INTRODUCTION TO BIOMEDICAL INTERVENTIONS

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PRESENTED BY
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SETTING THE CONTEXT

Disclaimer

Ed.D ≠ MD

All material from this presentation is meant to provide information about organizing selected biomedical interventions for autistic conditions and is not to be construed as medical advice from a qualified physician.

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 1.5

<table>
<thead>
<tr>
<th>AGE</th>
<th>0</th>
<th>1.5</th>
<th>2.5</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>13</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVENTS</td>
<td>Typical development</td>
<td>Turn over at 8 days</td>
<td>Rapid physical and motor development</td>
<td>Autism bomb hits</td>
<td>Withdrawal from environment</td>
<td>Tantrums</td>
<td>AUTISM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REFRIGERATOR MOTHERS
A BRIEF LOOK AT THE HISTORY, ETIOLOGY, INCIDENCE OF AUTISM

<table>
<thead>
<tr>
<th>The mother did it</th>
<th>Biology did it</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mysterious disorder</td>
<td>Specific disease entity</td>
<td>Many clues but no specifies</td>
</tr>
<tr>
<td>Response to “extreme situations” in infancy</td>
<td>Complex response to genetic and/or biological events</td>
<td>Autistic culture</td>
</tr>
<tr>
<td>Mothers withhold affection from their children causing mortal fear</td>
<td>Mothers have nothing whatsoever to do with causing autism</td>
<td>A different way of being.</td>
</tr>
<tr>
<td>Psychological problem</td>
<td>Syndrome of biology and genetics</td>
<td>Appropriate educational and biological intervention</td>
</tr>
<tr>
<td>Recovery in a therapeutic milieu</td>
<td>Autism is a lifelong disorder</td>
<td></td>
</tr>
</tbody>
</table>

CURIE

DIFFERENCE

SETTING THE CONTEXT
Three Areas of Intervention

Educational-Behavioral

Sensory

Biomedical

Educational/Behavioral

• DTT/ABA
• Daily Life Therapy
• TEACCH
• Miller Method
• DIR (Floortime)
• CCT

Sensory

Occupational Therapy to Treat Imbalances of the Outer and Inner Senses
• Sight
• Touch
• Taste
• Smell
• Hearing
• Vestibular
• Proprioception

Biomedical

Treating chemical imbalances caused by internal and external factors
• Digestion
• Nutrition
• Chelation
• GFCF Diet
• Vaccines
• Dysbiosis
• Immunology
• Feingold Diet
• Mercury and other heavy metal toxicities [metallothionein & glutathione]

Stephen Edelson, personal communication, December, 2004
SETTING THE CONTEXT
Three Areas of Intervention

Educational-Behavioral

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Stephen Edelson, personal communication, December, 2004

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SETTING THE CONTEXT
Mercury Toxicity

How Mercury Causes Brain Neuron Degeneration

F. L. Lorscheider, C. C.-W. Leong, N. I. Syed

Dept. of Physiology and Biophysics
Faculty of Medicine
University of Calgary

SAFER VACCINATION PROTOCOL
Overview

Not to substitute for a qualified physician’s advice

- Do not give vaccines to ill children (fever, cold, on antibiotics).
- Separate vaccines in time.
- Use thimerosal free vaccines
- Separate the M, M, and R.
- Consider checking vaccine titers (blood test) before giving boosters.
- Keep children on nutrient-rich diets.
- Limit environmental exposures.
SAFER VACCINATION PROTOCOL

Before vaccinations, ask the following...

Not to substitute for a qualified physician’s advice

- Is the child sick now?
- Do I...
  - have full information on the side effects?
  - know how to identify and report a vaccine reaction?
  - know the name of the manufacturer and lot number?

Does the child have a personal or family history of:
- vaccine reactions?
- convulsions or neurological disorders?
- severe allergies?
- immune system disorders?

Possible Vaccine Schedule for Children at Risk of ASD

Not to substitute for a qualified physician’s advice

<table>
<thead>
<tr>
<th>Age in Months</th>
<th>Vaccine</th>
<th>Age in Months</th>
<th>Vaccine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B if Mom is Hep B positive, otherwise wait until teenage years</td>
<td>18</td>
<td>DTaP</td>
</tr>
<tr>
<td>04</td>
<td>Hib, IPV</td>
<td>21</td>
<td>Rubella</td>
</tr>
<tr>
<td>05</td>
<td>DTaP</td>
<td>24</td>
<td>Prevnar</td>
</tr>
<tr>
<td>06</td>
<td>Hib, IPV</td>
<td>30</td>
<td>Mumps</td>
</tr>
<tr>
<td>07</td>
<td>DTaP</td>
<td>48-60</td>
<td>Varicella (if not already immune)</td>
</tr>
<tr>
<td>08</td>
<td>Hib</td>
<td>48-60</td>
<td>Hepatitis B series (at earliest)</td>
</tr>
<tr>
<td>09</td>
<td>DTaP</td>
<td>48-60</td>
<td>Test titers for MMR and do not give unless not immune</td>
</tr>
<tr>
<td>15</td>
<td>Measles (at earliest)</td>
<td>48-60</td>
<td>DTaP, IPV boosters</td>
</tr>
<tr>
<td>17</td>
<td>Hib, OPV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAFER VACCINATION PROTOCOL

Possible Vaccine Schedule for Children at Risk of ASD

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SETTING THE CONTEXT

Who is DAN?

DAN! Defeat Autism Now. A group of physicians and scientists from the US and Europe who share material aimed towards defeating autism.

1995: Initial DAN conference


For: Physicians & Parents to bring to their own doctors

GFCF Alphabet Soup

GFCF: Gluten Free Casein Free diet.

Gluten: Type of protein found primarily in wheat and rye.

Casein: Primary protein found in milk, whey and other dairy.

Books


Ramsey, S. The cheerful chemist’s no casein, no gluten, sugar optional cookbook. San Diego, CA: Autism Research Center [www.autismwebsite.com/ari/pubs.html]

**SETTING THE CONTEXT**

Some Areas to Look at Per DAN! Protocol

1. Improve diet quality
2. 3-month total avoidance of gluten and casein
3. Add digestive enzymes, vitamins & minerals
4. Test thyroid function
5. Test the gut
6. Test for amino acids
7. Test plasma sulfate and glutathione [lack of inhibits heavy metal excretion]
8. Assess heavy metal toxicity by chelation challenge (DMSA)
9. Try additional nutrients
10. Try Mega-B6 w/Magnesium
11. Test for viral infections

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**SETTING THE CONTEXT**

Taking the Mystery Out of Medications in Autism/Asperger Syndromes

LUKE TSAI, M.D.

FOREWORD BY Gary Mesibov, Ph. D.
Director of the TEACCH Program

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**SETTING THE CONTEXT**

Does not...

1. Cure
2. Alter core social and linguistic challenges.

Through compensating for some chemical variances may reduce frequency of...

1. Agitation
2. Anxiety
3. Mood instability
4. Hyperactivity
5. Impulsiveness
6. Aggression
7. Self-injury
8. Repetitive, stereotypic, and compulsive behaviors

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Informed Consent — Making Informed Decisions

1. Purpose of treatment and potential benefits
2. Description of the treatment process, including the procedure or name of the medication, duration, and costs
3. Explanation of the risks of the treatment, or unknown risks in a new treatment
4. The alternatives to the proposed treatment, including no treatment
5. The right to refuse the recommended treatment

**Recent JAMA Study**

90% of decisions made between patients and doctors fail to include enough discussion to allow for effective informed consent.

**Exceptions**

1. Emergency
2. Therapeutic privilege - ex: extremely unstable psychiatric condition

General Principals (Rules of Thumb)

5. With multiple problems or concerns the team determines treatment initially with one medication for the most urgent problem.

- Behavior that is a direct hazard to the child or others
- Disruptive/destructive behavior such as running, screaming, tantrums, throwing
- Threats to self-esteem (social skills, shyness)
- Other (baby talk, stimming)

6. Multiple factors govern selection of psychotherapeutic medication.
   A. Medical
   B. Patient and family
   C. Physician
   D. Social
   E. Economic

7. Be aware of individual responses to medications.
8. Favor single daily dosages where possible.
10. Educate and involve the child in the treatment process as much as possible.
**SETTING THE CONTEXT**

General Principals (Rules of Thumb)

11. Involve yourself in the entire process from initial evaluation, monitoring effects, and termination of medication treatment.

12. Valid and clinically meaningful measures should be implemented regularly to assess therapeutic effects and side effects of psychotherapeutic medications.


14. When terminating medication the potential for reoccurrence should be clearly discussed in terms of risks to benefit ratio.

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**RESOURCES**

**Live elsewhere?**  
[www.autism.com](http://www.autism.com)  
Find a DAN! doctor near you.

**Internet:**  
[www.autismtoday.com](http://www.autismtoday.com)  
Experts and web-based presentations.

**Supplements:**  
[www.kirkmanlabs.com](http://www.kirkmanlabs.com)

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**Books**


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