways of looking at what
21 sort of preclinical data can be of use. That is,
22 use for us in sort of designing clinical trials as
23 opposed to perhaps the information that would be
24 required for the FDA to make some sort of decisions
25 regarding the potential use of an agent.

1 So, I think we can look at early drug
2 discovery largely within defined standardized
3 environments, either in drug discovery groups
4 within companies where you have set protocols and
5 set criteria for establishing whether an entity has
6 adequate activity to progress to the next stage, or
7 in the NCI screening program where, again, there is
8 a set of protocols that drive the criteria for
9 advancement of the compound. The problem is that
10 pediatric cancers are represented in neither
11 entity. They are obviously not going to be a focus
12 of the pharmaceutical industry and, as Peter
13 alluded to, despite multiple attempts they were not
14 included in the NCI screening program.

15 The consequences of preclinical data using
16 pediatric models is generated essentially in an
17 uncontrolled or non-regulated environment where
18 everyone uses their own pet models, their pet
19 design of experiments and, in fact, their own
20 criteria for assessing whether or not they regard
21 something as being active. So, such data derived
22 from experimental systems that are not validated,
23 using experimental designs that are, again, not
24 validated and interpretation of those results lacks
25 consistency and rigor.

1 So, taking advantage of the approaches
2 that have been taken in industry and the idea of
3 developing a consistent, criteria-driven approach a
4 group, many of whom are represented here, under the
5 leadership of Malcolm Smith, Barry Anderson and
6 Peter Adamson, met during 2002 to consider what
7 sort of screening program would be useful to
8 implement that would allow us to identify drugs
9 that are in the early clinical or just at the late
10 preclinical stages from industry that might be
11 useful in identifying drugs that would have
12 specific application and perhaps should be
13 prioritized for pediatric clinical testing.

14 The schema is shown here and I am not
15 going to go into detail on this because Malcolm is
16 going to deal with this in somewhat more detail in
17 his talk. But the idea is to set up a panel of
18 models so tumor A may be medulloblastomas and tumor
19 B may be neuroblastomas, a panel of six to ten of
20 these comprising either xenografts or heterografts
21 of human cancers in immune incompetent mice, or
22 where there are transgenic models to implement
23 those within the screening program. But the idea
24 would be that we would have a framework where we
25 can set the criteria for experimental design, set

1 the criteria for assessing responses that may be
2 more consistent and may generate data that would be
3 of use not only to us as a group that are
4 interested in developing clinical trials, but
5 perhaps more appropriate use to a federal agency
6 such as the FDA if they wanted to use such
7 preclinical data.

8 So, we were asked to look at the following
9 categories of nonclinical data, and I am going to
10 concentrate on pharmacology and pharmacokinetics
11 efficacy and the aspect of using the models to
12 identify pharmacodynamic endpoints that may be more
13 amenable to analysis within the model systems than
14 they are, certainly, in patients with solid tumors.
15 The other aspect is to ask where such data fits in
16 terms of development of drugs in the pediatric
17 cancer realm.

18 I think the models can be useful in
19 identifying active agents and perhaps better
20 analogs to optimize the administration schedules,
21 or to look at drug combinations in vivo, to
22 prioritize agents for Phase I trials, to make
23 rational decisions within the pediatric consortia
24 as to whether to continue to develop drugs or
25 whether, at some point, we should drop those drugs

1 in further development, preferably at the Phase I
2 to Phase II transition to allow us to potentially
3 focus a drug in treatment of certain tumors for the
4 specific activity against certain models in the
5 pediatric clinical screening program, and the
6 potential to relate target inhibition to biological
7 response which is going to become progressively
8 more important as we deal with more agents that are
9 inhibitors of specific signaling pathways.

10 So, the data that suggests that some of
11 these preclinical models may be useful is shown
12 here. This is from rhabdomyosarcoma models, and
13 this is data that was gathered over about a 10-12
14 year period in my own lab which identified
15 vincristine, cytoxan, dactinomycin D and Adriamycin
16 as having good activity against panels of
17 rhabdomyosarcoma xenografts. On the right column
18 are sort of the response rates that have been
19 gleaned from the literature that was available.

20 On the other hand, it shows on the bottom
21 that norfolan is a very active agent in the
22 preclinical models and, indeed, is very active in
23 rhabdomyosarcomas. However, there is a cautionary
24 note here. Although we can identify drugs that are
25 active in model systems and potentially active in

1 the clinical setting, it doesn't necessarily mean
2 that this is going to be a good drug. The
3 limitation of norfolan is that it causes cumulative
4 toxicity to bone marrow and subsequently limits the
5 ability to deliver standard therapy to those
6 children.

7 So, we have to look at these results as
8 being promising in terms of being able to
9 retrospectively identify drugs that we know are
10 active in the clinical setting and to prospectively
11 identify drugs that may have activity. That
12 doesn't necessarily mean to say that that drug is
13 going to be potentially a very useful drug in the
14 clinical setting. So, there is a limitation to the
15 models even though they are very promising.
16 Ultimately, the value of the entity itself has to
17 be determined in clinical trials. We can merely
18 point in that direction.

19 On the other hand, you can take the same
20 drugs and run those against colorectal
21 adenocarcinoma xenografts, again, in
22 immunodeficient mice and you see that the drugs
23 that are very active against pediatric
24 rhabdomyosarcoma essentially have no activity
25 against the colon xenografts. So, that gives you a

1 little bit more confidence that it is not the fact
2 that you have heterografted a tumor into a mouse
3 that dictates its response.

4 Coming to some more recent data, we have
5 established a series of Wilms tumor xenografts, WT1
6 through WT10, favorable histology Wilms tumors, and
7 SKNEP is a cell line that was derived from a
8 diffused xenoplastic Wilms tumor and the more
9 pluses there are, the more sensitive the tumor is.
10 So, anything that is greater than a 4-plus is an
11 objective response in this model, so 50 percent
12 regression in tumor size.

13 So, you can see with vincristine, WT1
14 through WT10, is 6-pluses which means that these
15 tumors completely regress and do not regrow within
16 a 12-week period of time. Similarly, cytoxan has
17 very good activity in most of the tumors.
18 Prospectively, the model identifies the
19 camphotecan, topotecan and irinotecan as being very
20 active. The important thing here is that topotecan
21 and irinotecan are administered at doses that give
22 relevant systemic exposures to humans.

23 The relative exposure is perhaps the most
24 important change in the way we are thinking about
25 how to look at efficacy. Efficacy in animal models

1 is defined as the anti-tumor effect, let's say the
2 ability of a drug to inhibit growth by 50 percent,
3 divided by the dose that causes 10 percent
4 lethality. The problem is that the mouse is not a
5 very good model for human toxicity. The mouse may
6 be either less tolerant to a drug, in which case
7 you may under-predict the activity against a human
8 tumor, or may be much more tolerant than a human,
9 in which case the drug looks fantastic against the
10 heterograft but ultimately fails in the clinic
11 because you can't achieve systemic exposures in the
12 patient that are consistent with the tumor
13 regression in the mouse.

14 The data shown here is the responses of
15 different neuroblastoma xenografts to the drug
16 topotecan against systemic exposure or area under
17 the curve in nanograms per milliliter, showing that
18 if we target, where the arrow is, 100 ng/ml we
19 would expect to get in this case four out of the
20 five tumor lines to give some response. In fact,
21 the total data set was the sixth line which is also
22 completely resistant to topotecan. So, we would
23 predict if we targeted 100 ng/ml that we would have
24 a response rate of four out of six or around 60
25 percent.

1 These sort of data are interesting but
2 ultimately you have to prove or validate that this
3 approach does have some merit. That has been done
4 in a clinical trial that was headed by Victor
5 Santana, and the pharmacokinetics was done by
6 Clinton Stuart, at St. Jude. The idea here was to
7 target the same systemic exposure that we set in
8 the mouse, the 100 ng/ml of topotecan-lactone, and
9 the design of the clinical trial is shown at the
10 bottom.

11 The drug is given for five days on two
12 consecutive weeks, which is the schedule that is
13 most effective in the xenograft models, and on day
14 one there are pharmacokinetics taken and then the
15 dose is adjusted to hit this target dose. We are
16 getting quite good at doing this. In this
17 particular trial there were 113 courses of drug
18 administered and 92 percent were in the 100-plus or
19 minus-20 ng/ml range.

20 The results are shown here, where for 28
21 evaluable patients we had approximately a 60
22 percent response rate which is very close to that
23 which would be predicted from a limited number of
24 xenograft models, again suggesting that the idea of
25 using pharmacokinetics as the metric against which

1 anti-tumor activity is measured is perhaps more
2 appropriate than using mouse toxicity per se.

3 We looked at the retrospective analysis,
4 again, about ten years work, and we see that for
5 drugs that really didn't progress from Phase I any
6 further, the area under the curve at the mouse
7 maximum tolerated dose versus that in the human is
8 somewhat higher in the mouse than the human. So,
9 in this example, the mouse is about 80 times more
10 tolerant than are humans. Yet, when one looks at
11 the effective dose range, the effective dose range
12 being reductions from the maximum tolerated dose in
13 the mouse at which point you lose objective
14 regressions in your tumor models, we see that the
15 effective dose range for these drugs is relatively
16 small, between two and three.

17 So, where you have such discrepancy in the
18 tolerance between the species and, yet, a very
19 narrow window of true activity against the model
20 systems which are human, one would anticipate these
21 drugs would not necessarily achieve adequate
22 concentrations to give tumor responses in a
23 clinical situation.

24 Drugs that work are shown here. Norfolan,
25 despite its limitations, is very active and, again,

1 the pharmacokinetics in the mouse and the human in
2 terms of tolerance are very similar. There is a
3 reasonable dose range of three to four before you
4 lose activity. Similarly, for topotecan the
5 effective dose range spans the differential between
6 mouse and human, as does irinotecan which is very
7 well tolerated in terms of the active metabolite in
8 the mouse and has an extremely wide therapeutic
9 range within this model system.

10 Looking at a more recent drug, irofulvin,
11 NGAI114, again, anything that is more than a 4-plus
12 is causing objective regressions. We have looked
13 at some 18 models. It looks very active. If you
14 dose reduce you see that the MMT is somewhere
15 between 4 and 7. So, let's say you have 14 out of
16 18 tumors, independent tumors show activity in
17 terms of objective regressions. As we reduce the
18 dose further, it is 8 out of 18; reduce the dose
19 further, it is 3 out of 15; and the lowest dose
20 evaluated, only 1 out of 14 different tumors showed
21 objective regressions. These include tumors
22 derived from brain tumors, neuroblastoma and
23 rhabdomyosarcoma.

24 The problem here is that even at this dose
25 the systemic exposure to this drug in the mouse

1 exceeds ten-fold that which can be achieved in
2 human trials, again, suggesting that here is a drug
3 that looks dramatically active in a model system
4 but when you relate that activity to the ability to
5 achieve systemic exposures of the drug in human it
6 would suggest that this is a drug that would not be
7 of high priority to undertake clinical trials, or
8 at least progress from Phase I to Phase II clinical
9 trials.

10 Similarly, I think we can address issues
11 of schedule-dependent anti-tumor activity. This is
12 old data with topotecan, but topotecan is given for
13 5 days for every 21 days over 3 cycles, or given
14 for 5 days times 2, so it is Monday through Friday;
15 Monday through Friday at half the dose. So the
16 cumulative dose in both of these trials is exactly
17 the same but the outcome in terms of tumor response
18 is very different.

19 I think this sort of data, where it is
20 derived in a substantial number of tumor models to
21 show that this is a consistent finding, may also be
22 quite valuable in leading us in the design of
23 clinical trials especially where, as was mentioned
24 earlier today, one tends to get one shot at doing a
25 large clinical trial and we might as well give it

1 the best chance we can.

2 The other aspect is the discrimination
3 analogs of a particular class of chemical. I think
4 the models again can be quite useful if you apply
5 this in the context of the achievable systemic
6 exposures in humans versus the mouse. This shows
7 some data from an osteosarcoma xenograft which is
8 particularly sensitive to carboplatin and
9 cisplatin but oxaliplatin, which is a drug that
10 is of current interest in the pediatric oncology
11 world, shows essentially no activity. I think if
12 one extends this data to, say, 6-10 osteosarcoma
13 models and sees that, in fact, oxaliplatin has very
14 little or no activity against these models, this
15 can be factored into how we develop this drug in
16 the clinical setting.

17 These are classical cytotoxic drugs and,
18 obviously, over the next few years there is going
19 to be a progressive shift to drugs that we fondly
20 call molecularly targeted drugs, even though
21 perhaps they aren't quite as specific as we think
22 they are. But under those conditions we have to
23 generate models that very accurately recapitulate
24 the activity of, for example, signaling
25 transduction pathways. This raises the question of

1 whether the conventional subcutaneous model is, in
2 fact, going to be useful or whether we will have to
3 go to models where the tumor is implanted into the
4 more physiologically relevant sites, such as brain
5 tumors into the brain, Wilms tumors into the
6 kidney, etc.

7 One way of addressing whether this is the
8 case or not is through expression profiling and
9 proteomics profiling, as alluded to by Paul
10 Meltzer. We have been looking at nearly
11 established models and I will show you a couple of
12 examples here where we have looked at Wilms tumors
13 when we transplanted them into mice as xenografts
14 and have done profiling from the primary tumor from
15 which this xenograft was derived and the xenograft.

16 So, what we are looking at here is the
17 expression profiles for about 6,000 genes that are
18 expressed at reasonable levels in the xenograft
19 versus the primary tumor. As you can see, there is
20 a very high level of concordance, with about 20-30
21 genes that are expressed greater than one standard
22 deviation from the mean. The data suggests very
23 strongly that the expression profiles that are
24 observed in the primary tumor are very largely
25 recapitulated in the early xenograft studies.

1 This means two things. It gives us the
2 first real metric to say this model is
3 representative of the parental tumor because
4 previously we have looked at histology and maybe
5 measured a few antigens to see whether they are
6 retained or not. Now we can do this by profiling
7 25,000 to 30,000 genes.

8 Then having this data set, we can do two
9 things. One is, as these tumors are serially
10 passaged in mice, from one mouse to another, we can
11 ask a very pertinent question, at what point do
12 these models start to deviate from the original
13 tumor and, thus, may have much less relevance,
14 particularly for screening or evaluating activity
15 of molecularly targeted drugs.

16 The second use is that if you have really
17 consistent profiles like this, and these are
18 maintained for multiple generations in the mouse,
19 then we have the ability to look at the effects of
20 drugs to perturb these profiles and start to get
21 molecular signatures that may relate to biological
22 outcome, that is, tumor response.

23 One of the uses that we have made of this
24 data is in collaboration with GlaxoSmithKline in
25 cytokinetics, who had data, shown here, that the

1 gene for the mitotic KSP was expressed at
2 relatively high levels in tumors and particularly
3 in Wilms tumor. So, the arrow shows the levels of
4 expression in normal kidney, which is extremely
5 low, and also in clear cell carcinoma of the kidney
6 and transitional cell carcinoma the expression of
7 KSP is very low, but in Wilms tumor, which is
8 circled here, it is extremely high.

9 It allowed us to ask the question whether
10 high levels of expression of KSP did, in fact, make
11 this a drug target. We have looked at one of the
12 analogs of an anti-kinase inhibitor that is an
13 analog of the compound that is currently in the
14 clinic, and we have looked at this against a panel
15 of Wilms tumors. The bottom line is that this is a
16 very active agent against favorable histology Wilms
17 tumors that over-express KSP. It is,
18 unfortunately, not particularly useful against the
19 diffuse anaplastic variety, here. That is based
20 upon a single xenograft and we are trying to
21 establish further models and will see if that is,
22 in fact, the case.

23 In terms of the anti-tumor activity, if we
24 can just focus here, this is tumor volume versus
25 time after starting treatment. Control is here.

1 This is the KSP inhibitor inducing complete
2 regressions, with only 2 out of the 5 tumors
3 regrowing during the 12-week period of observation.

4 The limitation of this particular analog
5 is that whilst it works very well at the highest
6 dose, there is a very steep dose-response curve and
7 there are much less active fractions of the MTD.
8 So, again, this is going to be a drug where the
9 relative pharmacokinetics between the mouse and the
10 human are going to be really quite critical in
11 determining whether this is very likely to have
12 therapeutic benefit in these tumors.

13 The final part of this is really this
14 aspect of pharmacodynamics. As all of us know, to
15 look at target inhibition and, more specifically,
16 target inhibition and target recovery in patients
17 with solid tumors has been, and will remain to be,
18 a very difficult proposition. Multiple biopsies of
19 tumor at various times before and after treatment
20 is in most cases not really possible.

21 I think the models can be quite useful in
22 this respect and I will illustrate that in terms of
23 the signaling pathway that we will be looking at in
24 the context of a therapeutic trial of a rapamycin
25 analog, CCI779. This particular analog targets

1 serene kinase, and it is very easy to monitor the
2 effect of this drug by looking at downstream
3 effectors and whether they are phosphorylated
4 downstream.

5 The problem is that target inhibition is
6 only the first part of the question that you really
7 want to ask. That is, you are really asking at the
8 drug doses that I am giving am I inhibiting the
9 target? That is the first part. But what you
10 really want to know is does the inhibition of
11 target correlate with biologic readout.

12 I think the model systems are going to be
13 very useful to link the pharmacokinetics to target
14 inhibition to biological readout in terms of
15 anti-tumor activity, but even more so in terms of
16 developing concepts of molecular signatures that
17 may be much more important in predicting the
18 outcome for treatment than merely looking at the
19 target inhibition per se.

20 Malcolm Smith will discuss this but the
21 developing initiatives at the NCI include to
22 systematically characterize tumors at the molecular
23 level using both genomic and proteomic arrays. The
24 second is the Pediatric Preclinical Testing Program
25 where we hope to establish models to identify new

1 active drugs.

2 I think in terms of using preclinical or
3 nonclinical data we have to standardize our
4 experimental procedures. This is going to be
5 difficult, but in the context of the proposed
6 consortium that I have described it is difficult
7 but it is a realistic goal, and I think once we
8 have a group that is doing this on a large scale
9 under consistent conditions, then I think others
10 outside of that consortium who are doing similar
11 work may adopt the same criteria for looking at
12 tumor response and the design of experiments so
13 that their data and our data can be compared and
14 normalized. I think we have to be careful that we
15 use standardized criteria for assessing drug
16 activity and, again, I think this is something that
17 will come out of the consortium or the PPTP
18 initiative, whoever carries that out.

19 One of the other questions that was being
20 raised is should we be using animal data that is
21 derived under Good Laboratory Practice compliance.
22 The problem here is that if we do this for the
23 cancer screening program, then my understanding is
24 that the entire vivarium within an institute or
25 university also has to function under GLP

1 conditions and this aspect of the work may be a
2 very small percentage of the total work that is
3 being done in a vivarium per se. It would
4 certainly increase the costs quite dramatically so
5 I think we have to think about the prospect of GLP
6 in the context of who is going to be doing this
7 work and whether this would increase the cost of
8 animal experimentation not only for the work that
9 is being focused on cancer, but also for non-cancer
10 related work that is ongoing in the same
11 institution. Thank you.

12 DR. SANTANA: Thank you, Peter for a very
13 thorough overview of this issue. I am going to ask
14 Chand Khanna to go ahead and do his presentation.
15 After that we will take a break and then we will
16 come back and reconvene and finish the last two
17 presentations and have our discussion and
18 questions.

19 An Integrated and Comparative Approach to
20 Preclinical/Clinical Drug Development

21 DR. KHANNA: I want to thank everyone for
22 the opportunity, specifically Steven, to come and
23 speak to you today.

24 As Peter suggested, the convention to drug
25 development, as you all know, is to include

1 preclinical models to evaluate promising agents and
2 then move those promising agents through clinical
3 development. To continue Peter's theme, what I
4 would like to present is a vision towards an
5 integrated approach wherein preclinical models can
6 be helpful and informative, both at the preclinical
7 level and during various phases of clinical
8 development, and the spin that I would like to
9 provide is one that includes a number of novel
10 models, models that have not been used very much in
11 drug development, and those include naturally
12 occurring cancers that are seen in both genetically
13 engineered mice and, more specifically, in pet
14 animals in our communities that can, again, be
15 included in translational and biological cancer
16 research.

17 What I am going to do is to bring this to
18 you from my efforts within the Comparative Oncology
19 Program of the CNI, which is a new initiative
20 within the Center for Cancer Research, and my work
21 with the Pediatric Oncology Branch where my focus
22 is on sarcoma biology and metastasis.

23 As Peter has alluded to, there are a
24 number of modeling options, and the ones he has
25 focused on and shown us really are how we can best

1 use the xenograft models, but there are also
2 opportunities for us to include syngeneic or mouse
3 cancers that are transplantable into mice, and
4 genetically engineered mice that can be used for a
5 number of important steps in the translational
6 process. Lastly, what I want to focus on is the
7 use of pet animals in the drug development process.

8 This is a schema that you are familiar
9 with, wherein small animals are used early in the
10 development. Primarily for toxicology we use large
11 animals, whether they be non-human primates or
12 dogs, and then we move into clinical development.
13 The question is how can we use first a small set of
14 examples genetically engineered mice to inform this
15 process? Largely, I think, because they are more
16 complicated and challenging, we can use them in the
17 evaluation of interesting findings from traditional
18 transplantation models.

19 So, if we look at the historical
20 perspective, genetically engineered mice have been
21 problematic for basically three primary reasons:
22 One is that they are conventionally associated with
23 very rapid tumor progression. They are
24 historically associated with hemologic malignancies
25 and the cancers that emerge usually emerge in a

1 number of sites synchronously.

2 Recently there have been novel modeling
3 approaches which have provided us an opportunity to
4 study genetically engineered mice across a range of
5 cancer histologies, almost all histologies.

6 Through efforts including conditional expression of
7 genes, somatic expression of genes within a
8 selected pool of target cells, there are now very
9 good mouse models for most human cancers. The
10 advantages that these genetically engineered mice
11 provide through the translational process are that
12 after you induce the genetic change in the mouse
13 the cancers that emerge, emerge spontaneously.
14 That is one.

15 The second is that the tumor that emerges
16 is syngeneic from the tumor to the tumor
17 micro-environment to the host, and that is
18 something that I think provides opportunities
19 specifically for targeted biology-based therapies.
20 The genetics of the cancer are modifiable and are
21 relevant and, although it is more easily said than
22 done, the biology of these cancers can be
23 controlled now so we can have opportunities for
24 therapeutic evaluation during the course of
25 progression that these genetically engineered mice

1 have.

2 There are limitations, and the limitations
3 that we see with traditional animals still exist
4 with these genetically engineered mice. There is
5 heterogeneity within a specific population of mice.
6 There is heterogeneity in the genetics of the
7 cancer and I think that is a value. It adds to
8 what we get out of more or less homogeneous
9 populations seen in the transplantation settings.
10 Experimentally, these are very difficult and
11 complicated designs to pursue from the standpoint
12 of translation but they can be done. They are
13 expensive, time consuming, and we don't really know
14 yet about their predictivity.

15 The most important issue about their use
16 is a series of patents that have been provided to
17 Dupont exclusively that really extend to all
18 genetically engineered mice. Any activated
19 oncogene in a mouse is covered by the OncoMouse
20 patents. The result of these patents is really the
21 limitation of their use in the pharmaceutical
22 industry. So, unless this issue can be dealt with,
23 I think the use of these genetically engineered
24 mice in the pharmaceutical industry will be
25 limited.

1 What I want to move on to is ways for us
2 to include naturally occurring cancers in the
3 translational process in the drug development
4 process. Again, within the Comparative Oncology
5 Program what we plan to provide are opportunities
6 to include these models in drug development. So,
7 pet animals have a number of interesting cancers
8 that are relevant from the standpoint of pediatric
9 cancers, including lymphoma and then dogs with
10 osteogenic sarcoma.

11 Dogs in the community are developing these
12 cancers. There are 65 million pet dogs in the
13 United States, 6 million will develop cancer in a
14 year and the pet owners of these dogs are seeking
15 out advanced care and, in many cases, are very
16 interested in including their dogs in trials that
17 evaluate new therapies. So, what this provides is
18 an opportunity to include these large animal models
19 in drug development and this has been done largely
20 within the pharmaceutical industry.

21 The advantage that these large animals
22 provide is, in fact, that they are large outbred
23 animals, unlike the small animals that we
24 traditionally use at the preclinical level. The
25 genetics of the host, the dogs, have been shown by

1 the recent completion of the canine genome to be
2 quite similar, very similar in fact, to humans.
3 They are naturally occurring cancers. Then, within
4 given histologies the genetics of the cancers are
5 very similar to the genetics of the same human
6 cancers. Very importantly, one thing that these
7 models provide is that within a histology there is
8 considerable genetic and individual variability
9 that is, in fact, captured within populations of
10 humans and often is the problem as we move through
11 clinical development. This heterogeneity is not
12 captured in other models.

13 If you look at histology responses, for
14 example lymphoma, the drugs that are effective in
15 dogs with lymphoma are effective in people with
16 lymphoma. The drugs that are not effective in dogs
17 with lymphoma are not effective in people with
18 lymphoma. To a large extent, that parallel is true
19 for a number of histologies with classical,
20 conventional cytotoxic drugs. The biology of
21 metastases within these models is faithfully
22 reproduced for specific histologies. Lastly, I
23 think an important point is that these cancers are
24 characterized by resistance or recurrence and this
25 is really the problem that we face with pediatric

1 patients and adult patients. The biology of
2 recurrence or resistance is difficult to model in
3 most small animal settings.

4 So, if we look at this table that I have
5 taken from Shadner's recent review in JCO, he has
6 listed out preclinical through clinical development
7 of the number of agents at various phases at one
8 point in time. What I have done in red is just put
9 the number of agents that are active per year. By
10 looking at this, you can see where opportunities
11 exist to improve the process of drug development.
12 Certainly as Peter suggested, there is room for us
13 to improve this initial step but as we move along,
14 I think there are great opportunities for us to
15 take Phase I agents that are not burdened by the
16 hurdle of maximally tolerated dose and inform
17 decisions towards Phase II. I think there is an
18 opportunity for these large animal models, for
19 genetically engineered mice to take that role of
20 informing towards Phase II and potentially
21 informing towards Phase III.

22 So, this is the integrated approach that I
23 would like to suggest wherein pet dogs--we have
24 largely done this work within the pharmaceutical
25 industry to assess activity, toxicity,

1 pharmacokinetics and pharmacodynamics and used that
2 information to lead towards Phase I. Well, perhaps
3 as important, use these tumor-bearing dog studies
4 to define dose regimen schedules towards Phase II
5 to validate, potentially to identify but really
6 more appropriately validate biomarkers, define
7 responding histologies, and then provide a rational
8 system in which we can demonstrate that
9 combinations should be considered towards Phase II
10 and potentially Phase III.

11 So, I would like to give you a couple of
12 short examples. Thrombospondin-1 is a very large
13 protein with a number of receptors and a number of
14 effector domains. The second type-1 repeat has
15 been associated with significant antiangiogenic
16 activity. From the second type-1 repeat a series
17 of small peptides, non-amino acid peptides, are
18 being pursued as anti-cancer drugs, antiangiogenic
19 drugs. The problem with the development of this
20 class of drugs and specifically thrombospondin-1 is
21 that although we can show within mice that these
22 agents are antiangiogenic and although we can show
23 that they do have anti-cancer activity, the leap
24 towards the clinic has been difficult.

25 So, the question was whether or not we

1 could use dogs with naturally occurring cancers to
2 help us make that step. What I would like to show
3 you is a simple example of how we have done that.
4 The experimental clinical trial for pet dogs
5 included dogs with any measurable malignant cancer,
6 no concurrent therapy, and the endpoints really
7 were to assess toxicity, a limited attempt to
8 evaluate PK, and then to look at response, keeping
9 in mind that response was going to be assessed
10 against bulky disease using a single-agent
11 antiangiogenic drug.

12 The first point that I want to bring up is
13 that accrual is achievable. In a short period of
14 time we can enter large numbers of dogs in these
15 clinical trials with the support and interest of
16 their pet owners. Toxicity has always been
17 evaluated, in fact, in dogs. An interesting and
18 important point is that pet dogs that bear cancer
19 have different toxicity profiles than beagle dogs
20 that are evaluated in the research setting. In
21 fact, in many situations the toxicities that are
22 seen in pet dogs are much more similar to those
23 toxicities seen in patient populations.

24 I will show you some of the responses.
25 This is a dog with a maxillary squamous cell

1 carcinoma. This is the lesion after 30 days on
2 therapy. It is perhaps a little clearer here.
3 After 60 days the lesion is much more active. It
4 is hemorrhagic. Through a 60-day period of time in
5 a human clinical trial, Phase I trial, it is
6 unlikely that you would continue this patient on
7 therapy with progression. But we did continue this
8 dog and after 90 days, the lesion is now no longer
9 present. We can biopsy this site and there is
10 squamous cell carcinoma that is persistent there
11 but the lesion is not actually assessable there.
12 So, this dog continues to do well, free of disease
13 that is measurable within the mouth, but not a
14 histological regression.

15 I have several other images that I could
16 show you to suggest, in fact, that the agents are
17 active and they can result in regressions. The
18 responses include stabilization which we feel are
19 real but, in fact, objective regressions of lesions
20 that cross a number of histologies.

21 The other thing that this points to is, in
22 fact, histologies that we wouldn't have predicted
23 activity in. So, lymphoma was found to be quite an
24 active site and now, in Phase II, these drugs are
25 moving ahead. Of interest to the group, sarcomas

1 were particularly responsive histology.

2 So, what did we learn from these dog
3 studies? Antiangiogenic peptides can be active
4 against bulky disease. They need time. Because of
5 the results that we were able to generate in dogs,
6 the Phase I trials in Europe extended their
7 observation times and they did see objective
8 responses in patients treated for 60 days.

9 Agents are active against histologies we
10 wouldn't have predicted, like non-Hodgkin's
11 lymphoma. A very important point is that all dogs
12 that continue through therapy develop resistance on
13 therapy so combinations are going to be necessary
14 and, as we look towards the use of these agents, we
15 are going to have to keep in mind that resistance
16 will be an obvious problem. Most dogs don't
17 respond to therapy and, therefore, there is an
18 opportunity for us to define markers that predict
19 responsiveness within a heterogeneous population of
20 dogs and, in fact, predict when responses will be
21 seen. That work is being done and thus far
22 circulating endothelial cells seem to an interest
23 and will move on into the clinical setting as well.

24 This is, again, the perspective that we
25 have and I think there are some examples from the

1 thrombospondin-1 studies that show how we can
2 inform towards Phase II. I want to end with
3 another brief example and it speaks to this
4 pharmacokinetic/pharmacodynamic response question
5 that Peter brought up.

6 So, Cheryl London, who is at UC Davis, is
7 evaluating small molecule inhibitors of the split
8 tyrosine kinase receptor family. What she was able
9 to do in a very similar trial design, treating dogs
10 with bulky disease, is actually do tumor
11 pharmacodynamics using phosphyl KiT as the target;
12 do serial biopsies in dogs evaluating the diversity
13 of KiT mutations in dogs with nasal tumors and
14 define the dose that is required to modulate the
15 target in vivo to validate surrogates that could be
16 more evaluated in human clinical populations
17 against this tumor target, and then move those
18 things into the clinic.

19 She was able to show that the dosing
20 schedule, an every other day dosing schedule, was
21 valuable and able to achieve threshold receptor
22 inhibition of KiT. This information was translated
23 directly into the development of products in
24 clinical trials. The every other day dose was
25 suggested for human development but the human

1 development required input from marketing and
2 marketing didn't want to pursue every other day
3 dosing. The drug trials predicted daily dosing
4 would be toxic and, in fact, was toxic in people.

5 I am just going to jump ahead. So, what
6 we are interested in being able to do within the
7 Comparative Oncology Program is provide a reagent
8 kit that can allow biology-based questions to be
9 answered in these trials. This has been a
10 difficulty for dog trials thus far in that we just
11 don't have reagents to study dogs in a rigorous
12 way. We now have a validated canine oligoarray, a
13 17K element array. We are validating proteomics
14 approaches in dogs with cell signaling. We have
15 screened specific antibodies for cross-reactivity
16 to dogs and we have made good progress there.

17 Multicenter collaborations are going to be
18 required for us to be able to do trials in a short
19 period of time, and allow that short period of time
20 to inform towards clinical development of the same
21 drugs, and to be able to help with decisions of
22 when these models can be used and when they should
23 not be used in development. There are times where
24 really the questions are not appropriate to ask
25 within these dog studies.

1 I will just end with a list of histologies
2 that I think are relevant. Osteosarcoma is
3 obviously an area of personal interest and we have
4 actually published randomized, prospective,
5 placebo-blinded trials in dogs with osteosarcoma
6 looking for opportunities in the clinic.

7 We are interested in lymphoma. There are
8 other histologies. But important to note is that
9 within each of these cancer histologies are genetic
10 changes that can be modeled and can be targeted.
11 So, it doesn't have to be histology based.

12 The weaknesses of these models are the
13 cost. Drug costs are a primary concern; the cost
14 of managing the trials and time. They are longer
15 models than what we would see with typical small
16 animal studies although the time is much shorter
17 than what you would have in the same clinical study
18 in a human population.

19 With that, I will conclude. I will
20 acknowledge our initial group in Comparative
21 Oncology, and the slide also includes Lee Helman
22 and the people in the Pediatric Oncology Branch.
23 UC Davis and Cheryl London has been doing a lot of
24 these translational studies. Now, with the
25 interest of CTEP and the CCR, we are pursuing some

1 trials with 17DMAG to answer some of these
2 questions that will inform towards Phase II.

3 DR. SANTANA: Thank you, Chand. I will
4 seek the advice of the FDA. Should we take a
5 ten-minute break and try to get back on schedule
6 because I know we are going to have people dropping
7 off as the day progresses. So, why don't we just
8 take a ten-minute break and reconvene at 3:00,
9 finish with the two presentations and then take
10 questions and discussion and try to get out of here
11 on time?

12 [Brief recess]

13 DR. SANTANA: I will invite our next
14 speaker to come to the podium. Dr. Kenneth
15 Hastings will address the issues of what can be
16 learned about safety using different models.

17 What can Learned About Safety?

18 DR. HASTINGS: Well, my task, after these
19 really nice scientific presentations, is to give
20 you the regulatory spin on things so your task is
21 to stay awake.

22 What I want to talk about today is the use
23 of neonatal and juvenile animal studies for
24 determining the safety of drugs for use in
25 pediatric patients and, obviously, this is going to

1 apply to pediatric oncology.

2 The specific guidance that really led to
3 the development of guidance on juvenile animal
4 studies was the Pediatric Exclusivity Act under
5 Section 505A of the FDC Act. The specific language
6 that is included that refers to nonclinical studies
7 is that the FDA may request nonclinical trials
8 before completing pediatric studies in humans.
9 Certain toxicology studies in immature animals may
10 be necessary to evaluate the safety of use in
11 pediatric conditions.

12 Also another regulatory background
13 document has been referred to previously, and that
14 is ICH E11, clinical investigation of medicinal
15 products in the pediatric population, and once
16 again the decision to proceed with a pediatric
17 development program involves consideration of many
18 factors, including any nonclinical safety issues.
19 The need for juvenile animal studies should be
20 considered on a case-by-case basis. Then it refers
21 to ICH M3, which is the document that outlines the
22 timing of nonclinical studies vis-a-vis clinical
23 studies.

24 Finally, there is a draft document that
25 was published in February, 2003, nonclinical safety

1 evaluation of pediatric drug products. We now have
2 the final version, after comments were made to the
3 docket, and we hope to publish it sometime this
4 spring or summer, and we took into consideration
5 the comments that were made. This document
6 provides guidance on the role and timing of animal
7 studies in the safety evaluation of therapeutics
8 intended for the treatment of pediatric patients,
9 and it also provides specific recommendations based
10 on the available science and pragmatic
11 considerations.

12 Why did we get into the issue of juvenile
13 animal studies? Well, in assessing the use of
14 drugs for pediatric use the basic assumption that
15 we have proceeded with over the years has been that
16 under most circumstances the safety and efficacy of
17 drugs approved for use in adults predicts pediatric
18 use if you make the appropriate dose adjustment.

19 Now, in the past we have used things like
20 relative body surface area. We consider that to be
21 a good default measure for dose adjustment. But
22 generally this is less informative than data you
23 would get from a clinical pharmacology study. That
24 is really what we are after, being able to make
25 dose recommendations based on actual ADME

1 pharmacokinetic studies.

2 Neonatal and juvenile animal studies to
3 enable clinical studies are needed basically to
4 support the safety of studies in pediatric
5 patients. The origin of the guidance really was to
6 provide information and what we call triggers on
7 the need for nonclinical studies. Basically, what
8 we are saying here is that you don't need to do a
9 juvenile animal study every time you want to do a
10 clinical trial in a pediatric patient population.
11 What we were trying to do is to find out what are
12 the sorts of things that we could observe or
13 already know about the toxicology or the safety of
14 a drug that would tell us that maybe you need to do
15 a pediatric juvenile animal study to support the
16 safety of a pediatric study.

17 Also, this guidance contains advice on the
18 conduct of the studies and provides information on
19 how the results of these studies would be used in
20 designing pediatric drug trials and, in fact, in
21 deciding whether or not they would be safe.

22 Now, we recognize that there are
23 differences in the drug safety profiles between
24 mature and immature systems, and these include
25 differences in susceptibility to insult and

1 differences in toxicity-related ADME parameters.
2 We recognize that some physiological systems are
3 more vulnerable than others, especially those that
4 undergo extensive postnatal development.

5 When you think about it, you know, that
6 doesn't exclude much. There are a lot of things
7 that undergo significant postnatal development.
8 So, really more than anything else what we would
9 think about are those that might be particularly
10 susceptible to insult, such as the developing
11 nervous system, maybe the developing immune system,
12 the kidneys, perhaps even the gut. So, those would
13 be potential triggers for asking for a juvenile
14 animal study if we knew from adults, from clinical
15 practice or from mature animal studies, that these
16 are target organs of toxicity.

17 Now, I want you to keep in mind two basic
18 concepts that toxicologists use all the time. They
19 have to do with how you look at the usefulness of
20 studies, what it is that you intend to get out of
21 the study. Actually, I have them in reverse order.
22 The first are studies that are designed for hazard
23 identification. Basically, the idea behind hazard
24 identification is that you demonstrate that a drug
25 or a candidate drug has the potential to cause an

1 adverse effect. An example of hazard
2 identification would be something like an Ames
3 assay or a discovery toxicology study where you
4 administer a drug by intraperitoneal injection.
5 You are just trying to find out if a drug can cause
6 a toxicity.

7 Pertinent to our discussion today, under
8 certain circumstances adverse effects in mature
9 animals might not be predictive of adverse effects
10 in developing systems. So, some studies that you
11 might conduct, some juvenile animal studies you
12 might conduct actually might be for the purposes of
13 hazard identification, and I am going to talk about
14 how that plays into the design of studies a little
15 bit later.

16 Risk assessment, of course, is that you
17 are trying to look at all of the parameters of
18 toxicity--systemic exposure, route of
19 administration, length of exposure, all of the
20 parameters that determine whether or not what is a
21 potential toxicity is actually going to be manifest
22 as a toxicity in the use of the drug. Basically,
23 this is one of the assumptions that we make when we
24 say that for studies conducted in mature animals
25 the effects will predict what happens in neonates.

1 What you need to do is determine what parameters,
2 particularly ADME parameters might alter that risk.

3 I want to just mention very briefly the
4 differences in pediatric versus adult patients or
5 subjects with respect to ADME because that really
6 was the driving factor in looking at juvenile
7 animal studies to start out with. In humans, if
8 you look at ADME, there are differences with age as
9 far as distribution of drug dose. The receptors
10 come and go; they develop and certain
11 age-restricted ranges and, therefore, what you
12 observe in younger systems may not be applicable to
13 older animals and, obviously, extrapolating this
14 clinically.

15 As far as absorption of an orally
16 administered drug, you have to consider that in
17 infants they have a larger volume of distribution,
18 larger surface area to body weight ratio, and the
19 body composition is different. Infants and
20 children have higher gastric pH which will affect
21 the absorption of basic and acidic drugs, larger
22 absorption of the basic drugs; less absorption of
23 acidic drugs. GI motility is different. In
24 infants and neonates GI motility tends to be fairly
25 low compared to adults. In children the motility

1 tends to be high compared to adults. So, the
2 actual achievable AUC for a particular orally
3 administered drug may be different if you just do
4 your extrapolation based on body surface area.
5 And, there are certain other things to consider,
6 such as unique routes of exposure such as through
7 mother's milk.

8 A very difficult issue is metabolism. We
9 know that as a general rule there are certain
10 metabolic systems that appear to be more functional
11 in pediatric patients versus adults. I am not
12 going to get into a long discussion about
13 differences in metabolism except to say this, with
14 respect to P450 enzymes, if you look at juvenile
15 animals and if you look particularly at rats which
16 is a model that we use quite often, we actually
17 don't know a lot about the relative development of
18 the P450 enzymes. There is probably one exception
19 to that. We thought that there would probably be a
20 lot of information on this. It turns out that
21 actually there is not in the published literature.

22 Finally, another thing to consider is
23 excretion in juvenile animals--actually, I am
24 talking clinically but in children you have lower
25 glomerular filtration rate, lower tubular

1 secretion, resulting in slower clearance and longer
2 half-life. Once you get up into the child range
3 you have rapid clearance and shorter half-lives.
4 So, once again, pharmacokinetics may not be
5 predictable based on body surface area.

6 One thing to consider is how valuable are
7 animal models for ADME comparisons. Well, an
8 obvious advantage is that in animals you can do
9 experimental manipulations that might help you
10 define ADME parameters. But a not so obvious
11 advantage, as I have mentioned, is the lack of
12 comparative information in animals, particularly
13 with respect to metabolizing enzymes. One thing to
14 consider though is that if you can associate PK
15 parameters with adverse effects in animals, this
16 might be useful in clinical trials. So, that is
17 one real advantage to a juvenile animal model.

18 Really ADME was what originally drove the
19 consideration of doing juvenile animal studies.
20 Obviously, the other thing that we are interested
21 in is toxicity. Are these studies going to be
22 safe? The things that we need to consider are the
23 relative maturations of physiologic systems. These
24 are probably better understood in animals but we
25 could have a debate about that. If adverse effects

1 are observed in mature animals, then the juvenile
2 animals could be used to demonstrate increased or
3 decreased susceptibility, and you may be able to
4 understand how ADME might affect that. Once again,
5 however, extrapolation to clinical trials may be
6 less certain because of the variations in, for
7 instance, metabolism that we don't really
8 understand as well as we should in animals.

9 Let me lay out a couple of scenarios where
10 juvenile animal studies might be useful for the
11 purposes of toxicology studies. One thing, you may
12 need a juvenile animal study if you already have a
13 pretty good handle on the adverse effects and you
14 have a pretty good idea about the ratio of toxic
15 dose to efficacious dose, and particularly this may
16 be true for short-term use drugs like antibiotics.

17 However, and this was mentioned earlier--I
18 believe Dr. Santana mentioned this, sometimes even
19 with acute exposure you might need long-term
20 follow-up studies. The classic example for this is
21 the fluoroquinolones. What happened here, as you
22 probably are aware, fluoroquinolones are associated
23 with a very troubling effect called crippling
24 arthropathy. It was originally discovered or
25 described in puppies, in young dogs. The question

1 was the clinical relevance of these studies. There
2 is a lot of talk about this and I don't want to get
3 into that debate but I think that most people
4 nowadays consider that fluoroquinolone use in
5 children is something you approach very carefully
6 because this may very well be a serious adverse
7 effect that would persist into adulthood.

8 One of the ways that we have looked at
9 answering this question was simply to do this, to
10 dose juvenile dogs, beagles, with fluoroquinolones
11 over a course of, like, two weeks at, say, doses
12 equivalent or maybe higher than what you would use
13 clinically, producing AUCs equivalent to higher
14 than clinical doses, and then just let the dogs go,
15 let them mature and then, at about six months of
16 age, you would look at the dogs again and do
17 clinical evaluations, to histopath on the affected
18 bones and see if there are any changes in those
19 animals; see if the effect gets worse; see if it
20 improves; see if there are any associated lesions
21 that appear to be caused by this juvenile exposure.

22 In fact, what we now know about
23 fluoroquinolones--to cut to the chase--is that
24 actually these effects tend to persist. They
25 probably don't get worse but they do persist. That

1 is an important thing to learn in deciding whether
2 or not to conduct a clinical trial, let's say, for
3 something like otitis media, and also to look at
4 the follow-up. In fact, that was used as an
5 argument for the long-term follow-up of children in
6 clinical trials with fluoroquinolones, and I think
7 this is something you should take into
8 consideration when you think about oncolytics used
9 in pediatric patients. I think it is a pretty good
10 comparison that you might want to think about.

11 When you talk about long-term use,
12 particularly, let's say, a drug that has never been
13 developed for use in adults, then you might think
14 about what we would call a shift to a hazard
15 identification type of study. What you would do
16 here is you would start with juvenile animals. You
17 would dose them all the way through adulthood, look
18 for adverse effects and then, if you do see adverse
19 effects, you can go back and do window of
20 vulnerability studies where you try to find out
21 where, in the development of that animal, this
22 occurred and this could help you in understanding
23 where the vulnerable windows would be in a clinical
24 trial. In other words, you can build risk
25 assessment into what is in fact, when you think

1 about it conceptually, a hazard identification kind
2 of study. You can also build in pharmacokinetics,
3 obviously, and safety pharmacology studies such as
4 effects on blood pressure, cardiac function, renal
5 function and things like that.

6 I just want to make one mention about
7 efficacy models. We have had a lot of talk about
8 efficacy models; very good talks. I just want to
9 say that you can build safety determinations into
10 efficacy models, particularly large animal models
11 where you can do serial blood levels of biomarkers
12 or AUC for the drug, things like that. So,
13 although we haven't in the past typically looked at
14 efficacy models for safety information--we do our
15 toxicology studies in otherwise health animals,
16 efficacy models probably can be used for this, and
17 I think there is at least some experience with that
18 in looking at biologics.

19 Now I am going to mention the animal rule.
20 The animal rule was passed, I believe, in 2001. I
21 think that is when it was finally codified. This
22 allows for use of animal studies to demonstrate
23 efficacy for where clinical trials would be
24 unethical and/or not feasible. It applies to new
25 drug and biologic products. It is used to reduce

1 or prevent toxicity of chemical, biological,
2 radiological or nuclear substances. Obviously, I
3 think we can sort of see what the animal rule is
4 really designed for, and that was for development
5 of drugs to treat things like anthrax. Basically,
6 we are talking about counter-terrorism measures.
7 You know, antidotes for nerve toxins and things
8 like that. That is what it is really designed for.

9 Drugs considered should have demonstrated
10 safety in humans. That is one thing that is built
11 into the animal rule. Now, whether or not that
12 would apply to oncolytics, that is a different
13 question and I think that is something for the
14 panel to discuss. If possible, clinical activity
15 in a relevant disease, although lack of clinical
16 efficacy data shouldn't prejudice against
17 consideration under the animal rule. We have had
18 sponsors come in and propose to pursue a drug under
19 the animal rule where there was no activity data in
20 clinical trials in adults, let's say, as applied to
21 what we are considering today. The important thing
22 to consider is in what way can this principle be
23 applied to pediatric oncology drugs. I think this
24 is something that maybe would be worth discussing.

25 Juvenile animal studies can be useful for

1 safety determinations. They are not prohibitively
2 challenging to conduct. You can dose rat pups from
3 day seven on. In fact, people have even looked at
4 beginning with birth, transferring drug in mother's
5 milk and then starting to dose after weaning.
6 There are all kinds of ways you can manipulate
7 neonatal animal studies.

8 The available data doesn't indicate that
9 juvenile animal studies need to be routinely
10 conducted, but they might be needed under certain
11 circumstances, as I have mentioned previously. But
12 the database is limited and this conclusion could
13 change. I don't think it will but, as with
14 anything, as we start seeing more juvenile animal
15 studies we will start looking back at these and
16 deciding whether or not we made the right decision
17 in our recommendation.

18 So, thanks and I appreciate your
19 attention.

20 DR. SANTANA: Thank you. I am going to
21 take the chair's prerogative and ask you two
22 questions because I don't want you to leave the
23 podium without addressing these. One is, can you
24 give us an idea of the universe of where this is
25 applied? I mean, how many times when there is a

1 new drug, either in development or a drug that is
2 already out there, are we going back and doing
3 either retrospectively, when is the drug is already
4 out there or as part of the development plan, some
5 of these studies addressing specific issues of
6 toxicity? Is this a common thing that happens?

7 DR. HASTINGS: In juvenile animals?

8 DR. SANTANA: Yes, is this common or
9 uncommon? That is the first question. Then a
10 corollary to that is, are there specific animal
11 models that address specific systems? So, is there
12 an animal model that already looks at neurologic
13 toxicity? Is there an animal model that already
14 looks at cardiac? Or, is it really just this model
15 and then we look the nervous system or we look for
16 the heart system, and so on and so forth?

17 DR. HASTINGS: Well, the first question,
18 yes, we have seen a number of juvenile animal
19 studies. Dr. Karen Davis Bruno, who is the chair
20 of that committee, has been keeping a running
21 tabulation. Karen, do you know what the number is
22 right now?

23 DR. BRUNO: [Not at microphone; inaudible]

24 DR. HASTINGS: Also, as I understand it
25 from sponsors, when it was understood that we were

1 working on this guidance, if they were going to
2 pursue pediatric development before they understood
3 that we were looking at developing a for-cause
4 guidance, in fact, a number of sponsors just did
5 them. I mean, they basically just said we are
6 going to anticipate that FDA is going to ask for
7 them. So, yes, there are a number of them and some
8 of them have been quite informative. I didn't
9 really get into that because, frankly, I am not
10 aware of a case in pediatric oncology.

11 As far as a preferred animal, well, no. I
12 wish we could say that there is. You know, we have
13 standard models in toxicology in drug
14 development--rats, beagle dogs, cynomolgus monkeys
15 and it is almost like those are the better models
16 simply because we have just developed so much data
17 with them that we understand what is going on
18 there. If it is neurological though, you are
19 probably wanting to think more in the line of a
20 non-human primate like cynomolgus. But for, like,
21 immune parameters probably rats would be a better
22 model simply because we have the reagents to do
23 that kind of study.

24 DR. SANTANA: Thank you for answering
25 those two questions. I think they were relevant to

1 what you were trying to address in your
2 presentation. I will invite Malcolm--he has the
3 daunting task of being the last speaker.

4 Assessing Anti-Tumor Activity in Nonclinical
5 Models of Childhood Cancer

6 DR. SMITH: I would like to thank Steve
7 and colleagues at the FDA for sponsoring this
8 meeting and for the invitation to speak here this
9 afternoon.

10 I will be talking about NCI's initiatives
11 to develop nonclinical models for pediatric
12 oncology. Throughout the talk I will slip between
13 nonclinical and preclinical. The slides are
14 variably labeled that way but you will know what I
15 mean. The three major things I will be focusing on
16 are, one, why we need to be working in this area;
17 two, why we are doing what we are doing; and,
18 three, why we think it has at least some chance of
19 providing useful information.

20 I have shown this slide at I think
21 previous pediatric ODAC meetings, but it is the
22 drug development pyramid and it makes the point
23 that there are more agents entering Phase I studies
24 in adults than we can move into children; then,
25 more agents during Phase I in children than we can

1 conduct Phase II studies for; then only a very
2 limited number of Phase III studies that we can
3 conduct. We are not limited now at the Phase I
4 setting. We actually could study more drugs in the
5 Phase I setting. Where we really are limited is in
6 moving to Phase II and doing all the Phase II and
7 pilot studies that we need with these new agents,
8 and then especially moving into Phase III studies
9 and the one neuroblastoma Phase III study or
10 rhabdomyosarcoma Phase III study that we may be
11 able to do in the next three, four to five years.

12 To make a concrete example of this
13 neuroblastoma and looking at the agents under
14 evaluation now, these are all in pediatric Phase I
15 or Phase II trials--a demethylating agent,
16 decitabine, fenretinide, interleukin-12, the Trk
17 tyrosine kinase inhibitor, oxaliplatin, HDAC
18 inhibitors and then BSO. Those are the single
19 agents or we could combine those with standard
20 chemotherapy agents in different regimens. We can
21 combine them with each other and try to inhibit
22 some of the different pathways jointly that these
23 agents inhibit. So, how are we going to pick which
24 of these agents, which combinations to bring
25 forward for the one neuroblastoma Phase III study

1 that we will be starting in two or three years? It
2 is a daunting challenge to try to get data that
3 informs that decision.

4 Hence, this is a primary need for some
5 help with that from the preclinical or nonclinical
6 area. If we had predictive nonclinical methods, it
7 could contribute to prioritizing agents for
8 evaluation against specific types of childhood
9 cancer. To do this, we need a systematic approach
10 opposed to what really has been a haphazard
11 approach over the past twenty years. The
12 systematic approach is required to assess the
13 predictive value of pediatric nonclinical models.

14 In recognition of the need for such a
15 systematic approach, the NCI board of scientific
16 advisors approved committing ten million dollars to
17 this effort over the next five years through the
18 Pediatric Preclinical Testing Program. I will
19 describe this in a bit more detail later but for
20 now suffice it to say that this will be a
21 systematic approach, primarily based on in vivo
22 testing with xenograft models, but also having an
23 in vitro component and making use of genetically
24 engineered models when those are available and
25 applicable.

1 So, the questions I am asked about this
2 when I have talked about this are, well, why are
3 you doing this? Don't you know that adults have
4 used xenografts and xenografts don't
5 work?--analogous to Pat Reynolds' question earlier.
6 I would respond to this by pointing out three
7 papers, and I will start with the last one, a
8 review article that I would refer you to for
9 marshaling of the arguments that xenografts can
10 contribute to drug development and the take-home
11 message there is better than commonly perceived but
12 can be improved.

13 The first reference was a paper from the
14 developmental therapeutics program at NCI, and the
15 conclusion there was that although maybe a breast
16 cancer xenograft didn't predict for activity in
17 breast cancer, activity across a range of
18 xenografts predicted that that was an agent that
19 had a good chance of being successful when
20 transferred to the clinic, not necessarily for the
21 tumors that weren't in the xenograft models but for
22 at least some cancers having activity.

23 The second paper, a more recent paper
24 published last year in Clinical Cancer Research,
25 made the point that using panels of xenografts for

1 a given tumor type increases the likelihood for
2 correct prediction, and we will be focusing on
3 panels of xenografts in our preclinical testing
4 program.

5 This shows two figures from that paper.
6 If you look at the one on your left, each of the
7 squares represents a drug that was studied in the
8 clinic. There is the Phase II activity, the
9 response rate. And, it was studied in a panel of
10 xenografts, and the readout there is the mean
11 treatment to control. So, a low treatment to
12 control indicates a high level of activity in the
13 preclinical setting and high response rate in the
14 Phase II, of course, indicates high activity there.
15 So, you see the predictive value for at least two
16 of these xenograft panels where activity in the
17 preclinical setting in these ovarian xenograft
18 panels and the non-small lung cancer xenograft
19 panels predicted for Phase II activity for these
20 agents.

21 The other point that I make when
22 justifying why we think this has some reasonable
23 chance of being successful is that we have the
24 advantage of being able to make use of pharmacology
25 to enhance a predictive ability of preclinical

1 models. We will be able to make comparisons
2 between mouse pharmacology to human pharmacology
3 and this can rule out the trivial explanation for
4 activity in xenograft models. That trivial
5 explanation for an agent being active in a
6 xenograft model being that the mice tolerate much
7 more of the agent than humans do. So, a human
8 cancer implanted in the mice is going to be exposed
9 to much higher levels than we will ever seen in the
10 clinical setting and there is a good chance that
11 activity will be seen but it won't be replicated in
12 humans.

13 In the pediatric preclinical setting we
14 can use both the activity of the agent in our
15 pediatric preclinical models that test results, and
16 also the comparison of the mouse PK of the agent
17 with the PK of the agent in the initial adult
18 trials. We will be studying these agents or we
19 will be making our decision at a time after we have
20 some initial adult experience.

21 So, the most promising agents then will be
22 those that have activity in the pediatric models at
23 serum levels that are actually achievable or
24 systemic exposures that are achievable in humans.
25 Peter Houghton gave examples of this and I will

1 just reiterate two of those. The topo-1
2 inhibitors, irinotecan where incorporating PK led
3 to positive prediction for the activity of
4 irinotecan against neuroblastoma. Then,
5 incorporating PK correctly predicted inactivity for
6 another agent that he described, sulofenur.

7 Peter mentioned the data that we have that
8 support the potential for prediction, and I just
9 list those, the data that he described for activity
10 of agents in rhabdomyosarcoma xenografts mirroring
11 the clinical activity of these agents, the correct
12 prediction of activity for topo-1 agents against
13 both rhabdomyosarcoma and neuroblastoma. Another
14 point is that models now are not just limited to
15 rhabdomyosarcoma and neuroblastoma. Peter
16 described the Wilms tumor and some of the
17 predictive supportive data there.

18 Importantly, we also have xenografts for
19 acute lymphoblastic leukemia. Since this is the
20 most common cancer in children and a major cause of
21 mortality among children with cancer, it will be
22 important to also look at this in an in vivo
23 preclinical setting.

24 This is work from Richard Lock, published
25 in Blood a couple of years ago, just showing the

1 blast cells in the patient and then growing in the
2 NOD/SCID mice.

3 This is a table from that work showing
4 that when these lines are transplanted into mice
5 with no treatment there is a reasonably consistent
6 growth pattern. With treatment with an agent known
7 to be active against some childhood ALL cases there
8 is substantial growth delay for some cases;
9 moderate growth delay for other cases; and no
10 growth delay for some. Importantly, this in vivo
11 sensitivity to vincristine correlated with what we
12 know is an important measure of sensitivity in ALL,
13 the duration of the first complete remission. So,
14 we have the capability now to look at these ALL
15 xenografts to address this important disease.

16 An important contribution of the
17 preclinical models now is in the area of
18 molecularly targeted agents, and the ability to
19 make preclinical pharmacokinetic and
20 pharmacodynamic comparisons. Peter mentioned this
21 and I will reiterate it. Especially important in
22 this era of molecular targets, we can use these
23 models to identify the degree of target modulation
24 that is associated with anti-tumor activity, 50
25 percent inhibition, 75 percent, 90 percent, what is

1 needed in order to achieve anti-tumor activity; how
2 long does target modulation need to occur to
3 achieve the desired effect; and then particularly
4 important for children, what are the serum levels
5 or systemic exposures of the agent that are
6 associated with the requisite levels of target
7 modulation because it is going to be very difficult
8 for most childhood solid tumors especially to be
9 able to biopsy repeatedly tumor specimens to
10 measure this in children so we can understand the
11 pharmacology in children and target the systemic
12 levels that we have shown in the preclinical models
13 to achieve the desired level of target modulation.
14 This is also an opportunity to correlate anti-tumor
15 activity with gene expression profiles and protein
16 expression profiles.

17 One area that we are working in to try to
18 facilitate the evaluation of molecular targeted
19 agents is a project called POPP-TAP, or the
20 Pediatric Oncology Preclinical Protein and Tissue
21 Array Project. This is a collaboration between
22 NCI, both intramural and extramural, and Children's
23 Oncology Group researchers. The objective of this
24 collaboration is to develop tissue and cell arrays
25 and protein lysate arrays of pediatric preclinical

1 cancer models, primarily focusing initially on
2 xenografts and we are going to have close to 100
3 xenografts, different xenografts for which we will
4 have these tissue arrays available for study by
5 researchers. Also, Kahn's laboratory is
6 determining the gene expression profiles for these
7 pediatric preclinical cancer models, again focusing
8 initially on almost 100 xenografts for this. Then,
9 these data will be available for researchers as
10 well. We hope that this project will facilitate
11 the conduct and interpretation of preclinical
12 testing of targeted agents in childhood cancer
13 models.

14 The kind of complicating factors in
15 testing molecularly targeted agents--the comment is
16 sometimes made, well, you know the target is there,
17 just go after the tumors that express the target.
18 It is not that easy. One of the complicating
19 factors is the promiscuity of agents. A targeted
20 agent may hit multiple targets, some recognized;
21 some not. The Bay compound is one of many
22 examples. It was initially a raf kinase inhibitor.
23 So, there is promiscuity of agents in terms of
24 their targets.

25 There are multiple biological effects of

1 modulating a particular target of these so-called
2 molecularly targeted agents so farnesyl transferase
3 inhibitor in all the pathways that affects; the
4 proteasome inhibitors in all the different pathways
5 that that affects; Hsp90 inhibitors, all the
6 pathways affected there. And, it is very hard,
7 kind of on first principles of tumor biology, to
8 predict a priori what the potential applicability
9 of a particular agent such as this is to a
10 particular childhood cancer based on just its
11 biology. The preclinical testing then can allow
12 identification of previously unrecognized or
13 unsuspected activities that may have clinical
14 relevance.

15 I am often asked, in terms of addressing
16 preclinical activities, well, what about mouse
17 genetic models? Why aren't you focusing solely on
18 mouse genetic models? They have certainly made
19 critical contributions to our understanding of
20 cancer pathogenesis. In order to use genetic
21 models for testing, not all models will be
22 appropriate for testing. Really specific
23 properties are needed, particularly short latency
24 and high penetration for feasible testing are two
25 characteristics needed and not all models have

1 that.

2 But there are some genetically engineered
3 models for pediatric cancers that may have these
4 characteristics and be suitable for drug testing.
5 For example, the MYCN model for neuroblastoma may
6 be appropriate and we will try to use that if we
7 can.

8 The other caution is that a mouse is a
9 mouse, and mouse biology is not the same as human
10 biology. So, the lessons from the mouse genetic
11 models may not apply directly to the human setting.
12 There was an excellent review last year that really
13 documented this issue and made the point that more
14 humanized mice may more faithfully replicate human
15 cancers.

16 The preclinical testing program that we
17 have worked on over the last year or two to
18 initiate will be based on panels of xenograft lines
19 for the most common childhood cancers. It will
20 incorporate an in vitro testing component along the
21 lines that Peter Adamson outlined, particularly in
22 areas like the combination studies which may
23 provide valuable information.

24 We hope to be able to systematically test
25 10-15 agents per year, seeking to obtain agents

1 near the time that a commitment is made for the
2 initial evaluation in adults so that, by the time
3 the adult clinical experience is available and
4 there is evidence that this may be an agent that
5 could be studied in children, we will have
6 preclinical data to better address the question of
7 whether this is an agent that should be studied in
8 children. This will be implemented via a contract
9 mechanism with the primary contractor and the
10 potential for subcontracts for testing specific
11 cancer types.

12 The schema that Peter showed is shown
13 here. I will just make the point here that we will
14 be using panels of tumors. For example, if this is
15 a rhabdomyosarcoma, each panel is represented by 6
16 to 8 to 10 different xenografts, and then testing
17 at the MTD initially. When hits are identified,
18 activity is identified, then being able to go and
19 study the agent more intensively, look at a full
20 dose response, obtain PK data if that is not
21 already available, and do some of the molecular
22 studies if those are warranted.

23 A critical issue is addressing the
24 intellectual property issues. We have made efforts
25 over the past years to develop, in collaboration

1 with academic investigators and pharmaceutical
2 sponsors, a model MTA. This model MTA will be used
3 for all transfers by companies of their proprietary
4 compounds to NCI-supported investigators for
5 preclinical testing. Acceptance of the model MTA,
6 and it was included in the RFP for establishing the
7 preclinical testing program, but acceptance of the
8 model MTA is a requirement for participation in the
9 program.

10 I actually have some copies of the model
11 MTAs. There is one for transfer of the agent to
12 MCI and there is one for transfer of the agent from
13 MCI to the test sites. But Dr. Sherry Ansher is
14 the CTEP contact for those. If anyone wanted
15 copies, I would be glad to provide those to you.

16 In summary and in closing, appropriate
17 prioritization is key to future treatment advances
18 for childhood cancer. If we make good decisions in
19 terms of which agents we bring forward, and
20 particularly to the Phase III setting, we have a
21 chance for making advances. if we don't, then our
22 advances will be limited.

23 The Pediatric Preclinical Testing Program
24 may contribute to successful prioritization but
25 systematic preclinical testing of all agents

1 entering clinical evaluation in children should
2 become the standard of care, not because we know
3 what to do with these data now--we may have ideas
4 of what to do with these data, but because a
5 systematic approach is what we need to allow
6 validation of the panels and to optimize the
7 pediatric preclinical tumor panels. Thank you and,
8 again, thanks to the FDA for this opportunity.

9 Committee Discussion

10 DR. SANTANA: Thank you, Malcolm. We have
11 a few minutes for questions for presenters before
12 we go into the period of answering the questions.
13 Dr. Przepiorka?

14 DR. PRZEPIORKA: Thanks. Two questions,
15 one for either Malcolm or Peter. Peter had a slide
16 up there of I think it was MMI114 looking at a
17 single dose or dose schedule against a series of
18 tumors. If I recall, your conclusion was it was
19 not a very active drug because the AUC was ten
20 times greater than what one could expect to achieve
21 in humans. I was somewhat disappointed because I
22 could think of three or four drugs that we already
23 use for which we could probably have made the same
24 conclusion based on a single dose schedule being
25 tested.

1 So, my question for either of you is,
2 especially with the development of the new program,
3 is there an established panel of dose schedules
4 that will be used for drug testing so that you know
5 when a single high dose is going to be effective as
6 opposed to low continuous exposure before a drug is
7 thrown out?

8 DR. HOUGHTON: I think in the case of
9 NGI114 we have basically done other schedules. I
10 think what we would hope is that a fair amount of
11 optimization will have been done if we get a drug
12 from industry that is going into a clinical trial,
13 that a lot of the various schedules that have been
14 examined and information on which are the best
15 schedules will be made available at that point. I
16 think if you look at the size of the screening
17 program, if we went to doing the classic schedules
18 that you are going to use in the clinic, I don't
19 think the screening program has the capacity for
20 those; it certainly doesn't have the funding to do
21 that. So, I think for most drugs that will come
22 from industry, they may well have that information
23 already so that would at least allow us to do the
24 first cut using the optimal schedule that they have
25 and, in most cases, those have been quite accurate.

1 DR. PRZEPIORKA: If one has knowledge of
2 the mechanism of action and the pharmacokinetics,
3 could one potentially come up with the three best
4 guesses and so not have to do a whole bunch of
5 different dose schedules, or is that not a
6 reasonable approach?

7 DR. HOUGHTON: Again, a lot of that
8 information will be available to guide how we test
9 the drug in the screening program. I think we
10 still have to go to the MTD. I think that is
11 probably appropriate because one of the things you
12 want to do is get some idea of the tumor
13 sensitivity relative to an MTD in the mouse so
14 ultimately you want to do that with respect to
15 pharmacokinetics. So, irrespective of whether you
16 know the mechanism of the action of the drug, I
17 think the consensus was that you go for the MTD
18 even if you have a molecularly targeted drug where
19 you think it is a specific kinase inhibitor. That
20 is for two reasons. One is if you see no activity
21 that probably tells you that, you know, this is not
22 a drug that is suitable for treating certain
23 pediatric cancers. The other is that despite
24 having very strong evidence that a specific target
25 is, indeed, the target, when you go to the MTD you

1 may, in fact, reveal additional activities. I
2 think what we are trying to do is the minimum
3 amount of work, not because we don't like to do any
4 work but the minimum amount of work means minimum
5 utilization of resources to do a first cut to
6 identify those drugs that are worth pursuing, and
7 maybe looking at scheduling issues but to eliminate
8 those where we feel there is very little reason to
9 pursue that.

10 DR. PRZEPIORKA: If Dr. Chand Khanna is
11 still here, I have a question. I mean, GLP came
12 around because of some major issues in drug
13 development for adults and I would hate to see the
14 same problems arise in pediatrics because GLP was
15 not applied. The comment was made earlier that it
16 is too expensive for a vivarian in academia to
17 actually run under GLP but, given all the rules
18 that govern how you deal with animal care nowadays,
19 I can't imagine that it is not already running
20 under GLP. Does the Center for Comparative
21 Oncology animal housing at NCI--in your experience,
22 is that run under GLP and is it really a stretch to
23 try to get everybody who is going to be doing
24 preclinical testing to do that?

25 DR. SANTANA: Can you come to the

1 microphone, please?

2 DR. HIRSCHFELD: While he is coming, I
3 want to request the permission of the chair to have
4 Dr. Khanna and Dr. Meltzer take some empty seats at
5 the table and to have them join in the discussion.
6 I think there are empty seats between Dr. Weiner
7 and Ms. Haylock and there is an empty seat next to
8 Ms. Ettinger.

9 DR. KHANNA: Yes, a point of
10 clarification, at NCI we actually aren't going to
11 be managing pet animals in trials. We will be
12 managing those trials through veterinary teaching
13 hospitals that do operate under GCP guidelines in
14 many situations. So, that GCP hurdle is certainly
15 passed at many of those sites that we will be
16 working with and, in fact, it will be a requirement
17 for them to be involved in our cooperative groups.

18 DR. SANTANA: Donna, not to take this
19 discussion down a different route, but those for us
20 who are not familiar with the issues related to
21 GLP, since you hinted that there was an issue,
22 could somebody summarize what those are?

23 DR. HIRSCHFELD: I think we have a lot of
24 experts in the room but, in brief, the
25 International Conference on Harmonization, as well

1 as the FDA, have adopted standards under which
2 animal studies are conducted. These standards
3 collectively are referred to as Good Laboratory
4 Practice. Is Dr. Hastings still here? Do you want
5 to add anything to that?

6 DR. HASTINGS: [Not at microphone;
7 inaudible]

8 DR. SANTANA: Please us the microphone
9 because we really need to listen to the discussion
10 and sometimes it is difficult, and also record it
11 for the record. You can take the podium; that
12 would be fine.

13 FDA PARTICIPANT: GLP has many components
14 to it. It includes the test article and how stable
15 it is. The composition has to do with the people
16 that are involved with the research, like their CV
17 being on line, how they have been trained. It has
18 to do with the instrumentation and how they are
19 calibrated or if they are appropriate for the
20 testing that is being done. It has to do with the
21 animal husbandry, and how they are kept, the room
22 and the building, and many other components to it.

23 DR. SANTANA: Donna, did you want to
24 elaborate on that?

25 DR. PRZEPIORKA: Yes, I think from all the

1 talks that I have sat through, all the way back to
2 orientation, I believe GLP came around as a result
3 of some issues regarding fraud and poor science in
4 the late '60s, early '70s. I was just looking to
5 see if the poster was still up because I think I
6 remember the poster being up during orientation.
7 So, GLP came around as a result of a lot of
8 problems with scientific integrity in the initial
9 preclinical work that was handed in with drug
10 trials supporting FDA approval, and to have that
11 happen in the pediatric setting right now would
12 probably be a huge step backwards for pediatric
13 drug development.

14 DR. ADAMSON: I just want to clarify that
15 there is a difference between GLP and GCP. Without
16 question, pediatric trials are according to GCP.
17 What you are saying is the animal clinical trials
18 are going to be conducted according to GCP. That
19 is a different level of work but that is the
20 standard in pediatric drug development trials.

21 GLP, as we have just heard--there are very
22 few academic laboratories, adult or pediatric, that
23 do work according to GLP. That is the reality of
24 academic laboratories. There are very few that do
25 it according to GLP because the costs become

1 prohibitive. There are some laboratories that can
2 do it but I think they are a distinct minority.
3 Without question, would every place like to do it
4 according to GLP? Yes, but the funding is simply
5 not there to meet those costs.

6 DR. WILLIAMS: I must say that working
7 with our pharm tox colleagues we do not demand GLP
8 when we see a new IND, but we do demand that they
9 analyze where it differs from GLP and justify those
10 differences.

11 DR. SANTANA: Malcolm, were you going to
12 make an additional comment?

13 DR. SMITH: In the RFP for the preclinical
14 contract we did not specify GLP. That was at the
15 recommendation of colleagues in the Developmental
16 Therapeutics Program. You know, basically it is
17 what Peter was saying, that it would limit the pool
18 of researchers who could do that work. We will
19 have appropriate procedures in place so the
20 credibility of the results will, we hope, be above
21 question but we have not required that they meet
22 the GLP requirements in the RFP.

23 DR. SANTANA: Dr. Hirschfeld?

24 DR. HIRSCHFELD: I will make one further
25 comment and then maybe we can go to the questions.

1 GLP I think is more precise than GCP. GCP is very
2 open to interpretation and that was one of the
3 rationales for having our discussion this morning,
4 and it is a continuing source of guidances and
5 directives and other documents attempting to decide
6 how GCP can be applied to any particular study,
7 whereas GLP tends to be more explicit.

8 DR. SANTANA: Good. Any other questions
9 to the panel members or discussants?

10 DR. REYNOLDS: I wanted to tie a little
11 bit of what Eric was saying this morning to
12 comments made by Peter and particularly by Malcolm
13 where you suggested a standard of care would be
14 preclinical testing if we are engaging in human
15 studies in pediatrics. I think it would seem that
16 given what Eric was saying--this was really not a
17 point of discussion in the morning when we were
18 talking about monitoring but he did point out the
19 sort of ethics dilemma involved in facing a Phase I
20 study where you are looking at having to deliver
21 some prospect of benefit to a patient in the
22 context of doing the study. I think I would like
23 to suggest that we incorporate or think about some
24 sort of way that the agency might incorporate
25 Malcolm's suggestion of a standard of care, of

1 having some sort of preclinical data in the
2 pediatric tumor setting before engaging in testing
3 these agents in the pediatric setting.

4 DR. SANTANA: Peter?

5 DR. ADAMSON: I would actually put out a
6 caveat that that would be a goal to try to realize
7 perhaps within the next five or ten years. The
8 large majority of agents today that are active
9 drugs for children with cancer have not gone
10 through preclinical testing. There is a lot of
11 inactivity in industry with very important drugs.
12 So, it is an ideal we would like to move towards
13 but I think we are many steps away before saying
14 that that is the standard of care.

15 DR. SANTANA: Dr. Smith?

16 DR. SMITH: The other caveat would be that
17 in the future it could be a standard of care
18 because we have predictive models that we are
19 confident of and it makes sense to act on our
20 knowledge of these predictive models. That is in
21 the future, why it should be the standard of care.
22 Why it should be the standard of care now is
23 because if we don't do it systematically and obtain
24 the experience, then we won't ever get to that
25 future. So, for now the standard of care is

1 because only by systematically approaching this
2 problem can we develop the data that gets us to the
3 point where we are confident making decisions based
4 on these data.

5 DR. REYNOLDS: Absolutely, but I think
6 what Peter said in one of his slides is quite true,
7 and that is under the ideal circumstances of a good
8 laboratory model, if you can't get good responses
9 in your disease type you are probably unlikely,
10 almost assuredly unlikely to get those responses in
11 the children. So, I think that doing some testing
12 to exclude agents that we then would not be
13 exposing children to when they have no prospect of
14 benefit based upon what is probably a predictive
15 model--that is, if you don't get any activity in
16 the lab you are probably not going to get it in the
17 clinic--should be at least a consideration.

18 DR. SANTANA: Dr. Houghton, I think you
19 had a comment?

20 DR. HOUGHTON: Only to add that I think in
21 five years time we will have a much better idea of
22 whether this is correct or not. I think the one
23 thing that perhaps didn't come out strongly enough
24 from maybe the three of us is that what we are
25 proposing in terms of PPTP is an experiment and we

1 don't know how accurate the models are going to be.
2 We don't know what the flaws or the limitations
3 are.

4 So, in a way, I think it would be also
5 inappropriate if you had no activity in the model
6 not to pursue that at a clinical level because, in
7 fact, they may be very important experiments that
8 will reveal the fact that the models have
9 limitations. What we want to know at the end of
10 the day is with we are on the right track or the
11 wrong track, and if there are limitations to try
12 and address those in the next generation of models.

13 One of the biggest problems I see in the
14 development of models in preclinical development,
15 in the thirty years I have been playing this game,
16 is that we have these transitions, we transitioned
17 from syngeneic rodent models to xenografts, to in
18 vitro systems to xenografts, to perhaps transgenics
19 and nobody has taken the time to look back to see
20 what the problems were of the previous model that
21 would then allow us to develop a better model. So,
22 the next five years may be very revealing in terms
23 of the current models we have and their limitations
24 but give us the information that the next
25 generation of models won't make the same mistakes

1 as the previous models.

2 Questions for Discussion

3 DR. SANTANA: With those words of wisdom
4 and advice to all of us, let's go ahead and try to
5 tackle the questions for discussion. FDA is
6 requesting that we comment on three issues and, for
7 the record, I will go ahead and read the
8 introduction and the questions.

9 Because of the limited number of pediatric
10 oncology patients and because of the problems
11 unique to pediatric drug development, it may not
12 always be feasible to evaluate all aspects of
13 efficacy and safety in clinical studies. In some
14 settings, extrapolation of results from nonclinical
15 studies may be appropriate.

16 The first question is what types of
17 questions that are of potential clinical relevance
18 but are not feasible or acceptable to answer in a
19 clinical study could be addressed by nonclinical
20 studies? Then various examples are given after the
21 question that potentially could fit the answer that
22 we are being asked to provide.

23 I want to comment that one of the things
24 that I gathered from some of the discussion and
25 presentation this afternoon is that some of the

1 field is moving to molecularly targeted therapies,
2 whatever that means, and we may have limitations in
3 our patients in being able to correctly or early on
4 assess the correct target or do multiple biopsy
5 samples, etc., to see whether relevant targets are
6 being affected. I think in that setting, in which
7 the ethical issue of providing multiple biopsies in
8 a patient may be relevant or may not make the
9 clinical studies feasible, these models could be
10 used to address those very early on so that when we
11 get to the stage of testing these drugs in
12 patients, then sampling strategy may be very
13 limited or may be focused to such a degree that
14 ethically it doesn't become a constraint for the
15 study. So, that is one setting where I think some
16 of these preclinical models potentially could help
17 us in terms of limiting the ethical barriers we may
18 have when we introduce these molecularly targeted
19 drugs to our trials. That is one example that I
20 think would be relevant. Dr. Reynolds?

21 DR. REYNOLDS: I would like to suggest
22 another example. If one is dealing with agents,
23 two new molecular entities or new agents of which
24 one may have some modest activity and the other, as
25 a single agent, may have very little activity but

1 in combination in preclinical studies have striking
2 synergy, requiring that you demonstrate activity
3 for each individual agent in a patient, whereas if
4 you went in with the combination you might get
5 striking activity, and using the preclinical data
6 or nonclinical data, however you want to describe
7 it, to justify the approval of the agent as a
8 combination I think would make some sense, and
9 would spare children the ethical dilemma of being
10 treated potentially with an agent that is predicted
11 by preclinical data to be fairly non-effective, yet
12 might contribute to the overall response of the two
13 agents in combination.

14 DR. SANTANA: Dr. Adamson?

15 DR. ADAMSON: In looking at the examples,
16 Steve, that you have here, almost all of them are
17 looking at host and not tumor. I think that is
18 fine and helps us think about what you are after.
19 What I would caution is that we don't know, even as
20 far as host response or, you know, developing
21 animal models, how predictive they really are, and
22 the experience with the fluoroquinolones I think is
23 a good one. We are using them and we are still
24 learning what the real risk is. We should not
25 delay the initiation of pediatric testing of

1 anti-cancer agents for the results of these types
2 of studies because in the balance, of course, are
3 diseases that carry a far more certain outcome for
4 certain subpopulations of patients.

5 So, yes, we need to embark on some of
6 these. We need to realize the limitations as far
7 as predictiveness, and we should not mandate that
8 they become requirements to being the human testing
9 of anti-cancer agents.

10 DR. SANTANA: Susan?

11 DR. WEINER: One of the things that
12 occurred to me was that at least some nonclinical
13 data could be very relevant, obviously, to patient
14 selection for trials.

15 DR. SANTANA: Other comments or issues
16 related to this question? What I heard, Steve and
17 the rest of the FDA, was that these examples you
18 gave are relevant and, obviously, they are
19 dependent on what you are really after so you can't
20 put them all in one box for each drug. I think you
21 have to consider them based on each individual
22 agent which is more important in terms of what you
23 want in terms of using preclinical data.

24 You heard my comment about molecularly
25 targeted therapies and potentially how that could

1 be an area where some of these models could be
2 used.

3 You heard a little bit also that some
4 agents which potentially may not be totally active
5 but in combination, if you could do that
6 preclinically, you could demonstrate some
7 additional activity before you actually take it to
8 patients.

9 Then I heard comments related to
10 potentially how this could be used to identify
11 potential populations if you could do the
12 preclinical work in animals, looking at some
13 markers that potentially could select the
14 populations that would most benefit once you decide
15 to do the trials.

16 Then the last comment I think came from
17 Peter Adamson that while we do all this, this
18 should not hinder our ability to get the initial
19 clinical pediatric trials started but that they
20 should occur either in parallel or maybe a little
21 bit earlier, or wherever in time, but certainly not
22 to hinder the development even if this data does
23 not exist because, actually, a lot of the questions
24 may come after you do the initial Phase I, some
25 early Phase II studies, and you want to go back to

1 certain models and ask the questions that may be
2 relevant by scheduling--are you hitting the right
3 systemic exposure, and things like that. I think
4 the beauty of this system is that it has to feed
5 back to what you knew from before. Hopefully, that
6 is something that we will get from this experiment
7 that will be ongoing in the next few years, that
8 information will be used to go back and then ask
9 the relevant questions about why it didn't work so
10 that then, for the next series of experiments, we
11 can potentially address that. Dr. Helman?

12 DR. HELMAN: Victor, I want to reiterate I
13 absolutely support what you say, but also just to
14 reiterate what I think both Malcolm and Peter
15 Houghton said which is that, you know, in point of
16 fact this is an experiment. Many of us have spent
17 our lifetime trying to find better ways to identify
18 screening ways to pick winners for kids and for
19 treating our patients but we don't know.

20 Just as an example and, again, to support
21 what you said and what Peter Adamson said about not
22 mandating or requiring that, I think the GI stromal
23 tumors is a very good case in point. All we knew
24 is that GI stromal tumors were defined by their
25 mutation in the C KiT receptor. That was how the

1 entity was defined by a group of investigators in
2 Japan, and it allowed us to separate them from what
3 was called up until then GI leiomyosarcomas. All
4 we knew was that a drug that was active in CML had
5 in vitro activity against C KiT and that was the
6 extent of all the modeling of the data, period,
7 before it was given to a patient with a GI stromal
8 tumor. The rest is history. There was no
9 preclinical data. There were simply two
10 observations, GI stromal tumors had mutations in C
11 KiT and the STI571 AK gleevec had activity in vitro
12 against inhibiting that kinase. Everything else
13 came later. So, you know, we were lucky and I will
14 take luck over anything else any day. So, I think,
15 you know, maybe we will be lucky again.

16 In retrospect, you know, Paul had this
17 data to say that by profiling he could predict, and
18 I would like to hope that in preclinical models we
19 could say that it was absolutely clear that this
20 would have been a winner but we don't know that
21 yet.

22 DR. SANTANA: Paul?

23 DR. MELTZER: I just want to make one
24 comment somewhat in the same vein. I think in
25 pediatric oncology it is extremely important to

1 always bear in mind the very large spectrum and
2 number of rare cancers that we encounter and I
3 would not like to see those diseases orphaned from
4 the hope of developing good treatment because we
5 mandate the need for a preclinical model which will
6 never be practical to develop.

7 DR. SANTANA: Very good point. I think
8 the practicality of the issues that we have to deal
9 with in tumor systems in pediatric oncology is very
10 relevant to the discussion.

11 DR. DAGHER: Steven can also address this.
12 I don't think the intent of the question was to
13 imply examples where there would be additional
14 mandates. I think it was actually in response to
15 issues that have been raised by the cooperative
16 groups themselves and the Phase I Consortium about
17 those kinds of hurdles. It probably wasn't the
18 intent to ask for additional mandates, although
19 often when FDA asks a question, that is usually
20 what the fear is, that we are thinking about
21 additional mandates. That wasn't the intent.

22 DR. HIRSCHFELD: Just to add to Dr.
23 Dagher's precisely right answer, the intent was how
24 can we better inform the data we have? So, that
25 was the rationale for the entire discussion this

1 afternoon, how can we use nonclinical data so that
2 we can improve our conclusions and improve our
3 designs and use our resources most effectively?

4 DR. SANTANA: Good. Let's move on to
5 question number two, and I think I am going to ask
6 the FDA to clarify this question a little bit for
7 me, but the question relates to what types of
8 evidence and data would be recommended in each of
9 the following domains to allow extrapolation from
10 nonclinical data and be informative for a clinical
11 condition. There is pharmacology and
12 pharmacokinetics; safety; efficacy; behavior;
13 long-term effects; developmental aspects; and then,
14 question mark, other domains.

15 Maybe I would like the agency to clarify
16 for me what do they mean by types of data or types
17 of evidence so that we can address this
18 appropriately?

19 DR. HIRSCHFELD: This is a rather
20 theoretical question but it should be grounded in
21 the limitations of models and should be grounded in
22 data, but there are circumstances where one has
23 information in a domain and would like it to be
24 predictive, or at least informative, for some other
25 domain. So, in some cases formal rules or formal

1 mechanisms have been identified. As an example,
2 for the conversion from a laboratory measurement
3 from a biomarker to what could be called a
4 surrogate, where the surrogate is for clinical
5 benefit, the NCI and others have made specific
6 recommendations on what type of evidence one would
7 like to see. Going back about 160 years, there
8 were initially observations which were formulated
9 by Profs. Koch and Henley that there are some
10 conditions that would be met between the
11 identification of a microorganism and its causative
12 role in a disease.

13 So, we don't expect that for all the
14 various domains of clinical interest there are
15 formal rules to be identified, but what we would
16 like to have is some commentary on the type of
17 evidence and the strength of evidence so that if
18 someone is proposing a nonclinical approach we
19 could get some advice on whether we would consider
20 the data that are being offered as valid data, as
21 informative data. If you want further elaboration
22 we could try, but I think that is the general
23 concept.

24 DR. SANTANA: If I understood you
25 correctly, I am going to try and see if I follow

1 you to contribute to (a). I think we heard this
2 afternoon how systemic exposures or AUCs of certain
3 drugs can potentially, in certain animal models,
4 predict reduction in tumor volume--not cures but
5 reduction in tumor volumes at the appropriate MTD
6 that are clinically relevant. So, I think that
7 would be a good example that, if there was good
8 systemic exposure data at the MTD that was
9 clinically relevant in adults that then was going
10 to potentially begin the pediatric studies at that
11 MTD or near that MTD, and there was good response
12 data in animals at that MTD, to me, that would be
13 information that would be relevant to addressing
14 the issue of how pharmacokinetic data could be used
15 in a nonclinical setting in a preclinical kind of
16 model.

17 DR. HIRSCHFELD: So, if I may paraphrase,
18 and have that then inform the answers to the
19 others, and they may not be the same types of
20 answers, but one has a set of techniques that are
21 available in the nonclinical model that are also
22 available in the clinical model so that one can
23 make direct correlations because the technique for
24 determining AUC is the same in the nonclinical
25 model as in the clinical model and then you are

1 relating the readout, applying that technique and
2 then making a direct correlation. That would be
3 paraphrasing it, but the concept there is that you
4 have techniques which are identical or potentially
5 could map onto each other, and having that assay
6 availability is what lets you make the
7 extrapolation.

8 DR. SANTANA: Peter and then Donna.

9 DR. ADAMSON: I think other examples, and
10 it comes back to the need to do tumor biopsies or
11 repetitive tumor biopsies--I think if you can
12 demonstrate in an animal model or, preferentially
13 in animal models, that you have a surrogate that is
14 reasonably predictive of what is happening in the
15 tumor, that should weigh in when looking at the
16 effect in a patient. So, if you are
17 down-regulating expression of a target in a tumor
18 but you also see it in a lymphocyte and you have a
19 pretty strong correlation in your animal model, it
20 is a lot easier to get lymphocytes from children
21 than it is to get tumors from children. So, I
22 think that should weigh in as part of proof of
23 principle that you are hitting a target when you
24 actually don't have repeat access to that target.

25 DR. SANTANA: Donna?

1 DR. PRZEPIORKA: Actually, I would like to
2 ask for additional clarification on this question
3 because I recall one of your first slides in your
4 prior talk was, I believe, that the rule is that
5 you need at least one clinical trial as supportive
6 evidence. My question is regarding strength of
7 evidence. Do you want us to be considering
8 sufficient strength of evidence to be the sole
9 supporting data for that one clinical trial because
10 pediatric cancer is an orphan disease and you may
11 not get the chance to do anymore clinical studies?

12 DR. HIRSCHFELD: Well, if I understood,
13 and we can try to clarify this to be sure we are
14 both addressing the same issue, yes, it is most
15 likely that many pediatric malignancies, for
16 reasons that Dr. Meltzer mentioned, because they
17 are quite rare, will only have one study being
18 done. Dr. Smith elaborated just on the resources
19 of that too. So, if we are only going to get one
20 study, there are ways that we can improve our
21 interpretive ability of whatever the clinical
22 outcome may be, either safety or efficacy or
23 long-term effects or something, by using
24 nonclinical data.

25 DR. SANTANA: Malcolm?

1 DR. SMITH: If there is the one pediatric
2 trial, the one Phase III trial that shows a p value
3 that is favorable and you are looking for something
4 else to help you justify that this is approvable,
5 then looking at a robust preclinical data set that
6 shows the same kind of responses or anti-tumor
7 activity in the preclinical models would seem to be
8 supportive at least and provide you some additional
9 confidence that the agent was going to behave in
10 larger groups of patients as it had in the trial.

11 DR. HIRSCHFELD: Let me turn it around a
12 little bit. I guess initially all of you sitting
13 on that side of the room--and since this is an
14 audio recording, it would be Drs. Smith, Helman,
15 Adamson and Anderson--you are starting a fairly
16 extensive program which you acknowledge is an
17 experiment. So, one way of helping us would be how
18 are you going to know at the end of five years that
19 you have had a successful or an unsuccessful
20 experiment? And, what are you measuring that is
21 going to determine that? We would be interested in
22 getting an answer from each of you.

23 DR. SMITH: I will say something and then
24 let Peter chime in as well. You know, some of the
25 testing that we do will be to go back and take

1 agents that are already being used, for which there
2 is some background response data from the clinical
3 setting, and look at the operating characteristics
4 of the various tumor panels against those agents.
5 So, there will be kind of building of a baseline
6 for agents that we already have activity data for.
7 The others will then be looking ahead
8 prospectively. If we have agents that have been
9 tested and moved from the preclinical to the
10 clinical setting, is the activity observed
11 preclinically replicated in the clinical setting?

12 DR. ADAMSON: The clinical endpoints are
13 going to be Phase II endpoints for this experiment,
14 and you have probably heard the reasons why from
15 Malcolm's talk as far as our ability to do Phase
16 IIIs. But some of those Phase II endpoints are
17 going to be traditional objective response rates or
18 time to progression and I think in part may depend
19 on the agent and our ability to monitor those
20 endpoints.

21 But I should point out also that even in
22 the ideal setting in the next five years where
23 every drug that we potentially want to study will
24 be put through this system, this is not going to be
25 the only path to doing a clinical trial in children

1 with cancer. I can think of a number of
2 circumstances where almost independent of what we
3 see in our model system we are going to be doing
4 clinical studies. The obvious examples are agents
5 that have remarkable activity in adult cancers. We
6 are going to look at them in pediatric cancers like
7 we have historically looked in pediatric cancers.

8 And, part of the experiment will be if, in
9 fact, the model predicts lack of activity and we go
10 ahead because of other justifications and find the
11 lack of activity, that is going to also help the
12 negative predictive side of things. The positive
13 predictive side of things, whether we look at
14 relative response rates of simple yes/no, it met
15 activity thresholds or not, I think will depend
16 upon how many patients and how quickly we can get
17 Phase II trials going. But there will always be
18 more than one path to get a trial into children
19 with cancer. The goal, however, will be to put
20 everything that, for whatever reason, has got to a
21 clinical trial through our model system so we can
22 learn both positive and negative predictive values
23 using Phase II as the endpoint. We would like one
24 day then to start building in toxicity information
25 but right now that is a primary goal of this

1 program.

2 DR. SANTANA: So, if I understood, I think
3 you guys are going to try to address (a) and (c),
4 the pharmacology and pharmacokinetics and efficacy
5 in your models and use that data to decide whether
6 you move on to different model systems or whether
7 you start to introduce other domains, like looking
8 at toxicity and things like that.

9 DR. HIRSCHFELD: Were there other
10 comments?

11 DR. HELMAN: Well, again, I maybe would
12 rather address not necessarily the predictive value
13 of the models but the biologic importance of
14 gaining more information. For example, you know,
15 you heard Malcolm briefly discuss the hope that we
16 can have both some protein profiles, RNA profiles,
17 and if there are subsets--I mean, we are going to
18 use six to ten models so it may be--I have yet to
19 do even a mouse experiment where I consistently
20 cure 100 percent of the mice. Usually it is 90
21 percent in really good experiments, and sometimes
22 60 percent. So, if we can identify correlates of
23 response, things that Paul Meltzer talked about,
24 and then find that these are, in fact, important
25 biologic discriminators between people likely to

1 respond, for reasons we may have no idea, and just
2 generate hypotheses and if that correlates at all
3 with somehow what we then can use in the clinical
4 study, I think we will make some important steps
5 forward.

6 I would just make the comment that it is
7 something we try to hold ourselves to now because,
8 you know, I think although we all like to think
9 that there are ten more gleevecs out there, the
10 likelihood of hitting a grand slam when we do
11 clinical studies is extraordinarily small. So, if
12 we do a clinical study with a therapeutic endpoint
13 and the therapeutic endpoint is negative but we
14 learn an important biologic principle, we will
15 continue to make progress. If the only thing we
16 learn is that this is inactive, we have put a lot
17 of patients into a study that we come out not
18 knowing anything more, other than that this thing
19 is not active.

20 DR. HIRSCHFELD: Right. If I may just
21 follow that up, that is exactly the direction where
22 we would like to get some more advice on and
23 thinking. So, could you elaborate on what you
24 would mean by an important biologic observation
25 even if the clinical result is disappointing?

1 DR. HELMAN: Well, the easiest thing would
2 be we have a kinase that we think is important for
3 the biology of the tumor. We give a drug. It
4 inhibits the kinase and all the patients progress.
5 In the end we have learned a very important point
6 which is that that enzyme is irrelevant for the
7 progression of this disease in a patient. I think
8 that is an incredibly important observation to
9 make.

10 DR. SANTANA: Dr. Reynolds?

11 DR. REYNOLDS: I think that one of the
12 things we have to keep in mind when we are talking
13 about these kinds of transitions that you are
14 talking about, Lee and Peter as well, is that the
15 clinical experience in your Phase IIs will be
16 pretty much in patients that are refractory to
17 existing agents. In some diseases one can imagine
18 that is sort of like up-front patients but for the
19 most part that is patients who have gone through
20 therapy and maybe years out from therapy and it
21 recurred.

22 So, I think in the context of that and
23 thinking about the way the FDA looks at things
24 where they generally approve an agent for a
25 specific indication, like for second-line therapy

1 in disease X, we have to keep that in context in
2 the preclinical modeling and we have to make sure
3 that the preclinical modeling doesn't just reflect
4 up-front patients but that it also reflects this
5 refractory population so that we can make those
6 correlations. For example, what you were talking
7 about, Lee, where you hit your molecular target and
8 you get zero responses, that doesn't mean that the
9 agent wouldn't necessarily work in up-front
10 patients and be an effective agent, and maybe your
11 preclinical models would have said that it worked
12 but then they all developed drug resistance that
13 got around it.

14 So, all those are very complex issues and
15 I think we are going to have to spend a lot of time
16 thinking about these but, more particularly, spend
17 time developing the models so that they reflect the
18 clinical setting as much as we can.

19 DR. SANTANA: Steve, did you get what you
20 wanted from the panel?

21 DR. HIRSCHFELD: If I may summarize at
22 least what I heard, and then I will let you, of
23 course, do the more formal summary as we pursue it
24 just a little more because I think this is an
25 important discussion, the context would be that

1 people are very interested in nonclinical models.
2 The question is how informative are those data.
3 So, what we have heard so far is that if you have
4 the same technique to measure something, whatever
5 that may be, in the nonclinical model and the
6 clinical model you can do a direct correlation.

7 If you have surrogates in the clinical
8 model that could map onto the nonclinical model,
9 without defining how those surrogates are validated
10 but we will presume that there is a validation
11 process in effect, that could also be used as a
12 mechanism to inform.

13 We also have an approach, to go back to
14 something Dr. Meltzer referred to, training, that
15 we have historical clinical data which then can be
16 used to validate a nonclinical model by using the
17 same types of agents in the nonclinical model and
18 seeing if it correlates to the historical record.
19 So, that is yet another approach.

20 Then we have prospective testing as an
21 approach where we would ask a question of the
22 nonclinical model and ask either the same or what
23 we think is a related question to the clinical
24 model and see if the answer comes out in a way that
25 it is either identical or can be mapped.

1 Then, lastly, we have biologic correlates
2 where we are not asking a specific outcome
3 mechanism of the clinical circumstance but we are
4 just trying to pick up information to help
5 mechanistically understand, and then go back to the
6 nonclinical model and use that as some form of
7 evidence.

8 So, that is what we have heard so far, and
9 I think that is all highly useful but, since this
10 is a new area, we want to take the opportunity
11 while we have the expertise available and these
12 presentations fresh in mind to see if there are
13 other aspects that ought to be probed because in
14 some ways we can, hopefully, at least inform if not
15 partially drive a research agenda to improve the
16 validation process.

17 DR. SANTANA: Dr. Reynolds?

18 DR. REYNOLDS? Steve, in general what we
19 have been thinking about in terms of when you think
20 about labeling indications and looking for a
21 positive result is to say, okay, this has efficacy
22 in a particular tumor type. What about the
23 negative condition? For example, if an agent was
24 to go through clinical trials and show activity and
25 have a registered indication for a pediatric tumor

1 but preclinical studies showed that there was a
2 subset of that very disease that was very unlikely
3 to respond to it and there were some limited
4 clinical correlations that showed that was the
5 case, could that be incorporated in the label and
6 used as informative information for pediatric
7 oncologists? How would the negative side be
8 approached?

9 DR. HIRSCHFELD: Well, that is exactly one
10 of the scenarios we have been anticipating. I will
11 give a very brief comment on the aspects of that.
12 First, the question is not restricted just to
13 product labeling. We are in a position of
14 attempting to advise people on a continuing basis,
15 primarily the pharmaceutical industry but also
16 investigators, saying what type of studies would
17 you like to see? This is a question that is asked
18 essentially on a daily basis, and all of us spend
19 probably at least 40 percent of our time meeting
20 with people and attempting to answer their
21 questions in this regard. So, I would view it as
22 the spectrum, and that includes our colleagues
23 whose focus is the domain of nonclinical data. So,
24 I would view this as a spectrum of how to best
25 utilize resources all throughout the developmental

1 cycle of any product and not restrict it just to
2 the labeling.

3 Now, the other aspect is how can we use
4 negative information? We have used that clinically
5 but I think what you are asking, and this is
6 something that we discussed in April, 2001
7 previously, and that is should negative data inform
8 us to not invest the resources nor expose patients
9 to risk for a given agent? Now, three years later
10 almost, we would like to ask the question--we are
11 very interested in that because of the potential
12 savings, but what kind of evidence should we use to
13 have confidence in those negative data?

14 DR. REYNOLDS: If I could just ask Peter,
15 your point being, well, if the agent has some
16 activity some place it should be tested in
17 pediatrics, where could the interface between
18 preclinical model testing that shows it is probably
19 not going to work and limited clinical data in the
20 pediatric setting come together to diminish the
21 number of patients exposed to a potentially
22 ineffective agent?

23 DR. ADAMSON: As Peter Houghton said, I
24 think until we do this systematically we are not
25 going to be able to answer this question because we

1 are just going to have biased data. So, if we can
2 do it systematically and we can build an experience
3 as far as what these models' positive and negative
4 predictive values are, then I think we really can
5 start making informed decisions when we see
6 negative data that we shouldn't pursue it.

7 Given the limitation of resources, even
8 before we have that data we are likely to apply
9 some of this on an assumption that they are going
10 to be predictive. But historically, as well as in
11 the current environment, when an agent comes on
12 market for an adult indication it will almost
13 invariably be used by physicians of children who
14 have refractory cancer. That is the reality. So,
15 we might as well, for agents that are clearly
16 active and as long as it is not beyond the realm of
17 scientific plausibility--I mean, we are not
18 studying estrogen receptor--well, I shouldn't say
19 that; probably people are--

20 [Laughter]

21 --someone should be able to come up with
22 an example of what wouldn't be used in a child.
23 These drugs are going to be used until we have
24 convincing evidence our models have both positive
25 and negative predictive values. As Peter said,

1 hopefully, in five years we will be able to give
2 you a better answer to that question.

3 DR. HIRSCHFELD: True enough. I will just
4 state that we have labeled products that do not
5 have what we consider to be activity in children on
6 the basis of clinical data, sometimes using up to
7 100 children with no evidence of efficacy, at least
8 in a particular disease or particular dose. We
9 have labeled these things, that they should not be
10 used in children and we are very interested in
11 making sure that there is not inappropriate
12 exposure.

13 DR. SANTANA: Kind of following that
14 discussion, I think the issue of negative data--you
15 know, it depends on whether you can explain why the
16 data is negative. That is the critical issue. It
17 is not that it is negative data because negative
18 data can be very good data. It is can you explain
19 why it is negative, why it failed? If you can find
20 the reasons why in your particular experiment it
21 didn't work, to me, that is very informative data
22 and it should not go out with the baby. You know
23 what I am saying?

24 So, it is a very theoretical discussion of
25 this issue because if you don't do the experiment

1 correctly you wind up with negative data, but if
2 you do the experiment correctly and you wind up
3 with negative data and explain why it was negative,
4 to me, that is an advance and I think that should
5 not be thrown out. Donna?

6 DR. PRZEPIORKA: Actually, just thinking
7 about Eric's slides from this morning indicating
8 that in the pediatric setting at least we are
9 looking more towards beneficence and doing good for
10 the patient, and having sat on an IRB, I was just
11 wondering under what circumstances would I get a
12 protocol for a pediatric study that says there is
13 no evidence that this drug is effective in tumors
14 that kids have but we are going to do a Phase II
15 study? That would be a very difficult protocol to
16 pass through an IRB.

17 DR. ADAMSON: I agree but there are a lot
18 of protocols that come where there is no data in
19 children. It is a cytotoxic and there is no data
20 in pediatric models and we do those studies because
21 we accept that cytotoxic agents likely do have
22 activity in pediatric malignancies as a class. It
23 is a horrendous problem when you think about how
24 little data we base it on. There has to be some
25 scientific plausibility that the drug is going to

1 work.

2 Related to that, I can almost guarantee
3 that gleevec has been tried in every pediatric
4 malignancy to some extent. What we would much
5 rather do is say let's study it where we think
6 there is scientific plausibility, and we are doing
7 that now on very limited data, basically which
8 tumors do we think express kinases that gleevec
9 might inhibit? At least that gives us scientific
10 rationale and will give an answer. If it is
11 negative, I think that is important information
12 because then at least we have the data, we put it
13 out there and people aren't exposing children to
14 gleevec simply because it is the most active agent
15 in CML. The same is true for adult malignancies as
16 well. I bet gleevec has been used in virtually
17 every adult cancer that exists by someone.

18 DR. KHANNA: It is also used in almost
19 every veterinary cancer--

20 [Laughter]

21 -- but one thought I wanted to follow-up
22 with on Peter's comments was that the models are
23 validated or found to be predictive within the
24 context of the agent that was assessed so that
25 agent X with model Y, if there is activity, doesn't

1 say that that model is a predictive model for a
2 cancer in general. So, I think there is a
3 complexity there that has to be incorporated in the
4 next step of the analysis.

5 DR. SANTANA: Dr. Grillo?

6 DR GRILLO-LOPEZ: If I may, I would like
7 to focus on the issues at hand in a little bit
8 different way. Clearly, the medical need that we
9 are discussing is a need to make new effective
10 therapeutic agents available to children as soon as
11 possible. Now, in the setting of the interaction
12 between the agency and a pharmaceutical company you
13 might look at two extremes. One extreme might be
14 where an agent is to be developed exclusively for a
15 pediatric malignancy and may not have any
16 applicability in adult malignancy, and those may be
17 very few and far between. But in that situation I
18 guess the agency has to be more rigorous about the
19 clinical data that needs to be submitted and
20 supported by preclinical data than the other
21 extreme, an agent that is clearly active in adult
22 malignancies and where you could make the
23 extrapolation that it should be active in pediatric
24 malignancies.

25 Most of those agents are the agents that

1 we have today in our armamentarium, and most of
2 them have been approved with very little pediatric
3 experience, if any in some cases. One of the
4 questions is if you do have an agent that is very
5 active and that deserves to be approved for an
6 adult malignancy whose responsibility is it to do
7 the studies to show whether or not it applies in
8 childhood malignancy? On the one hand, there is
9 the need to find out; on the other hand, there are
10 all of the obstacles that we have discussed today
11 and the fact that there are not enough patients of
12 pediatric age to go around. We can't do the
13 studies in all of the available agents even today
14 and on the other hand there is the need that we
15 have. So, as a medical community interested in the
16 cancer patient, we need to find out whose
17 responsibility it is to do those studies.

18 DR. SANTANA: I think it is all of our
19 responsibility, everybody in this room.

20 DR. GRILLO-LOPEZ: I think that is the
21 answer.

22 DR. SANTANA: That is why we are here and
23 we have been here for a long time.

24 DR. GRILLO-LOPEZ: Let me go further, that
25 answer says that it is not the exclusive

1 responsibility of a pharmaceutical company and,
2 therefore, should not be a requirement for approval
3 of an agent that is shown to be active in adult
4 malignancy. However, how do we approach the issue?

5 The issue can be approached in a variety
6 of ways with the support of the nonclinical data
7 that we have discussed here today, and the simplest
8 way might be to produce clinical and nonclinical
9 evidence that the pharmacology and the
10 pharmacokinetics are similar to those of adults and
11 that the safety profile is similar. That could go
12 into a package insert without requiring that it be
13 an indication. Another more stringent way would be
14 to have it go into the package insert of an
15 indication, and there you would require at least
16 Phase II trials as a minimum.

17 DR. HIRSCHFELD: Rather than addressing
18 the specifics of what goes in product labels and
19 what does not, I would like to summarize by saying
20 it seems that for all of the nonclinical models as
21 they may apply to pediatric oncology we have
22 question marks. So, I think collectively we should
23 encourage validation and we should encourage
24 multiple approaches to the models so that we can
25 gain confidence in the models and, by gaining

1 confidence in the models we can begin to move
2 toward the scenario where the models and the
3 clinical data can be weighted in such a way that we
4 can have a better understanding of what we are
5 looking at.

6 DR. SANTANA: Yes, I think you said it
7 well. I think while we move towards perfection, if
8 we could ever reach perfection, the systems that we
9 have at hand have served us to some degree and we
10 should not hinder development of any pediatric
11 studies until those models are truly validation and
12 we have the answers to all the questions. I think
13 what we have done up to today has served us to some
14 degree and I think the agency needs to recognize
15 that and deal with each one of the drugs or the
16 compounds or the issues at hand on a case-by-case
17 basis, obviously trying to formalize things in such
18 a way so that everybody kind of does it in the same
19 way until we reach that point of perfection. I
20 think you heard earlier today that it should not
21 hinder our progress until we can validate all these
22 domains and models and come back to you and say
23 this is the best way of doing it. I don't think we
24 are there yet, and I think that is the difficulty
25 of why we struggle with this question.

1 DR. HIRSCHFELD: Right.

2 DR. SANTANA: It is very theoretical but
3 we are not there yet. We can give you some
4 examples but we can't give you the whole universe.

5 DR. HIRSCHFELD: Clearly. So, thank you
6 for those examples. Maybe, in the remaining
7 minutes, we could try to touch on the last
8 question.

9 DR. SANTANA: Exactly where I was heading.
10 The last question is are there additional
11 recommendations for the effective use of
12 nonclinical data? For example, will open
13 literature reports be generally acceptable? Is
14 documentation of compliance with Good Laboratory
15 Practice necessary to evaluate animal data? Should
16 nonclinical data be submitted as an independent
17 report with a presentation of primary data
18 sufficient for verification and review?

19 I am going to try to skip to the last one
20 and ask the agency how they would use this
21 verification and review when this preclinical data
22 is being presented. How are you going to judge
23 that data? It is not just that the data is
24 submitted to you, but what tools and what processes
25 will you use to verify and to review the data?

1 Because I think that will be critical in terms of
2 getting the acceptance of individuals to submit
3 that data--

4 DR. HIRSCHFELD: Sure.

5 DR. SANTANA: --whether independent or
6 part of the submission.

7 DR. HIRSCHFELD: In brief, if we don't
8 have a track record for pediatric oncology it is an
9 open arena so we are attempting to just gain some
10 input into what would be considered acceptable
11 levels of evidence in this regard. We have much
12 more experience in moving from preclinical to the
13 IND phase, but if we are looking for the
14 nonclinical data to supplement clinical data this
15 would be a new area for us. So, we don't have
16 precedents and we can't comment to you, for a
17 variety of reasons, about what we would like to
18 see. We are just trying to get a sense from our
19 invited experts for what you would consider to be
20 acceptable.

21 DR. SANTANA: Yes, I think the quandary we
22 get into is--

23 DR. GRILLO-LOPEZ: Clarification, please,
24 acceptable for what?

25 DR. HIRSCHFELD: Verification of clinical

1 findings.

2 DR. GRILLO-LOPEZ: I am sorry to insist on
3 the clarification. Although you don't want to talk
4 about labeling but it is an important issue because
5 you could be saying acceptable for labeling.

6 DR. WILLIAMS: I might elaborate just a
7 little. I think certainly we do include in our
8 labeling a lot of different pharm tox, biopharm, a
9 lot of different kinds of data and we do accept all
10 kinds of data for clinical use also. The general
11 principles are that, at least for clinical, we
12 often go out and audit but we have sometimes, in
13 circumstances where we have multiple different
14 literature references that all point to the same
15 thing accept the paper. Then, as I mentioned
16 earlier, when we get pharm tox data in we generally
17 like to have data to review and generally, if it
18 doesn't meet the GLP standards, we like people to
19 sort of specify how that differs.

20 So, I would sort of maybe even propose
21 that in general those same kinds of standards would
22 probably apply to nonclinical data, that if you
23 didn't do it according exactly to our standards you
24 certainly would support it in some way.

25 DR. SANTANA: Clarify for me, when a

1 sponsor comes to the agency with an NDA and there
2 is preclinical data there, that data gets reviewed
3 and you already have defined what strategies you
4 are going to use to review that data. What you are
5 implying is that those same parameters would be
6 used for some of these experiments that we are now
7 undertaking.

8 DR. WILLIAMS: I guess what Steve was
9 saying is when we are talking about a
10 pharmaceutical company that is doing everything
11 under GLP, that is one thing. It looks like in
12 this setting we might be getting different kinds of
13 data that aren't necessarily exactly as pure as
14 that. Recognizing that, I guess to what extent
15 would you go to either compromising or specifying
16 in a certain area certain rules or parameters
17 before you would accept it?

18 DR. SANTANA: Dr. Smith and then Dr.
19 Helman.

20 DR. SMITH: Certainly for the contract we
21 are involved with, if FDA has recommendations in
22 terms of reports, we would be glad to consider
23 those and to incorporate those and provide you with
24 reports if those are what the agency needed for a
25 particular consideration.

1 DR. HIRSCHFELD: I will just address that
2 before Lee speaks. We are asking you today for
3 recommendations because we don't have a position
4 yet. So, that is where we stand.

5 DR. SMITH: Grant described some kind of
6 characteristics that you might be looking for so we
7 would be open to considering the report formats
8 that would be easier for you to review and be more
9 informative to you.

10 DR. SANTANA: Lee?

11 DR. HELMAN: I wanted to ask a question
12 because actually I think it was Dr. Hastings who
13 mentioned this, and nobody has followed up on this
14 and I found it very intriguing, and it follows with
15 some of the information that Chand discussed, which
16 is if we use spontaneous animal models to test the
17 efficacy of a compound and we collected toxicity
18 data, would that be enough if the toxicity data was
19 of high enough quality to not then require
20 additional toxicity data in healthy animals? In
21 fact, I think there is data to suggest that
22 tumor-bearing animals have toxicity that is not
23 necessarily the same as healthy, normal small
24 mammals. I mean, it is something we haven't really
25 discussed, which is the coupling of efficacy data

1 in pet models and toxicity data, and would that be
2 valid enough to then not require the standard
3 beagle dog or rhesus monkey toxicology?

4 DR. HASTINGS: Well, first, this is
5 obviously a decision for the oncology division to
6 make about what would be sufficient, but depending
7 on what you knew about the toxicology of a drug to
8 start out with, yes, you might be able to have that
9 as a complete package to support both safety and
10 efficacy. I think the important issue here
11 though--and this is my own personal opinion and I
12 am not speaking for the division, but what we
13 really would like to have, what I would really like
14 to have is the raw data. Remember, GLP is
15 basically a set of bookkeeping rules to ensure the
16 integrity of the study and the validity of the
17 data. That is really what it is all about. Maybe
18 you won't have a quality assurance statement or
19 anything like that, but I think that is what we
20 would want to have in order to know whether or not
21 the safety data you acquired in a diseased animal
22 model, in fact, is valid enough to make a decision
23 about safety in that condition. But I think that,
24 yes, you can get toxicity in, as you said, a
25 spontaneous animal model that actually might be

1 more relevant to the actual indication than the
2 kind of toxicology data you would get in a healthy
3 animal. Does that answer your question?

4 DR. HELMAN: To me, it is really a new
5 concept.

6 DR. HIRSCHFELD: Our approach is that we
7 will be naive and just for a moment pretend there
8 was no FDA and you don't have to ask us how we want
9 it and you are just trying to make a decision. So,
10 you have no clinical data and what we are
11 anticipating is that GLP could potentially be a
12 burden on people so you are going to do something
13 less than GLP and you are going to use it yourself
14 to make decisions and to determine whether the
15 model is good or not good.

16 So, what we are asking here is, given that
17 GLP could not necessarily be the standard you could
18 practically adapt, what is the standard that you
19 are comfortable with? What would you look at; what
20 would you read that you would say, well, this is
21 valid? So, that is what we are asking.

22 DR. SANTANA: Dr. Reynolds?

23 DR. REYNOLDS: Steve, I think the issue,
24 as you hit the nail on the head, is that GLP, which
25 is a very good concept, is not necessarily

1 adaptable to the academic setting where limited
2 resources are brought to bear especially on
3 pediatrics where resources are limited. Whereas
4 the pharmaceutical industry has the investors to
5 spend those resources, we do not necessarily in the
6 academic laboratory have those.

7 The problem is when you say less than
8 that, what would we say is acceptable, well, I
9 think everyone in this room can think of examples
10 from the far end of the spectrum of data where you
11 would ask, well, how did that ever get published
12 all the way to data which according to the
13 regulations is not GLP but is what people would be
14 very confident in using for any purpose.

15 So, what I think we need is not for us as
16 a committee to answer your question, but actually
17 for some guidance from the experts in the FDA that
18 look at GLP issues as to what kind of standards one
19 could apply that are less than full rigor that
20 would be acceptable for the purposes that we want
21 to use these data for.

22 DR. WILLIAMS: I know that our division
23 commonly accepts things that are not GLP, but we
24 just have the applicant look at the sections of the
25 GLP and tell us how they differ and how they think

1 they meet the spirit of it. So, I think that is
2 doable. Maybe it could be doable in a more formal
3 setting that met your particular needs for what you
4 are dealing with whether it is tumor models or
5 whatever.

6 DR. REYNOLDS: Just to finish that, I
7 think this is really important in the concept of
8 what Lee was kind of talking about in terms of
9 using these pet animals, which are fascinating
10 models, because they are never going to make GLP
11 standards. They are actually clinical practice.
12 So, how does one interdigitate those two different
13 worlds into a process that can then be used by the
14 regulatory process?

15 DR. SANTANA: Dr. Khanna?

16 DR. KHANNA: There is a little bit of a
17 precedent that is set for drugs that are pursued
18 for the field of animal health and are approved
19 through the Center for Veterinary Medicine within
20 the FDA. The issues that we deal with there are
21 basically the availability of raw data, the
22 contemporaneous keeping of records, and the use of
23 standardized tests and measures against those
24 animals.

25 So, speaking only to the use of the pet

1 animal studies, there is a body of regulations that
2 oversees these trials and, in fact, those same
3 guidelines which are more GCP-like may be very
4 useful in studies in mice, and they are not as
5 onerous as GLP, and there are probably areas for
6 modification but they may be a good resource to
7 look at.

8 DR. SANTANA: Dr. Adamson?

9 DR. ADAMSON: Steve, I think there are
10 really two scenarios. One is that there are
11 observations made by an independent laboratory that
12 hadn't necessarily set out to generate the data
13 that was going to go to the agency but that is
14 important data. There, I think the scientific
15 method is a pretty robust one. That is, it
16 undergoes peer review and if it is important
17 someone ought to repeat it and show the same thing.
18 I would hold any of those observations to the same
19 standards. I mean, if something is not
20 reproducible by another laboratory, it is not to
21 say throw it away but it should raise some
22 questions.

23 I think what we have been spending more
24 time on is, okay, we are undertaking a program, the
25 sole objective of which is really to provide

1 guidance for drug development. There, I think if
2 you have a standardized approach where the
3 methodology is well described and there are
4 standard operating procedures--again, it isn't GLP
5 but it isn't the opposite of GLP but it is several
6 steps toward it--and I would love to hear Peter
7 Houghton's opinion on this--but I think it would be
8 reasonable to get access to the raw data. Because
9 usually the limitation of GLP is manpower and
10 resources, and if it is important and we can do a
11 data dump and someone else at the agency can crank
12 through it to see if we get the same results, I
13 think that is a reasonable approach.

14 DR. HIRSCHFELD: Dr. Hastings, there is a
15 seat there with a microphone and you can take that,
16 and I will just clarify the question. When we said
17 primary data, that is synonymous with raw data;
18 that is unprocessed data.

19 DR. HASTINGS: Right. I just want to make
20 one point. Actually, we have talked about the
21 pet--well, the companion animal studies. I believe
22 that under the regulations if you do an
23 experimental study in companion animals or pets you
24 have to have an IND with the Center for Veterinary
25 Medicine.

1 DR. KHANNA: I will just briefly respond.

2 That is not necessarily true. It depends on the
3 basis around which you are trying to pursue the
4 drug. If you are pursuing that drug for a
5 veterinary indication it needs to go through the
6 CVM. If you are not, the CVM has told us that they
7 would not want to be involved in the review of that
8 data that is going towards the human development of
9 a drug. In fact, they request from us to get
10 regulatory discretion from the human side.

11 DR. HASTINGS: So, you have already
12 discussed that with CVM?

13 DR. KHANNA: Yes.

14 DR. HIRSCHFELD: I can just verify that I
15 was specifically involved in a case or consulted
16 where it turned out to be Dr. Khanna who was
17 submitting a protocol and we were asked whether
18 this was going under an IND that existed for human
19 studies, and we were able to verify that, yes, it
20 was under an IND for human studies and that the
21 data would feed into the collective pool of data
22 for understanding the potential human application
23 and then the Center for Veterinary Medicine
24 gracefully withdrew.

25 DR. WILLIAMS: It seems like a small

1 working group between the Center for Veterinary
2 Medicine and FDA and oncology groups especially
3 could work out some kind of formal/informal
4 arrangement.

5 DR. SANTANA: Yes, I think that would be
6 critical because as this experiment unfolds over
7 the next few years we want to make sure that the
8 data that we are collecting, and the way we are
9 collecting the data will be acceptable to the
10 agency because, if not, we are going to be faced
11 with the issue of how do we advance drug
12 development in children if the data, for one reason
13 or another, hits a regulatory snarl and is not
14 accepted by the agency. I think Donna had a
15 question or a comment.

16 DR. PRZEPIORKA: Yes, for the record, if
17 an academic institution participates in a trial
18 that goes to the FDA, the FDA can come and audit
19 that academic institution to make sure their
20 clinical trial was done appropriately. If an
21 academic laboratory has their data used to support
22 an IND, is that laboratory open for being audited
23 by the FDA as well?

24 DR. HIRSCHFELD: The data from that study
25 would be, and we have had circumstances where there

1 were, let's say, perceived irregularities in data
2 from a laboratory under a number of INDs and what
3 we have done is for-cause inspections of that
4 facility. But if it is a single study that an
5 academic laboratory is doing and the data appear to
6 be internally consistent and robust, that usually
7 is not a trigger for an audit.

8 DR. SANTANA: Dr. Grillo?

9 DR. GRILLO-LOPEZ: In the setting of an
10 existing NDA, that is a product that has been
11 approved let's say for an adult malignancy, that
12 NDA is a pharmaceutical company's NDA that has been
13 submitted to the FDA and obtained that approval.
14 Usually the way the data works its way into that
15 NDA and the overall database is through the
16 pharmaceutical company. So, one way that your data
17 would get to the hands of the FDA would be through,
18 in this case, this third party pharmaceutical
19 company that then transmits it to the FDA and the
20 FDA will ask for the raw data. In fact, in
21 pharmaceutical companies we practically always
22 submit the raw data to the FDA in addition to all
23 analyses and interpretations, etc., with some
24 exceptions where a publication might be sufficient
25 for some particular purpose. So, in many

1 situations you would be working with the
2 pharmaceutical company to put data in a format that
3 would be acceptable to the FDA unless you held your
4 own IND, and then you would file the data to your
5 IND, if I am correct.

6 DR. HIRSCHFELD: Right, and again we are
7 not restricting it to the NDA filing final phase of
8 development but we are opening the whole discussion
9 to all aspects of product development.

10 DR. GRILLO-LOPEZ: Yes, I understand but I
11 just wanted to make the point again, as I did
12 earlier this morning, that as we are conducting
13 this discussion it is missing one leg of the stool.
14 I am the only industry representative around this
15 table, and to make this discussion more effective
16 we should have had other industry representatives
17 and presenters who are more expert than I on
18 pediatric oncology.

19 DR. SANTANA: Dr. Grillo, noted again in
20 the discussion of the afternoon of that issue.
21 Susan, you had a comment?

22 DR. WEINER: Yes, I guess I wanted to tie
23 it to the discussions earlier in the day from the
24 public's perspective, from the family's
25 perspective. That is, the most valuable resources

1 I think that we all have in this situation are the
2 patient resources, the number of kids who are
3 involved and their well being and time. Insofar as
4 the conduct of any preclinical or nonclinical
5 activity is done for its own sake or is done
6 without it being in direct service of advancing
7 therapies for kids, I think we have to question
8 that and be mindful of that.

9 In addition, I think it is very important
10 that the agency, when they consider what they
11 require of sponsors or what kinds of studies they
12 believe should be done on kids given what has
13 happened in the preclinical setting, the notion
14 that resources have to be conserved--that risk has
15 to outweigh benefit, to be sure--but that resource
16 have to be conserved because they make commitments
17 into the future that may not be necessary I think
18 is vital, and it is a vital selling point to the
19 families community to hear that from you and I
20 appreciate the exquisite nature with which the
21 discussion is taking place.

22 DR. SANTANA: I think that is a very good
23 concluding comment for the discussion this
24 afternoon and I couldn't have said it any better.
25 So, unless the agency requests that we provide any

1 further comments, I think we have attempted to give
2 you the best that we could, given what we were
3 asked to comment on. So, I want to thank everybody
4 that participated. I know it was a tough
5 discussion this afternoon because it was more
6 theoretical based rather than practice based but,
7 hopefully, in the future, once we get more data, we
8 can probably relate it to more practical issues at
9 some future point.

10 DR. HIRSCHFELD: And I want to thank all
11 of you for helping us. We could say that we are at
12 the edge and trying to push it but we don't even
13 know where the edge is, and I thank all of you for
14 helping us explore the unknown with the hope that
15 the future will be the known, and our gratitude is
16 noted too.

17 DR. SANTANA: Thank you, Dr. Hirschfeld.

18 [Whereupon, at 5:10 p.m., the proceedings
19 were adjourned.]

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