1	SUPERIOR COURT OF THE STATE OF CALIFORNIA
2	FOR THE COUNTY OF LOS ANGELES - COMPLEX
3	
4	NC, A MINOR,
5	PLAINTIFF,
6	VS. CASE NO. 21STCV22822
7	HAIN CELESTIAL GROUP, INC.; CERTIFIED COPY
8	NURTURE, INC., PLUM, PBC, DBA
9	COMPANY; WALMART, INC.; SPROUT FOODS INC : RALPHS GROCERY
10	COMPANY; AND DOES 1 THROUGH 100, INCLUSIVE,
11	DEFENDANTS.
12	
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14	
15	REPORTER'S TRANSCRIPT OF PROCEEDINGS
16	FEBRUARY 4, 2022
17	(DAY 4)
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1	HELD BEFORE:
2	THE HONORABLE AMY D. HOGUE
3	
4	
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6	(ALL APPEARANCES VIA REMOTE)
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1 LOS ANGELES, CALIFORNIA; FRIDAY, FEBRUARY 4, 2022; 8:59 A.M. 2 3 HON. AMY D. HOGUE DEPARTMENT 7; BEFORE: SUPERIOR COURT OF THE STATE OF CALIFORNIA 4 5 --000--6 7 8 THE COURT: ALL RIGHT. ALFREDO, WILL YOU SWEAR 9 IN -- IS IT DR. ASCHNER? 10 MR. ESFANDIARY: YES. THE WITNESS: GOOD MORNING, YOUR HONOR. 11 THE COURT: GOOD MORNING. HOW ARE YOU? 12 THE WITNESS: GOOD. 13 THANKS. THE COURT: WHERE ARE YOU SITTING TODAY? 14 15 THE WITNESS: I'M SITTING IN BEAUTIFUL BRONX, NEW YORK. 16 17 THE COURT: ALL RIGHT. OKAY. WELL, YOU'RE CLOSE TO MY GRANDCHILDREN WHO ARE IN SCHOOL IN THE BRONX 18 19 IN NEW YORK. 20 ALFREDO, CAN YOU HEAR ME? THE CLERK: YES, YOUR HONOR. I'M READY. 21 22 THE COURT: OKAY. GO AHEAD. 23 THE CLERK: MR. ASCHNER, CAN YOU PLEASE RAISE 24 YOUR RIGHT HAND? DO YOU SOLEMNLY STATE THAT THE TESTIMONY YOU 25 26 MAY GIVE IN THE CAUSE NOW PENDING BEFORE THIS COURT SHALL BE THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE 27 28 TRUTH, SO HELP YOU GOD?

1 THE WITNESS: YES, I DO. 2 THE CLERK: PLEASE STATE AND SPELL YOUR FIRST 3 AND LAST NAME FOR THE RECORD. THE WITNESS: MY FIRST NAME IS MICHAEL. 4 MY 5 LAST NAME IS ASCHNER. THE CLERK: OKAY. CAN YOU SPELL THOSE, PLEASE. 6 7 CAN YOU SPELL THEM, PLEASE? 8 THE WITNESS: MICHAEL IS M-I-C-H-A-E-L AND 9 ASCHNER IS A-S-C-H-N-E-R. 10 THE CLERK: THANK YOU. THE WITNESS: THANK YOU. 11 12 THE COURT: OKAY. YOU MAY PROCEED. MR. ESFANDIARY: ALL RIGHT. 13 14 15 DIRECT EXAMINATION MR. WISNER: 16 17 Q GOOD MORNING. OR GOOD AFTERNOON, DOCTOR. GOOD -- YES, IT'S RIGHT NOON. YES. 18 Α GOOD 19 AFTERNOON. 20 ALL RIGHT. CAN YOU PLEASE INTRODUCE YOURSELF 0 TO THE COURT AND BRIEFLY STATE WHAT YOUR CURRENT 21 2.2 OCCUPATION IS. 23 Α I WORK IN THE DEPARTMENT OF MOLECULAR 24 PHARMACOLOGY. IT'S MY PRIMARY APPOINTMENT AT ALBERT EINSTEIN COLLEGE OF MEDICINE. 25 26 0 VERY GOOD. 27 AND, DOCTOR, WE'RE GOING TO GET INTO YOUR 28 BACKGROUND AND QUALIFICATIONS IN JUST A SECOND.

1 BUT BEFORE WE DO THAT, I JUST WANT TO PRESENT 2 TO YOU AND THE COURT -- CAN YOU SEE MY SCREEN HERE? 3 NOT YET. Α 4 0 OH, IS THAT -- AM I SHARING? 5 Α NO. NO? 6 0 7 THE COURT: I SEE IT. 8 MS. FREIWALD: PEDRAM, I CAN -- I CAN SEE YOUR 9 SCREEN. 10 THE WITNESS: THE VIDEOGRAPHER IS GOING TO TRY TO HELP ME. I CANNOT SEE IT ON MY COMPUTER. 11 12 MR. ESFANDIARY: OKAY. 13 THE WITNESS: YEAH, IT'S NOT COMING UP FOR SOME I DON'T KNOW WHY. I'VE NEVER HAD THIS PROBLEM REASON. 14 15 BEFORE. 16 (OFF-RECORD COMMENTS) 17 MR. ESFANDIARY: SO, DOCTOR, THIS WILL BE OUR ROADMAP FOR 18 Q OKAY. 19 TODAY. THIS IS WHAT WE'RE GOING TO COVER WITH YOU, AND WE'RE GOING TO START OFF WITH YOUR 20 OKAY. 21 OUALIFICATIONS. THEN WE'RE GOING TO MOVE ON TO YOUR 2.2 METHODOLOGY, THE METHODOLOGY THAT YOU EMPLOYED IN THIS 23 CASE BEFORE REACHING YOUR OPINIONS. WE'RE GOING TO TALK 24 ABOUT THE NEUROTOXICITY OF HEAVY METALS. I'M GOING TO FINISH OFF ON METALS AND ASD, OKAY? 25 26 Α YES, SIR. 27 Q VERY GOOD. 28 NOW, I WANT TO GO THROUGH YOUR QUALIFICATIONS 8

1 BRIEFLY, DOCTOR, AND I WANT TO SHOW YOU EXHIBIT 1. 2 ACTUALLY, IT'S YOUR C.V. 3 CAN YOU SEE THAT, DOCTOR? YES, SIR. 4 Α DOES THIS APPEAR TO BE A TRUE AND ACCURATE 5 0 VERSION OF YOUR C.V. OR ACADEMIC BIOSKETCH? 6 7 IT'S AN ACADEMIC BIOSKETCH, YES. MY А 8 BIOGRAPHICAL SKETCH. 9 AND WHAT IS THE PURPOSE OF AN ACADEMIC 0 10 BIOSKETCH? DID YOU PUT THIS TOGETHER? I PUT THIS TOGETHER AND THIS IS BASICALLY THE 11 Α TYPE OF BIOSKETCH THAT I WOULD SUBMIT WHEN I APPLY FOR 12 13 GRANTS FROM THE NIH OR SOME OTHER FUNDING AGENCIES. 14 0 UNDERSTOOD. 15 AND IT SAYS RIGHT HERE THAT YOU RECEIVED YOUR BACHELOR OF SCIENCE DEGREE IN 1980 FROM UNIVERSITY OF 16 17 ROCHESTER; IS THAT CORRECT? THAT'S CORRECT. 18 А 19 0 OKAY. AND WHAT IS NATURAL SCIENCES? WHAT DOES THAT 20 21 REFER TO? I'M NOT FAMILIAR WITH THAT ACADEMIC --WELL, I HAD DIFFERENT COURSES IN BIOLOGY AND 22 А 23 THE ARTS, AND I DIDN'T HAVE A MAJOR FOCUS BECAUSE OF MY 24 BACKGROUND. I ACTUALLY CAME HERE WHEN I WAS IN MY 20'S FROM ISRAEL AND I HAD TO COMPLETE COLLEGE, SO I TOOK A 25 26 VARIETY OF DIFFERENT COURSES. I COMPLETED FOUR YEARS OF COLLEGE AT THE UNIVERSITY OF ROCHESTER AT NIGHT, WORKING 27 DURING THE DAY, AND THIS WAS A SPECIAL PROGRAM THAT 28

1 ALLOWED ME TO DO THAT. 2 YES, SIR. 0 SO --3 Α THINGS ARE A LITTLE DIFFERENT IN THE U.S. AND 4 0 5 WE DO HAVE A MAJOR FOCUS, IF I UNDERSTAND, IN THE UK. THE U.S., PEOPLE FOCUS ON A BUNCH OF DIFFERENT THINGS. 6 7 LET'S TAKE A LOOK AT YOUR NEXT DEGREE. IT'S 8 ALSO FROM THE UNIVERSITY OF ROCHESTER. IT'S A MASTER OF 9 SCIENCE, CORRECT, IN ANATOMY? 10 WELL, THAT'S CORRECT. Α 11 AND --12 0 AND TO BE CLEAR -- GO AHEAD, PLEASE. 13 Α AND ONCE YOU DEFEND YOUR PROPOSAL FOR THE PH.D. DISSERTATION, IN THOSE DAYS YOU WERE GRANTED AN 14 15 AUTOMATIC MASTER'S DEGREE. AND JUST TO BE CLEAR, ANATOMY, THAT'S REFERRING 16 Q 17 TO HUMAN ANATOMY, INCLUDING THE BRAIN? THAT -- THE BRAIN WOULD BE A SUBSET. THE MAJOR 18 Α FOCUS ON THE BRAIN WOULD BE IN NEUROSCIENCE OR 19 20 NEUROBIOLOGY, YES. 21 AND, IN FACT, THAT'S WHERE YOU WENT NEXT, 0 RIGHT, DOCTOR. 22 23 IN 1985, YOU OBTAINED YOUR PH.D. IN 24 NEUROBIOLOGY AND ANATOMY FROM UNIVERSITY OF ROCHESTER SCHOOL OF MEDICINE; CORRECT? 25 26 Α THAT'S CORRECT. AND NEUROBIOLOGY, WHAT STUDY IS THAT? 27 0 WHAT KIND OF STUDY IS THAT? 28

A IT'S BASICALLY THE BIOLOGY FUNCTIONING OF THE
 BRAIN ALL THE WAY FROM MAJOR STRUCTURAL COMPONENTS OF
 THE BRAIN TO THE HISTOLOGY OF THE BRAIN, NEUROPHYSIOLOGY
 OF THE BRAIN, AND COMMUNICATIONS BETWEEN CELLS, ALL THE
 WAY TO THE MOLECULAR LEVEL.

6 Q AND THEN, DOCTOR, WHAT WAS THE FOCUS OF YOUR 7 PH.D. THESIS?

8 A THE FOCUS OF MY PH.D. THESIS WAS ON THE EFFECTS 9 OF METHYLMERCURY ON PROTEIN SYNTHESIS AND TRANSPORT.

10 Q OKAY.

11

COULD YOU EXPLAIN THAT A LITTLE BIT MORE?

12 WHAT DID THAT INVOLVE? WHAT DID THAT RESEARCH
13 SPECIFICALLY INVOLVE, AND WHAT WERE SOME OF YOUR
14 CONCLUSIONS?

A SO THAT RESEARCH -- IN ORDER FOR CELLS, BRAIN
CELLS, TO STAY VIABLE, THEY HAVE TO PRODUCE DIFFERENT
PROTEINS IN THE CELL BODY AND THEN TRANSPORT THOSE
PROTEINS TO THE TERMINALS OF THESE CELLS. SO THEY HAVE
TO RELY ON A MACHINERY, WHICH IS CALLED AXONAL
TRANSPORT, WHICH IS BASICALLY CARRIED OUT BY DIFFERENT
TYPES OF ORGANELLES, MICROTUBULES.

SINCE METHYLMERCURY WAS KNOWN -- IS KNOWN TO BE
TOXIC, MY DISSERTATION FOCUSED ON THE SPECIFICS OF HOW
METHYLMERCURY INTERFERES WITH THE TRANSPORT OF DIFFERENT
ESSENTIAL ELEMENTS, AMNIO ACIDS, IN THE VISUAL SYSTEM,
AND THESE STUDIES WERE CARRIED IN RATS.

Q AND WE'RE GOING TO GET TO THOSE SPECIFICMECHANISMS IN JUST A LITTLE WHILE.

1 BUT FAIR TO SAY, DOCTOR, HAVE YOU BEEN STUDYING 2 METHYLMERCURY FOR THE BETTER PART OF 30 YEARS? I STARTED TO WORK WITH METHYLMERCURY, I 3 Α 4 BELIEVE, IN 1981. 5 0 OKAY. SO IT'S 41 YEARS, YES. 6 Α 7 Ο 41 YEARS. ALL RIGHT. VERY GOOD. 8 NOW, YOU OBTAINED YOUR POST-DOCTORATE AT THE 9 SAME INSTITUTION BUT THIS TIME IN TOXICOLOGY; CORRECT? 10 Α THAT'S CORRECT. I MOVED FROM THE FIFTH FLOOR TO THE FOURTH FLOOR, I BELIEVE. YES, IN THE SAME 11 12 INSTITUTION DIFFERENT DEPARTMENT, THOUGH. 13 0 OKAY. AND WAS IT NEUROTOXICOLOGY SPECIFICALLY OR 14 15 TOXICOLOGY IN GENERAL THAT WAS THE FOCUS OF YOUR 16 POST-DOC? CAN YOU JUST ELABORATE ON THAT FOR US, 17 PLEASE? SO, AS YOU NOTED, BY PH.D WAS IN NEUROBIOLOGY. 18 Α 19 I HAD INTEREST IN TOXICOLOGY GIVEN THE TYPE OF WORK THAT 20 SO, IN ORDER TO EXPAND MY HORIZONS, WHAT I I DID. 21 BASICALLY DID, I OPTED TO DO A POST-DOCTORATAL 22 FELLOWSHIP IN TOXICOLOGY WHERE I CONTINUED THE STUDIES 23 LOOKING AT -- I STILL WORKED WITH METHYLMERCURY, BUT I 2.4 DID COMPLETELY DIFFERENT THINGS THAT ARE MUCH MORE GERMANE TO TOXICOLOGY IN GENERAL, AND I TOOK COURSES IN 25 26 TOXICOLOGY AS WELL. 27 0 AND YOU OBTAINED THAT POST-DOC IN 1987. 28 AND THEN WE SEE, IN 2012, YOU OBTAINED A 12

1 HONORARY PH.D. FROM THE 4TH MILITARY MEDICAL SCHOOL IN 2 XINJIANG, CHINA. DOCTOR, HOW ON EARTH DID YOU COME TO OBTAIN AN 3 HONORARY DEGREE FROM CHINA? WHAT WAS THAT ALL ABOUT? 4 5 Α SO I DID NOT OBTAIN IT. I THINK THEY GAVE IT TO ME. 6 7 Q SURE. 8 I HAVE HAD RELATIONSHIPS WITH MANY, MANY GROUPS Α 9 IN DIFFERENT COUNTRIES, AND I'VE PUBLISHED, AGAIN, 10 EXTENSIVELY WITH OTHER GROUPS. I BELIEVE I'VE HAD A 11 VERY PRODUCTIVE RELATIONSHIP WITH -- IT CONTINUES, 12 ACTUALLY TO DATE. WE'RE STILL DOING WORK TOGETHER. AND 13 I WAS INVITED TO XI'AN A COUPLE TIMES, AND IN 2012, I 14 WAS GRANTED THIS HONOR, YES. 15 NOW, DOCTOR, YOU BRING UP AND SINCE WE'RE ON Q THE TOPIC OF THE FAR EAST, IS IT TRUE THAT SOME OF YOUR 16 17 WORK WAS PRESENTED AT MUSEUM EXHIBITS IN JAPAN NOT TOO LONG AGO? 18 19 SO UNFORTUNATELY, IN JAPAN THEY HAVE Α YEAH. 20 EXPERIENCED AN EPIDEMIC OF MERCURY EXPOSURE IN THE 1950S AND '60S, AND THEY HAVE DECIDED, IN THE MINAMATA AREA IN 21 JAPAN, TO BUILD A MUSEUM TO MAKE SURE THAT THIS EVENT 22 23 WILL BE RECOGNIZED AND REMEMBERED. I WAS IN MINAMATA SEVERAL TIMES. ACTUALLY, I 24 WAS INVITED TO PRESENT SOME LECTURES ON THE WORK THAT WE 25 26 DO ON MERCURY AND ON -- ACTUALLY, ON A COUPLE OF THESE 27 OCCASIONS, I WAS INVITED TO THE MUSEUM, WHICH IS FULLY 28 DEDICATED TO MINAMATA DISEASE, AND I WAS SURPRISED TO

SEE A VIDEO THERE WHICH BASICALLY DESCRIBES THE MEANS BY
 WHICH MERCURY CROSSES THE BLOOD BRAIN BARRIER AND ENTERS
 INTO THE BRAIN PROPER.

4

5

SO YEAH, IT WAS VERY GRATIFYING.

Q SURE.

NOW, LOOKING BACK AT YOUR C.V. AGAIN, DOCTOR, I 6 7 JUST WANT TO FOCUS, CURRENTLY SINCE 2013 PRESENT, YOU'RE 8 AT THE ALBERT EINSTEIN SCHOOL OF MEDICINE. YOU HAVE THIS VERY LONG TITLE. IT SAYS, HAROLD AND MURIEL BLOCK 9 10 CHAIR IN MOLECULAR PHARMACOLOGY, PROFESSOR OF MOLECULAR 11 PHARMACOLOGY, PEDIATRICS AND NEUROSCIENCE, INVESTIGATOR, 12 KENNEDY INTELLECTUAL AND DEVELOPMENTAL DISABILITIES 13 RESEARCH CENTER, ALBERT EINSTEIN COLLEGE OF MEDICINE.

14 DOCTOR, CAN YOU JUST EXPLAIN TO US BRIEFLY WHAT 15 THESE ROLES ENTAIL, WHAT THEY INVOLVE, WHAT IT IS YOU DO 16 AT ALBERT EINSTEIN?

17 A SO I'M A TENURED FULL PROFESSOR AT ALBERT
18 EINSTEIN. MY PRIMARY APPOINTMENT IS IN MOLECULAR
19 PHARMACOLOGY, BUT I DO HAVE ADJUNCT POSITIONS IN THESE
20 OTHER DEPARTMENTS, NEUROSCIENCE AND THE KENNEDY CENTER
21 IN PEDIATRICS.

I ALSO -- THE FIRST PART OF THIS IS THE HAROLD
AND MURIEL BLOCK CHAIR. I HOLD THE CHAIR WHICH IS AN
ENDOWED CHAIR WHICH BASICALLY SUPPORTS MY RESEARCH. SO
INTERESTS -- THIS IS MONEY THAT HAS BEEN -- IT'S -- HAS
BEEN DONATED BY MR. AND MRS. BLOCK TO THE UNIVERSITY,
AND I DON'T KNOW HOW MANY ENDOWED CHAIRS WE HAVE, BUT
BASICALLY RECOGNIZES, I THINK, INDIVIDUALS THAT HAVE

1 DONE OKAY IN THEIR SCIENCE, AND THIS IS ADDITIONAL 2 SUPPORT FOR MY WORK. I APPRECIATE THE HUMILITY THERE, DOCTOR. 3 0 LET'S LOOK AT THE PREVIOUS POSITION YOU WERE IN 4 5 FROM 2004 -- OOPS. FROM 2004 TO 2013. IT SAYS YOU WERE GRAY E.B. STAHLMAN CHAIR IN 6 7 NEUROSCIENCE, PROFESSOR OF PEDIATRICS IN PHARMACOLOGY, 8 AND SENIOR SCIENTIST AT THE KENNEDY CENTER FOR RESEARCH 9 ON HUMAN HEALTH AT VANDERBILT UNIVERSITY; CORRECT? 10 THAT'S CORRECT. Α OKAY. AND WHAT DID YOUR ROLE INVOLVE AT THAT 11 0 12 POSITION? 13 SO I WAS IN A -- ACTUALLY IN A CLINICAL Α DEPARTMENT WHEN I WAS AT VANDERBILT. 14 MY PRIMARY 15 APPOINTMENT WAS IN THE DEPARTMENT OF PEDIATRICS, BUT I 16 HAD SEVERAL OTHER ADJUNCT APPOINTMENTS, WHICH ARE LISTED 17 HERE, AND LIKEWISE, AS AT ALBERT EINSTEIN, I WAS GIVEN AN ENDOWED CHAIR IN 2004, THE GRAY E.B. STAHLMAN CHAIR 18 19 IN NEUROSCIENCE. 20 AND BASICALLY -- THE PRINCIPLE IS BASICALLY THE 21 SAME. GOT IT. 22 0 23 AND, DOCTOR, WE SEE THE DEPARTMENT OF PEDIATRICS POPPING UP. 24 HAS YOUR RESEARCH IN THE PAST FOCUSED UPON THE 25 26 NEUROTOXICITY OF METALS, SPECIFICALLY ON THE DEVELOPING 27 BRAIN IN CHILDREN? SO I ACTUALLY HAVE PUBLISHED SEVERAL STUDIES 28 А

1 ON, FOR EXAMPLE, MANGANESE EXPOSURE IN NEONATES. YES, A LOT OF THE WORK THAT I'VE DONE RELATES TO THE EFFECTS OF 2 METHYLMERCURY AND OTHER METALS ON BRAIN DEVELOPMENT, 3 BRAIN FUNCTION AND -- BUT I THINK I SPEND, ACTUALLY, YOU 4 KNOW, THE WHOLE GAMUT, A LOT OF THE WORK THAT WE DO 5 PERTAINS TO DISEASES THAT ARE INHERENT TO OLDER PEOPLE, 6 7 SUCH AS PARKINSON'S DISEASE.

8 SO I WON'T SAY I ONLY FOCUS ON DEVELOPMENTAL 9 I THINK I'VE BEEN ABLE TO DO SO ALSO EFFECTS OF METALS. 10 DURING SYNAPSIS, AGAIN, FOCUSING BASICALLY ON THE INTERACTION BETWEEN GENETICS, METALS AND THE CROSS-STOP 11 12 BETWEEN THESE TWO IN THE DEGENERATIVE DISEASES.

AND HERE IT SAYS -- I'M HAVING TROUBLE WITH 13 0 THIS LITTLE PEN. FROM 2011 TO 2013, IT SAYS YOU WERE 14 15 DIRECTOR, NIEHS MOLECULAR TOXICOLOGY CENTER, AND THEN FROM 2011 ALSO TO 2013, YOU WERE DIRECTOR, NIEHS 16 17 TRAINING PROGRAM IN ENVIRONMENTAL TOXICOLOGY.

18 NOW, DOCTOR, NIEHS, IS THAT REFERRING TO THE 19 NATIONAL INSTITUTES OF ENVIRONMENTAL HEALTH SCIENCES? 20

Α YES, SIR.

AND COULD YOU PLEASE EXPLAIN WHAT YOUR ROLE AS 21 0 DIRECTOR OF THE MOLECULAR TOXICOLOGY CENTER AND THE 22 23 TRAINING PROGRAM IN ENVIRONMENTAL TOXICOLOGY PERTAINED TO? 24

SO THE P30 GRANT, THE MOLECULAR TOXICOLOGY 25 Α 26 CENTER, THERE ARE FEW RECOGNIZED PLACES IN THE UNITED 27 STATES, I DON'T KNOW THE EXACT NUMBER, BUT THERE ARE PROBABLY A DOZEN CENTERS THAT ARE BEING RECOGNIZED FOR 28

1 THEIR WORK IN TOXICOLOGY, DIFFERENT FACETS OF 2 TOXICOLOGY, AND THESE ARE RELATIVELY BIG GRANTS, BECAUSE THE GRANT IS NOT GIVEN TO AN INDIVIDUAL; IT'S GIVEN TO 3 THE INSTITUTION. 4 HENCE, YOU NEED A CRITICAL MASS OF 5 INVESTIGATORS IN ORDER TO BE ABLE TO APPLY FOR THOSE. 6 7 I WAS THE DIRECTOR OF THIS GRANT FOR SEVERAL 8 YEARS UNTIL I LEFT VANDERBILT. AND THE T32, THE SECOND ONE, IS A TRAINING GRANT IN TOXICOLOGY. AND I DIRECTED 9 10 A TRAINING GRANT IN TOXICOLOGY, MOLECULAR TOXICOLOGY, BOTH FOR GRADUATE STUDENTS AND POST-DOCTORAL STUDENTS. 11 12 WE HAD SIX SLOTS FOR PRE-DOCS AND POST-DOCS. 13 AGAIN, BASICALLY THE SAME PRINCIPLES ARE NEEDED FOR A T32. IT'S NOT GIVEN TO AN INDIVIDUAL. 14 IT'S IN 15 RECOGNITION OF THE INSTITUTION'S MERITS AND WORK IN THIS DOMAIN OF TOXICOLOGY. 16 17 Q VERY GOOD. AND LASTLY, DOCTOR, BEFORE WE MOVE ON -- I 18 19 MEAN, YOUR HONORS LIST, AS WE CAN SEE HERE ON THE 20 SCREEN, IT'S VERY LARGE. SO I'M NOT GOING TO BELABOR IT 21 AND GO INTO EACH AND EVERY ONE. I DO WANT TO FOCUS ON 22 JUST A COUPLE, THOUGH. 23 I SEE HERE THAT IN 2011, YOU WERE YOU GRANTED THE MERIT AWARD FROM THE SOCIETY OF TOXICOLOGY. 24 JUST BRIEFLY, WHAT IS THE SOCIETY OF 25 26 TOXICOLOGY, AND WHAT IS THE MERIT AWARD, AND WHY DID YOU 27 RECEIVE IT? THE SOCIETY OF TOXICOLOGY IS A SOCIETY OF ABOUT 28 А 17

1 8,000 MEMBERS THAT WORK IN DIFFERENT FIELDS OF 2 TOXICOLOGY. AND IT SPANS REPRODUCTIVE, KIDNEY, BRAIN --I MEAN, BASICALLY ALL THE ORGANS, BASIC ASSESSMENT, ALL 3 THE WAY FROM ANIMAL STUDIES TO HUMAN STUDIES. 4 WE HAVE A VERY LARGE MEMBERSHIP, AND THIS SAYS, BESTOWED -- THIS 5 AWARD IS BESTOWED ON ONE INDIVIDUAL. 6 IT'S THE MOST 7 PRESTIGIOUS AWARD THAT'S GIVEN BY THE SOCIETY OF 8 TOXICOLOGY ON A YEARLY BASIS. SO I BELIEVE THE SOCIETY WAS FOUNDED IN 1961, AND THIS WAS ACTUALLY THE 50TH 9 10 ANNIVERSARY OF SOT, AND I WAS THE RECIPIENT OF THIS 11 AWARD. 12 0 ALL RIGHT. VERY GOOD. NOW, LET'S TALK ABOUT YOUR METHODOLOGY IN THIS 13 CASE, DOCTOR. SO WE'RE GOING TO GO TO OUR NEXT STOP ON 14 15 THE ROADMAP. WHAT -- WELL, I'M JUST -- LET ME JUST MAKE SURE 16 17 I -- OKAY. WHAT WAS THE METHODOLOGY YOU EMPLOYED IN THIS 18 19 CASE IN REACHING YOUR OPINIONS? 20 SO I THINK IT'S FAIR TO SAY THAT I'VE HAD A LOT Α OF PREVIOUS KNOWLEDGE BECAUSE I WORK IN THIS AREA. 21 Т 2.2 DON'T THINK I HAD TO GO AND READ EVERY PAPER ON 23 METHYLMERCURY. I THINK I HAD A FAIRLY GOOD FOUNDATION ABOUT THESE METALS. I SERVED TO ADVISE ON THESE METALS 24 FOR DIFFERENT COMMITTEES, THE NATIONAL ACADEMY OF 25 26 SCIENCES, AND SO FORTH, SO. 27 WHAT I DID HERE IS, MY SEARCH INVOLVED TYPING IN A FEW KEY WORDS; MERCURY, LEAD, ADHD, ASD, TRANSPORT, 28

1 CHILDREN, AND THEN DOING A VERY EXTENSIVE SEARCH LOOKING 2 AT ALL THE PAPERS, OR TRYING AT LEAST TO LOOK AT ALL THE PAPERS, IRRESPECTIVE OF THE OUTCOMES AND TRY TO 3 DETERMINE THE RELATIONSHIP -- I GUESS TO OPINE ON THE 4 ISSUE THAT WE'RE DISCUSSING TODAY. 5 DOCTOR, I UNDERSTAND YOU CONSIDERED 6 0 7 TOXICOLOGICAL DATA; CORRECT? 8 YES, I DID. А 9 AND MECHANISTIC DATA; CORRECT? 0 ABSOLUTELY, YES. 10 Α DID YOU CONSIDER, IN YOUR ANALYSIS, ISSUES 11 0 12 RELATING TO DOSE, USE OF ANIMAL MODELS, USE OF INVITRO 13 MODELS, IN YOUR METHODOLOGY BEFORE RENDERING YOUR 14 OPINION? 15 Α YES, ABSOLUTELY. I THINK I MENTION IT IN MY I MEAN, EVERYTHING IS TOXIC, SO WHEN YOU LOOK 16 OPINION. 17 AT OUTCOMES IN RESPONSE TO CERTAIN EXPOSURE IN ANIMAL STUDIES, YOU ALWAYS HAVE TO CONSIDER WHETHER THE 18 19 EXPOSURE OF THE ANIMAL HAS ANY PHYSIOLOGICAL RELEVANCE. 20 SO, I MEAN, I CAN GO ON TO DETAILS, BUT EVERYTHING IS TOXIC. SO YOU DO HAVE TO CONSIDER THE 21 22 DOSE. AND WHEN YOU DO THE ANIMAL STUDIES, THE DOSES 23 HAVE TO BE RELEVANT TO HUMAN EXPOSURES, YES. AND, DOCTOR, AS A TOX -- I UNDERSTAND YOU ALSO 24 0 25 LOOKED AT THE EPIDEMIOLOGICAL DATA; CORRECT? 26 Α YES. YES, SIR. 27 0 ALL RIGHT. AS A TOXICOLOGIST, HOW DOES THE EPIDEMIOLOGICAL 28

1 DATA FIT INTO YOUR CONSIDERATION OF CAUSATION?

2 A SO MANY THE PRINCIPLES THAT I USE IN MY OWN 3 RESEARCH ARE VERY SIMILAR. I MEAN, I'M ALSO OBLIGATED 4 TO DO STATISTICAL ANALYSIS TO DETERMINE WHETHER X CAUSES 5 Y.

AS I'VE STATED BEFORE, I'M NOT AN
EPIDEMIOLOGIST, BUT I DO HAVE THE ABILITY TO READ THOSE
TYPES OF PAPERS, AND I CAN LOOK AT THE SOUNDNESS OF
THESE PAPERS TO -- NOT TO A FULL EXTENT, BUT IT GIVES ME
COMPLEMENTARY INFORMATION. IT ALLOWS ME TO LOOK AT THE
LITERATURE AS A TOTALITY.

12 I MEAN, I WOULD HAVE NO REASON TO DO ANY
13 EXPERIMENTS ON MERCURY IN ANIMAL STUDIES IF MERCURY WAS
14 NOT TOXIC TO HUMANS. WE DON'T USE RATS, YOU KNOW, TO
15 STUDY WHAT'S THE EFFECT OF HEALTH OF MERCURY ON THE
16 HEALTH OF RATS. WE WANT TO BE ABLE TO EXTRAPOLATE.

SO, YOU KNOW, IT'S IMPOSSIBLE -- OR ONE SHOULD
NOT SEPARATE THE TOXICOLOGY ARENA FROM THE
EPIDEMIOLOGICAL ARENA. THESE ARE SUPPLEMENTING EACH
OTHER, AND THAT'S WHY I HAVE READ BOTH OF THEM.

Q AND, DOCTOR, IS IT FAIR TO SAY THAT, DURING
YOUR REGULAR COURSE OF YOUR RESEARCH, ACADEMIC CAREER,
DO YOU REGULARLY READ EPIDEMIOLOGICAL PAPERS AND CONFER
WITH EPIDEMIOLOGISTS ON RESEARCH INTERESTS?

25 26 A ABSOLUTELY, YES.

Q OKAY.

AND, DOCTOR, IS IT FAIR TO SAY THAT THE
METHODOLOGY YOU APPLIED -- YOU'RE APPLYING HERE IN THIS

COURTROOM, IS THAT THE SAME METHODOLOGY AND THE SAME
 INTELLECTUAL RIGOR YOU WOULD APPLY IN YOUR EVERY DAY
 ACADEMIC RESEARCH AND YOUR CAREER?

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YES. ABSOLUTELY.

5 Q NOW, DOCTOR, I WANT TO TALK ABOUT THE GENERAL 6 NEUROTOXICITY OF METALS. THAT'S GOING TO BE OUR NEXT 7 STOP ON YOUR ROADMAP.

8 BUT I WANT TO START WITH SOME BASIC DEFINITIONS 9 BECAUSE WE REALLY -- A LOT OF THE TESTIMONY SO FAR HAVE 10 BEEN FOCUSED ON THE EPIDEMIOLOGICAL DATA. I REALLY WANT 11 TO TALK ABOUT SOME OF THE MECHANISTIC AND BIOLOGICAL 12 FUNCTIONS OF THESE METALS IN THE HUMAN BRAIN.

SO, DOCTOR, WHAT ARE ESSENTIAL AND NONESSENTIAL
METALS? COULD YOU JUST GIVE US A VERY BRIEF DISTINCTION
BETWEEN THOSE?

SO ESSENTIAL METALS ARE THOSE METALS THAT ARE 16 Α 17 REQUIRED FOR BODILY FUNCTIONS. WE WOULD NOT BE ABLE TO SURVIVE, BASICALLY, IN THE ABSENCE OF INGESTION, FOR 18 19 EXAMPLE, OF THESE HEAVY METALS. IRON IS ONE OF THEM. 20 MANGANESE IS ANOTHER ONE. THERE ARE MANY MORE. AND NONESSENTIAL METALS ARE THOSE THAT ARE NOT REQUIRED FOR 21 22 ANY BODILY FUNCTION. SO ARSENIC, LEADS, MERCURY, 23 CADMIUM, AND OTHERS, ARE NOT REQUIRED. CHROMIUM IS NOT 24 REQUIRED.

25 THAT DISTINGUISHES BETWEEN ESSENTIAL AND26 NONESSENTIAL METALS.

Q AND, DOCTOR, WE'VE SEEN REFERENCES TO THE BLOODBRAIN BARRIER IN SOME OF THESE STUDIES.

1 COULD YOU BRIEFLY DESCRIBE FOR US WHAT THE 2 BLOOD BRAIN BARRIER IS. AND TO HELP US ALONG, WE HAVE THIS EXHIBIT 3 NUMBER 148 AS A DEMONSTRATIVE OF THE BLOOD BRAIN 4 5 BARRIER. COULD YOU JUST WALK US THROUGH WHAT THIS ASPECT 6 7 OF OUR BIOLOGY IS, HOW IT WORKS? 8 OKAY. I DON'T HAVE A POINTER, BUT --А 9 IF YOU JUST LET ME KNOW WHERE TO GO. 0 YES. 10 Α YOU CAN SEE THE LUMEN. YES, THAT'S THE LUMEN 11 OF THE BLOOD VESSEL. YOU CAN SEE A RED BLOOD VESSEL --A RED BLOOD CELL INSIDE, FLOWING WITHIN THE CAPILLARY 12 13 LUMEN. THE BRAIN IS A VERY PRIVILEGED ORGAN. 14 SO 15 BASICALLY, IT EVOLVED IN SUCH A WAY THAT IT'S PROTECTED 16 FROM THIS SYSTEMIC ENVIRONMENT, WHICH I WOULD REFER TO 17 AS THE BLOOD. YOU WOULD NOT WANT THE CHANGES IN THE BLOOD TO 18 19 BE DIRECTLY TRANSLATED INTO THE BRAIN PARENCHYMA, AND 20 I'LL GIVE YOU AN EXAMPLE. POTASSIUM, FOR EXAMPLE, IF 21 YOU EAT A BANANA AND ALL OF THE POTASSIUM THAT YOU HAVE 2.2 IN THE BLOOD WOULD GO INTO YOUR BRAIN, YOU WOULD HAVE A 23 TECNIS KIND OF REACTION. SO THE BLOOD BRAIN BARRIER IS 24 THERE BASICALLY TO PREVENT THINGS THAT ARE NOT NECESSARY FROM GETTING INTO THE BRAIN AND ASSURE THAT THOSE 25 26 NECESSARY INGREDIENTS, MACRO MOLECULE NUTRIENTS, ARE 27 VERY TIGHTLY REGULATED. 28 AND, IN ORDER TO DO SO, THE BLOOD BRAIN BARRIER

1 EVOLVED IN SUCH A WAY THAT WE DON'T HAVE WHAT'S CALLED FENESTRAE BETWEEN CELLS, AND FENESTRAE IN LATIN FOR 2 THOSE OF YOU WHO KNOW ARE WINDOWS. SO IN CAPILLARIES, 3 IN MOST -- IN ALL OF THE OTHER ORGANS, WITH A COUPLE OF 4 EXCEPTIONS, ALL THE CAPILLARIES HAVE, SORT OF, 5 FENESTRAE. THEY HAVE WINDOWS THAT ALLOW THINGS TO 6 7 DIFFUSE BETWEEN CELLS IN THE BRAIN. THERE ARE SEVEN 8 AREAS THAT DON'T HAVE THE FENESTRAE. THEY ARE CALLED 9 THE CIRCUMVENTRICULAR ORGANS, BUT THE REST OF THE BRAIN IS COMPOSED OF CAPILLARIES WHERE THE OUTER LEAFLETS OF 10 THE CELLS ADJOIN AND, BASICALLY, FORM A BARRIER FOR 11 12 THINGS TO DIFFUSE BETWEEN CELLS.

SO EVERYTHING THAT GETS INTO THE BRAIN HAS TO
BE EITHER A LIQUID SOLUBLE, WHICH MEANS IT WILL GET
THROUGH THE MEMBRANES OR IT HAS TO HAVE A SPECIFIC
TRANSPORT MECHANISM.

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NOW, HAVING SAID THAT --

Q YES.

A NOW, HAVING SAID THAT, THAT DOES NOT MEAN THAT
SOMETHING THAT'S NOT ESSENTIAL IN THE BRAIN IS NOT GOING
TO GET IN THERE, AND I'LL GIVE YOU AN EXAMPLE:

22ONE THING WOULD BE METHYLMERCURY BECAUSE THOSE23THINGS CAN MIMIC. THEY CAN USE WHAT WE CALL MOLECULAR24MIMICRY TO MIMIC OTHER COMPOUNDS THAT ARE IN THE BLOOD25AND UTILIZE THOSE TRANSPORTERS FOR THEIR OWN TRANSPORT.

26 Q DOCTOR, YOUR FLOW WAS PERFECT BECAUSE THAT'S 27 EXACTLY WHAT WE'RE GOING TO TALK ABOUT NEXT.

AS YOU JUST SAID, SOME METALS AND SOME

COMPOUNDS CAN CROSS OVER FROM THE BLOOD INTO THE BRAIN,
 AND THAT INCLUDES, ON THIS DEMONSTRATIVE, THE SAME
 EXHIBIT NUMBER 148.

4 WE HAVE METHYLMERCURY IDENTIFIED HERE. WE ALSO 5 HAVE LEAD AS WELL AND SOME OTHER METALS.

CAN YOU JUST BRIEFLY WALK US THROUGH HOW
METALS, SUCH AS LEAD, METHYLMERCURY, AND ARSENIC,
ALTHOUGH I KNOW ARSENIC IS NOT REPRESENTED ON HERE, HOW
DO THEY GET THROUGH FROM THE BLOOD INTO THE BRAIN?

10 A SO SOME OF THESE METALS THAT ARE HERE ARE 11 ESSENTIAL, ZN TWO PLUS, WHICH IS ZINC. MN TWO PLUS, 12 WHICH IS MANGANESE. FE REFERS TO IRON. THE DIFFERENT 13 BALLS, THE DIFFERENT COLORED BALLS, GLUT ONE AND SO 14 FORTH, MCT. THESE ARE DIFFERENT TRANSPORTERS.

15 I MEAN, WE CAN GO INTO A LOT OF DETAILS ABOUT16 THESE TRANSPORTERS, BUT I WON'T BORE YOU WITH THIS.

BASICALLY, THESE MOLECULES, SUCH AS PB2 PLUS,
WHICH IS LEAD, CAN TAKE ADVANTAGE OF TRANSPORTERS THAT
ARE INHERENT TO THE BLOOD BRAIN BARRIER FOR THE
TRANSPORT OF ZINC, FOR EXAMPLE, AND THEY CAN BASICALLY
PIGGY-BACK ON THESE TRANSPORTERS TO GET INTO THE BRAIN.

SO METHYLMERCURY, FOR EXAMPLE, WILL BIND TO
ANOTHER PROTEIN OR AMINO ACID. IT WILL HAVE A STRUCTURE
THAT'S VERY SIMILAR TO METHIONINE, THE METHYLMERCURY
CYSTEINE COMPLEX, AND THE BLOOD BRAIN BARRIER IS
BASICALLY NOT SMART ENOUGH TO DISTINGUISH BETWEEN WHAT'S
GOOD AND WHAT'S BAD. SO IT CANNOT DISCRIMINATE BETWEEN
THE METHIONINE OR THE METHYLMERCURY CYSTEINE COMPLEX.

1 SO BOTH OF THEM WILL BE TRANSPORTED, AND THIS IS VERY LEAD CAN GET IN ON OTHER TRANSPORTERS. 2 SIMPLIFIED. THERE'S ANION TRANSPORTERS. THERE'S CALCIUM CHANNELS ON 3 THE BLOOD BRAIN BARRIER, WHICH ARE NOT DEPICTED HERE, 4 BUT LEAD CAN GET INTO THE BRAIN THROUGH THOSE. 5 ARSENIC ACTUALLY WILL GET IN THROUGH -- INTO 6 THE BRAIN BY WAY THE GLUC ONE, THE GLUCOSE TRANSPORTERS. 7

8 SO, ALTHOUGH THEY ARE NOT ESSENTIAL, AND THEY ARE NOT 9 SUPPOSED TO IN THE BRAIN, IF THEY ARE IN THE BLOOD, 10 THOSE METALS WILL GET INTO THE CNS, INTO THE CENTRAL 11 NERVOUS SYSTEM.

Q DOCTOR, WHAT IS THE SIGNIFICANCE OF THAT?
RIGHT. I MEAN, THERE ARE IN THE BLOOD. THEY CROSS THE
BLOOD BRAIN BARRIER INTO THE BRAIN. WHY IS THAT
SIGNIFICANT, IF AT ALL?

16 A WELL, IT'S SIGNIFICANT BECAUSE THESE METALS
17 DON'T HAVE ANY BIOLOGICAL FUNCTION, BUT THEY DO
18 INTERFERE WITH NORMAL BIOLOGICAL FUNCTIONS.

SO IF YOU ACCUMULATE THE BRAIN -- IN THE BRAIN,
LEAD, MERCURY, ARSENIC, OTHER METALS, THEY WILL EXERT
TOXIC EFFECTS AND THEY WILL NOT ALLOW THE BRAIN TO
FUNCTION PROPERLY. SO THERE'S NO NEED FOR THEM TO BE
WITHIN THE BRAIN.

24 Q AND THAT'S EXACTLY WHAT WE'RE GOING TO TALK 25 ABOUT NEXT.

26 LET'S TALK ABOUT WHAT THESE METALS DO ONCE THEY
27 GET INTO THE BRAIN AND CROSS THE BLOOD BRAIN BARRIER.
28 HERE, DOCTOR, WE HAVE A LITTLE ILLUSTRATION,

1 SAME EXHIBIT 148, OF THE EFFECT OF LEAD ON 2 NEUROTRANSMITTERS. DOCTOR, CAN YOU JUST WALK US THROUGH WHAT IS 3 4 GENERALLY BEING DESCRIBED HERE AND SHOWN HERE? 5 CAN YOU SEE MY SCREEN? YES. 6 Α 7 SO THE TURQUOISE, I GUESS, OR THE GREEN, I 8 DON'T KNOW, ON THE LEFT PART, YOU SEE THE NEURON. 9 THERE'S LIKE A CHANNEL IN YELLOW, WHICH IS CALCIUM, CA2 10 SO THIS IS WHERE CALCIUM WOULD NORMALLY GET IN. PLUS. I THINK I'VE MENTIONED BEFORE THAT LEAD CAN PIGGY-BACK 11 12 INTO NEURONS BY WAY OF USING CALCIUM CHANNELS. 13 SO WHAT'S DEPICTED HERE IS ABILITY OF LEAD TO ENTER CELLS ON CALCIUM CHANNELS. SO THIS IS NOT A 14 15 PHYSIOLOGICAL PHENOMENON. IT SHOULD NOT HAPPEN IN ANYONE, BUT UNFORTUNATELY, MOST OF US -- OR IF NOT ALL 16 17 OF US -- ARE EXPOSED TO LEAD. SO ONCE IT'S IN THE CELL, THE LEAD WILL 18 19 INTERFERE WITH NORMAL PROCESSES. IT WILL INTERFERE WITH 20 THE ABILITY OF THESE LITTLE VESICLES THAT ARE SHOWN IN 21 THE GREEN PART OF THE SLIDE. RIGHT. THESE VESICLES ARE IN THE NEURON. A LITTLE BIT TO THE LEFT. THE GREEN --22 23 NO. THE OTHER SIDE. YEAH. SO THESE VESICLES ARE THE NEUROTRANSMITTERS. 24 WHEN CALCIUM GETS IN WHAT HAPPENS, THESE VESICLES WILL 25 26 FUSE WITH A MEMBRANE OF THE NEURON, THE TERMINAL OF THE 27 NEURON, AND THOSE LITTLE GREEN DOTS WILL BE THEN WHAT 28 YOU SEE OVER THE WHITE BACKGROUND. THESE LITTLE

1 NEUROTRANSMITTER VESICLES WILL BE IN WHAT WE CALL THE 2 THAT'S THE AREA BETWEEN THE TWO NEURONS. SYNAPSE. THEY WILL THEN DIFFUSE TO THE CELL ON THE 3 RIGHT, WHICH IS ANOTHER NEURON. THEY WILL BIND TO 4 5 RECEPTORS ON THESE NEURONS, AND THAT'S GENERATES A NORMAL RESPONSE. 6 7 NOW, WHEN YOU HAVE LEAD IN THE CELL, YOU 8 ABROGATE THIS RESPONSE. YOU HAVE THE SYNAPTIC 9 TRANSMISSION, AS WE REFER TO IT, IS BASICALLY ABROGATED. 10 YOU WILL NOT SEE THIS TYPE OF EFFECT. THERE'S NO THERE'S NO ABILITY TO BIND TO THE POST 11 RELEASE. 12 SYNAPTIC NEURON, AND THIS SYNAPSE IS NOT GOING TO FUNCTION IN A PROPER WAY. 13 DOCTOR, WHEN A SYNAPSE FAILS TO FUNCTION IN A 14 0 15 PROPER WAY, WHAT ARE SOME OF THE REPERCUSSIONS OF THAT? OH, IT CAN MANIFEST IN ALL KINDS OF DIFFERENT 16 Α 17 BEHAVIORAL EFFECTS. IT MAY MEAN THAT THE CELL NEXT TO THE ONE THAT'S -- THE CELL THAT'S RECEIVING THE INPUT 18 19 MAY NOT RELEASE HORMONES. IT MAY IMPEDE MOVEMENT. IT 20 CAN HAVE A WHOLE PLETHORA OF EFFECTS. DOCTOR, TO PUT IT SIMPLY: DO WE CALL THAT 21 0 BRAIN DAMAGE? 22 23 А YEAH, THAT'S BRAIN DAMAGE. YES. AND IS THAT WHAT WE SEE DEPICTED HERE ON THE 24 0 RIGHT? WE HAVE THIS ILLUSTRATION IN BLACK OF VARIOUS 25 26 PARTS OF THE BRAIN WITH SOME RED, IT LOOKS LIKE, 27 INFLAMED PARTS. WHAT'S BEING SHOWN HERE? CAN YOU BRIEFLY 28

1 DESCRIBE THAT FOR US?

SO THIS STUDY WAS LOOKING AT THE VOLUME OF THE 2 А BRAIN, AND ACTUALLY IN ADULTS WHERE THERE WAS 3 INFORMATION ABOUT THEIR EXPOSURES WHEN THEY WERE 4 SO IT'S SORT OF A PROSPECTIVE STUDY WHERE YOU 5 CHILDREN. CAN RELATE LEAD EXPOSURE AT EARLY AGE WITH DAMAGE LATER 6 7 ON IN LIFE, WHICH IS A VERY IMPORTANT CONCEPT. I DON'T 8 KNOW IF WE'LL TALK ABOUT IT TODAY.

9 BUT BASICALLY, THE DIFFERENT SHAPES OF THE 10 YELLOW, OR SHADES OF YELLOW AND RED, DEPICT DECREASES IN 11 THE VOLUME OF THE GRAY MATTER. BASICALLY, WHERE THE 12 NEURONS, WHERE THE CELL BODIES, ARE SITUATED IN THE 13 BRAIN.

SO THIS SHOWS THAT EARLY LEAD EXPOSURE
DECREASES THE AMOUNT OF BRAIN VOLUME IN ADULTS. SO THE
EFFECT THAT OCCURS EARLY ON IS -- IT MAY BE SILENT IN
TERMS OF SOME OF THE BEHAVIORAL EFFECTS, BUT ON THE
MORPHOLOGICAL BASIS, IT'S A PERMANENT EFFECT BECAUSE, AS
I SAID, THESE WERE ADULTS.

20 AND WHAT'S INTERESTING IS THAT THESE EFFECTS
21 ARE ACTUALLY IN AREAS THAT ARE REFERRED TO AS THE
22 ANTERIOR SINGULAR CORTEX, THE PREFRONTAL CORTEX, AND
23 THESE ARE AREAS THAT HAVE VERY IMPORTANT ROLE IN
24 EXECUTIVE FUNCTION IN ALL KINDS OF DIFFERENT BEHAVIORS.

Q AND ARE THOSE -- AND WE'LL GET TO THIS IN A BIT
MORE DETAIL IN A SECOND. ARE THOSE AREAS ALSO WHAT IS
IMPAIRED IN CHILDREN WITH ASD?

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YES, THEY ARE.

1 0 NOW, DOCTOR, WHEN -- I WANT TO TALK ABOUT 2 MERCURY. AND WE JUST TALKED LEAD. I WANT TO TALK ABOUT 3 MERCURY AND WHAT IT DOES WHEN IT'S IN THE BRAIN. NOW, I UNDERSTAND THAT, IN SUPPORT OF YOUR 4 5 OPINION, YOU REVIEWED A VIDEO WHICH VERY HELPFULLY DEMONSTRATES WHAT MERCURY DOES IN THE BRAIN. 6 IS THAT 7 CORRECT, THERE'S A VIDEO THAT CAN SHOW US THIS? 8 THAT'S CORRECT. Α 9 0 OKAY. 10 I'D LIKE TO JUST TAKE A LOOK AT THIS VIDEO --11 OH, SHARE SCREEN. 12 THAT ONE. OKAY. DOCTOR, CAN YOU SEE MY SCREEN HERE? 13 I CAN SEE IT, YES. 14 Α 15 Q ALL RIGHT. LET'S -- I'M GOING TO HIT PLAY. 16 17 (VIDEO) MR. ESFANDIARY: I'M JUST GOING TO STOP IT 18 19 RIGHT THERE, DOCTOR. 20 WHAT ARE THESE THINGS STICKING OUT TO THE RIGHT HAND OF THAT, WHAT LOOKS LIKE A GALAXY IN THE MIDDLE, 21 2.2 AND WHAT ARE SOME OF THE THINGS STICKING OUT ON THE LEFT 23 HAND? WHAT IS THAT REFERRING TO? SO A NEURON BASICALLY HAVE A -- HAS A CELL 24 Α BODY, WHICH IS THE CENTER. IT'S CALLED A CELL SOMA OR A 25 26 CELL BODY, AND ALL THE OTHER THINGS THAT ARE COMING OUT ARE BASICALLY THE RECEPTIVE FIELD. 27 THERE ARE DENDRITES, 28 WHERE THE INFORMATION IS GATHERED BY THE NEURON AND

1 OTHER PROCESSES OR ONE MAJOR PROCESS IS REFERRED TO AS 2 THE AXON, AND THAT'S THE OUTPUT FROM THE CELL. SO BASICALLY A CELL, WHEN IT GETS ALL KINDS OF 3 INFORMATION FROM ALL THESE DENDRITES HAS TO DO SOME 4 COMPUTING AND DECIDE, AM I GOING TO RESPOND TO ALL OF 5 THIS OR AM I GOING TO DO SOMETHING? 6 THE INPUT COMES 7 FROM THE DENDRITIC FIELD, AND THEN, THE OUTPUT GOES INTO 8 THE AXON. 9 MS. FREIWALD: YOUR HONOR, IF I MAY -- WOULD I 10 BE -- I DON'T KNOW IF I'M ABLE TO BE HEARD. 11 THE COURT: YES. 12 MS. FREIWALD: I JUST WANT TO BE CLEAR. Τ 13 DIDN'T SAY ANYTHING WHEN I SAW THIS WAS MAYBE A COUPLE OF SECONDS, BUT NOW I'M APPRECIATING IT'S A LONGER 14 15 EXERCISE. THIS WAS NOT PRODUCED TO US. IT WASN'T PART 16 OF DR. ASCHNER'S REPORT. I'VE NEVER SEEN IT BEFORE. 17 SO --MR. ESFANDIARY: 18 YOUR HONOR, IF I MAY. THIS IS 19 A DEMONSTRATIVE TO HELP DR. ASCHNER EXPLAIN THE EXACT SAME CONCEPTS THAT HE TALKS ABOUT IN DEPTH IN HIS 20 REPORT. HE'S NOT RELYING ON IT FOR HIS OPINIONS. 21 IT'S 2.2 SIMPLY A DEMONSTRATIVE TO HELP THE COURT BETTER 23 UNDERSTAND SOME OF THESE VERY COMPLEX MECHANISMS GOING 24 ON IN THE BRAIN. THAT'S WHAT DR. ASCHNER IS REFERRING TO. 25 26 THE COURT: JUST A MOMENT. JUST A MOMENT. HOW 27 LONG IS THE VIDEO? 28 MR. ESFANDIARY: IT'S GOING TO BE ABOUT TWO

1 MINUTES.

2 THEN I THINK IT'S A PROBLEM. THE COURT: OKAY. 3 I WOULDN'T LET ANYBODY USE A DEMONSTRATIVE AT TRIAL 4 WITHOUT GIVING THE OTHER SIDE A CHANCE TO LOOK AT IT, 5 AND SO MAYBE THE SOLUTION IS FOR THE COURT TO EXIT FOR A MOMENT, LET YOU PLAY IT FOR OPPOSING COUNSEL. 6 7 MR. ESFANDIARY: YEAH. 8 THE COURT: AND SEE WHETHER SHE HAS SPECIFIC 9 OBJECTIONS. SO I AM GOING TO DISAPPEAR FOR ABOUT FIVE 10 MINUTES. MAYBE YOU'LL NEED MORE TIME THAN THAT. 11 Т 12 DON'T KNOW, BUT THAT SHOULD WORK. 13 MR. ESFANDIARY: OKAY. THE COURT: SO LET ME SEE WHAT TIME IT IS. 14 15 IN CALIFORNIA IT IS 9:37, SO AT 9... I DON'T KNOW, LET'S SAY, TEN MINUTES. AT 9:50, I'LL COME BACK 16 AND THAT WILL GIVE ME A MINUTE TO DO SOME OTHER WORK. 1718 MR. ESFANDIARY: OKAY. GREAT. 19 MS. FREIWALD: THAT'S FINE, YOUR HONOR. 20 (RECESS) THE COURT: OKAY. HI, COUNSEL. HAVE YOU HAD A 21 2.2 CHANCE TO TALK TO EACH OTHER AND FIGURE OUT WHETHER WE'VE GOT A DISPUTE? 23 2.4 MS. FREIWALD: YES, YOUR HONOR. I THINK WE DO. IT'S -- THERE ARE A COUPLE ISSUES HERE. 25 Ι 26 MEAN, THIS IS A FAIRLY LENGTHY, NARRATED VIDEO THAT 27 APPEARS TO BE BASED ON THE RESULTS OF A STUDY, BUT IT 28 PRESENTS THE FINDINGS AS IF THEY ARE, KIND OF, ABSOLUTE

1 UNIVERSAL FINDINGS. I DON'T KNOW WHAT THE STUDY IS, IF 2 IT'S A STUDY THAT WAS PUBLISHED IN THE PEER-REVIEWED LITERATURE. I DON'T BELIEVE WE HAVE IT. IF WE DO HAVE 3 IT, THEN THEY SHOULD TALK ABOUT THE STUDY. 4 BUT SIMPLY HAVING A NARRATOR WHO WE CAN'T CROSS-EXAMINE DESCRIBE 5 THE RESULTS OF A STUDY, SEEMS TO, TO DEFENDANTS, TO GO 6 7 WELL BEYOND THE SCOPE OF AN APPROPRIATE DEMONSTRATIVE IN 8 THIS CONTEXT.

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THE COURT: OKAY.

MR. WISNER, WOULD YOU LIKE TO RESPOND?

MR. WISNER: SURE, YOUR HONOR. I'M SORRY TO
JUMP IN ON THIS, BUT IT'S EVIDENTIARY STUFF, AND I'M
HANDLING IT FOR US ON THIS SIDE.

14 A COUPLE THINGS: JUST TO START OFF, THERE WAS
15 AN AGREEMENT THAT WE ALL MADE BEFOREHAND THAT WE WOULD
16 NOT SHARE DEMONSTRATIVES AT THIS STATION OF THE HEARING,
17 THAT WE WOULD SHARE THEM AFTER THEY WERE USED.

NOW, AT TRIAL, OF COURSE, WE WOULD NEVER DO
THAT, RIGHT, BECAUSE WE HAVE TO MAKE SURE EVERYTHING'S
VETTED BEFORE IT GETS TO A JURY, BUT DUE TO THE
ACCELERATED PACE THIS, WE AGREED TO THAT PROCESS.

22 SO THIS IS BEING USED PURELY AS A 23 DEMONSTRATIVE.

COUPLE THINGS FACTUALLY: MS. FREIWALD HAS
POINTED OUT THAT THIS IS BASED ON A STUDY. IT'S NOT
REALLY BASED ON A STUDY. WHAT WE'RE SEEING HERE IS THIS
VIDEOGRAPHIC EVIDENCE OF NEURON CELLS AND WHAT HAPPENS
WHEN YOU EXPOSE MERCURY. THE VIDEO SPECIFIES THE EXACT

1 AMOUNT OF DOSE, IT SPECIFIES THE AMOUNT OF TIME, AND IT VISUALLY SHOWS WHAT HAPPENS TO THE NEURON. 2 NOW, DURING THE VIDEO WE INTEND -- MR. 3 ESFANDIARY INTENDS TO PAUSE IT, ASK DR. ASCHNER WHAT 4 WE'RE SEEING, EXPLAIN DIFFERENT CONCEPTS, AND IT'S BEING 5 PURELY USED AS A DEMONSTRATIVE. 6 7 ALL OF THE OPINIONS, THE ASPECTS, THE 8 TESTIMONY, THAT HE'S GOING TO BE OFFERING USING THIS AS 9 AN ILLUSTRATIVE GUIDE, IS IN HIS REPORT. 10 SO WE'RE NOT SUBMITTING THIS THING AS AN EXHIBIT THAT'S GOING TO PROVE ANYTHING. IT'S LITERALLY 11 12 BEING USED AS A GUIDE TO DEMONSTRATE HIS TESTIMONY. 13 NOW, ONE POSSIBLE COMPROMISE --14 THE COURT: I THINK -- WELL, WHAT WERE YOU 15 GOING TO SUGGEST? I'M ALL FOR COMPROMISE. MR. WISNER: YEAH, I KNOW. 16 17 SO ONE POSSIBLE COMPROMISE WOULD BE WE JUST MUTE IT AND HAVE DR. ASCHNER TALK ABOUT WHAT WE'RE 18 19 SEEING INSTEAD OF HAVING THE NARRATOR SPEAK. IT SEEMS LIKE ALMOST ALL THE OBJECTIONS WERE WHAT THE NARRATOR 20 AND SO, IF IT'S JUST DR. ASCHNER TALKING 21 WAS SAYING. ABOUT WHAT WE'RE SEEING, THEN IT'S PURELY DEMONSTRATIVE. 22 23 THE COURT: I THINK THAT'S A VERY GOOD IDEA. MR. WISNER: OKAY. 24 THE COURT: IT'S MUCH MORE CLEARLY A 25 26 DEMONSTRATIVE IF WE HAVE DR. ASCHNER SPEAKING AND NOT 27 SOME UNKNOWN PERSON. SO I WILL ACCEPT THE OBJECTION AS AN OBJECTION 28

1 TO IT AND -- BUT I THINK ALLOWING IT, I WOULD OVERRULE 2 THE OBJECTION TO THE EXTENT WE ARE JUST SEEING THE 3 VIDEO. 4 CAN YOU LIVE WITH THAT, MS. FREIWALD? CAN I HAVE A PROFFER? 5 MS. FREIWALD: IS THIS SUPPOSED TO NEURONS IN UTERO OR IS THIS SUPPOSED TO 6 7 NEURONS IN A CHILD OR AN ADULT OR IS THERE ANY KIND OF 8 PROFFER ABOUT WHAT THIS IS? 9 SURE. DR. ASCHNER WILL TESTIFY --MR. WISNER: 10 MS. FREIWALD: OR IN A SNAIL? I THINK IT'S IN 11 A SNAIL MAYBE, BUT I'M NOT SURE. 12 MR. WISNER: SO, SORRY. I DIDN'T MEAN TO 13 INTERRUPT YOU. DR. ASCHNER WILL TESTIFY ABOUT WHAT NEURONS WE ARE SEEING, HOW IT IS IN FACT A NEURON FROM A 14 15 NAIL, BUT THAT IN FACT THAT IT IS IN THE SAME STRUCTURE 16 AS ANY MAMMALIAN NEURON, BUT THEY OFTEN USE THEM BECAUSE 17 THEY ARE BIGGER AND YOU CAN SEE WHAT HAPPENS VISUALLY. HE'S GOING TO EXPLAIN ALL OF THAT. 18 19 SO ALL OF THE FOUNDATIONAL QUESTIONS THAT YOU 20 ARE CONCERNED ABOUT WILL BE EXPLAINED AS HE TESTIFIES 21 AND, OF COURSE, WILL BE SUBJECT TO CROSS-EXAMINATION, 2.2 YOUR HONOR. 23 THE COURT: OKAY. LET'S PROCEED. THANK YOU. THANK YOU, YOUR HONOR. 24 MS. FREIWALD: MR. WISNER: GIVE ME TWO SECONDS TO MAKE SURE 25 26 WE HAVE THE TECH, BUT IT SHOULD BE JUST REALLY QUICK. 27 THE COURT: SURE. OF COURSE. (PAUSE IN THE PROCEEDINGS) 28

1 MS. FREIWALD: YOUR HONOR, IF I MAY, IS IT 2 POSSIBLE TO GET ANY KIND OF A PROFFER FROM COUNSEL AS TO 3 WHETHER THIS REPRESENTATION TRACKS ANYTHING THAT'S IN THE PEER-REVIEWED LITERATURE, WHETHER THIS IS A STUDY 4 5 THAT HAS BEEN PUBLISHED OR NOT? I CAN HAVE DR. ASCHNER TALK 6 MR. ESFANDIARY: ABOUT THAT AT LENGTH, YOUR HONOR, AND WHERE THIS COMES 7 8 I BELIEVE HE ACTUALLY KNOWS THE GUY THAT PUT THIS FROM. 9 SO I THINK THAT DR. ASCHNER CAN TALK ABOUT TOGETHER. 10 FOUNDATION FOR THIS AND WHERE IT'S COME FROM AND WHERE 11 IT STANDS IN THE LITERATURE. I DON'T THINK THAT'S A 12 PROBLEM. 13 THE COURT: ALL RIGHT. SO I THINK LET'S LET THE PLAINTIFFS PROCEED AS THEY WISH, AND OF COURSE YOU 14 15 CAN OBJECT AS APPROPRIATE. 16 MS. FREIWALD: THANK YOU, YOUR HONOR. 17 THE COURT: I THINK WE LOST DR. ASCHNER, THOUGH. 18 19 (OFF-RECORD COMMENTS) 20 MR. ESFANDIARY: ALL RIGHT. THERE WE GO, 21 DOCTOR, CAN YOU HEAR US? 2.2 А YES, SIR. 23 0 SO, DOCTOR, WE'RE GOING TO PLAY THE VIDEO, BUT WE'RE GOING TO DO IT WITHOUT THE AUDIO. SO, AS WE'RE 24 25 PLAYING IT, YOU CAN JUST EXPLAIN TO THE COURT AND TO 26 COUNSEL WHAT IS OCCURRING IN THE VIDEO; IS THAT OKAY? 27 Α THAT'S FINE. 28 ALL RIGHT. SO I'M JUST GOING TO TAKE IT FROM 0

1 WHERE WE LEFT OFF WITH THE GROWTH CONES. 2 DOCTOR, WALK US THROUGH WHAT WE'RE SEEING HERE. 3 Α OKAY. SO BASICALLY, WHAT'S SHOWN HERE IS THE GROWTH 4 5 CONE OF A NERVE CELL. IT'S VERY SMALL ON MY SCREEN. I'M TRYING TO DO MY BEST. 6 7 THE COURT: YEAH, ONE SECOND. I NEED TO FIND 8 IT ON MY SCREEN TOO. YOU CAN CLICK ON IT. NO. SORRY. I'M NOT FINDING IT EITHER. JUST GIVE ME A MINUTE. 9 10 THE WITNESS: OKAY. I CAN SEE IT NOW, YOUR 11 HONOR. I CAN SEE IT. 12 THE COURT: YEAH, BUT I CAN'T. GIVE ME A 13 I DON'T KNOW WHY I CAN'T SEE IT. OH, HERE IT MINUTE. IS. OKAY. LET ME PIN THAT. ALL RIGHT, I'M WITH YOU. 14 15 MR. ESFANDIARY: ALL RIGHT. VERY GOOD. DOCTOR, THAT'S -- GO AHEAD. 16 Q 17 А OKAY. SO THESE LITTLE PURPLE BALLS ARE THE NERVE FIBRILS WHICH ARE BASICALLY STARTING TO FORM A 18 19 HIGHWAY BY WHICH VARIOUS NUTRIENTS, MACRO MOLECULES, ARE 20 THEN TRANSPORTED ALONG THE AXON, WHAT WE'VE TALKED ABOUT 21 BEFORE. 2.2 WHAT'S SHOWN HERE IS, I GUESS, THEY ARE NOTING 23 THAT ONE SECOND IN THE MOVIE IS EOUIVALENT TO 30 2.4 SECONDS, SO IT'S A TIME-LAPSED MOVIE, AND THEY ARE 25 SHOWING, BASICALLY, THE NORMAL DEVELOPMENT OF THE GROWTH 26 CONE WITH ALL KINDS OF MACRO MOLECULES GETTING TO THE 27 TERMINAL OF THE CELL AND, AS YOU CAN SEE, IT CONTINUES 28 TO GROW.
1 0 DOCTOR, I WANT TO PAUSE IT RIGHT THERE. 2 I UNDERSTAND THAT THEY DID THIS DEMONSTRATION 3 USING SNAIL NEURONS; IS THAT CORRECT? FROM A SNAIL'S 4 BRAIN? 5 Α YEAH, THEY -- YES. YES, SIR. 6 0 OKAY. IS THAT -- HOW IS THAT IN ANY WAY 7 RELEVANT TO UNDERSTANDING THE EFFECTS OF METHYLMERCURY 8 ON A HUMAN NEURON? 9 IT WOULD BE THE SAME. Α THEY USE SNAIL NEURONS 10 BECAUSE THEY ARE OBVIOUSLY EASIER TO GET, AND THEY ARE 11 ACTUALLY ALSO A LITTLE BIT LARGER THAN HUMANS, SNAILS. 12 SO IN TERMS OF THE TECHNIQUES THAT ARE REQUIRED 13 FOR THIS TYPE OF STUDY, IT WOULD BE EASIER TO MANIFEST 14 IN A SNAIL, BUT IN TERMS OF A PHYSIOLOGY, WHAT WE TALKED 15 ABOUT BEFORE, THE RELEASE OF NEUROTRANSMITTERS, AND SO FORTH, THE GROWTH OF THE CONE, IT WOULD BE EXACTLY THE 16 17 SAME. IT'S BASICALLY THE SAME PRINCIPALS. WHAT ARE WE SEEING HERE? 18 0 19 SO I STILL BELIEVE THIS IS JUST SHOWING THE Α 20 NORMAL GROWTH CONE IN THE SNAIL NEURON. 21 THEN HERE IT SAYS --0 SO HERE THEY ARE ADDING TEN TO THE MINUS 22 А OKAY. 23 SEVEN MOLAR. THIS IS THE CONCENTRATION, AND TO PUT IT INTO PERSPECTIVE, TEN TO THE MINUS SIXTH WOULD BE ONE 24 25 PART A MILLION. SO IF YOU HAVE A MILLION DROPS, ONE 26 PART OF THOSE MILLION WOULD BE MERCURY. TEN TO THE 27 MINUS SEVEN MEANS THAT ONE TENTH OF ONE DROP WOULD BE 28 PUT TOGETHER WITH ONE MILLION OTHER DROPS. 37

1 SO THIS IS A INFINITESIMAL CONCENTRATION OF 2 MERCURY. 3 AND THE NEURON IS BEING EXPOSED TO THIS 0 INFINITESIMAL NUMBER --4 THE NEURON, YES, I THINK IT WAS IN THE 5 Α BEGINNING OF THIS MOVIE, THEY -- YOU COULD SEE ACTUALLY 6 7 THE PIPETTES. THEY PUT THE MERCURY IN THE FLUID, WHICH IS 8 9 BATHING THIS NEURON, AND I THINK WE'VE STARTED TO SEE, 10 ACTUALLY, BEFORE YOU EVEN STOPPED THIS, HOW THE NEURON IS STARTING TO RETRACT, OKAY. SO RATHER THAN GROWING, 11 12 THE NEURON IS NOW MOVING IN THE WRONG DIRECTION. 13 WHAT YOU'RE SEEING HERE IS WHAT'S REFERRED TO AS DEGENERATION. THERE ARE DIFFERENT TYPES OF 14 15 DEGENERATION. AND THE REASON FOR THAT IS YOU HAVE 16 DESTROYED THE HIGHWAY, SO YOU CANNOT DELIVER, NEURO --17FED EX CANNOT -- IF THEY DON'T HAVE ANY TIRES ON THEIR TRUCK, THEY AREN'T GOING TO BE ABLE TO DELIVER YOUR 18 19 GOODS. BASICALLY, IT'S THE SAME THING HERE. 20 SO GIVEN THE FACT THAT THE NEURON CANNOT 21 MAINTAIN HOMOEOSTASIS WITHIN THE TERMINAL, WITHIN THE GROWTH CONE, IT STARTS TO RETRACT. SO IT'S MOVING 22 23 BACKWARDS, RATHER THAN MOVING FORWARD. DOCTOR, WHAT ARE THE NEUROBIOLOGICAL 24 0 CONSEQUENCES OF A NEURON RETRACTING LIKE THIS, AS YOU 25 26 JUST DESCRIBED? 27 Α WELL, SO MAYBE THE EASIEST THING TO COMPARE IT TO IS ONE OF THE PREVIOUS SLIDES THAT WE DISCUSSED WHEN 28

38

WE TALKED ABOUT THE MRI. IF THE NEURON IS DYING, YOU'RE
 GOING TO HAVE LESS VOLUME IN THE BRAIN, LESSER NUMBER OF
 CELLS. THESE NEURONS ARE EVENTUALLY GOING TO COMPLETELY
 DISAPPEAR. EVEN IF THEY STAYED WITHIN THE BRAIN, THESE
 NEURONS WOULD NOT MAKE THE PROPER CONNECTIONS.

SO ALL THESE FUNCTIONS THAT WE TALKED ABOUT
BEFORE, ABOUT NEUROTRANSMITTER, ABOUT TALKING TO OTHER
NEURONS, GETTING ALL THE INPUT FROM THE OTHER NEURONS,
MAKING EXECUTIVE DECISIONS IN TERMS OF OUTPUT, BEHAVIOR,
MOTOR FUNCTION, ALL OF THIS WOULD BE COMPROMISED.

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LET'S CONTINUE.

THIS IS THE HIGHWAY AGAIN; CORRECT?

13 A YEAH, I THINK THIS IS THE HIGHWAY, AND I THINK
14 THEY ARE CONTINUING TO SHOW HERE THE RETRACTION OF THE
15 NEURON.

16 Q OKAY.

0

17AND HERE COMES THE METHYLMERCURY; IS THAT18CORRECT?

19 THAT'S A DROP OF METHYLMERCURY OR MERCURY. Α 20 ACTUALLY, I DON'T EVEN KNOW WHAT SPECIES THEY USED. 21 OKAY. AND I THINK THEY EXPLAIN HERE THE REASON WHAT YOU SEE IS THE HIGHWAY IS BASICALLY 22 FOR THAT. 23 FALLING APART LIKE THE BRIDGE IN PITTSBURGH A FEW DAYS AGO, AND WHAT'S HAPPENING HERE IS THE MERCURY BINDS TO 24 THE GTP, GUANOSINE TRIPHOSPHATE, WHICH IS PART OF THE --25 26 WHICH IS THE ENERGY THAT'S NECESSARY FOR THESE 27 NEUROFIBRILS TO FUNCTION THE PROPER WAY, AND WHEN THE 28 MERCURY BINDS AND PREVENTS THE GTP FROM EXERTING ITS

39

1 NORMAL FUNCTION, THESE HIGHWAYS START COMING APART. SO 2 THAT'S THE REASON FOR THE RETRACTION OF THE NEURON, FOR THE RETRACTION OF THE GROWTH CONE. 3 YOU SEE HERE, THESE DENUDED NEUROFIBRILS KIND 4 0 5 OF, YOU KNOW, SOUISHING UP. AND SO I THINK WHAT THEY'RE SHOWING HERE 6 Α YEAH. 7 IS WHAT YOU'D EXPECT TO SEE IN A NORMAL NEURON GROWTH 8 CONE, WHICH IS ON THE LEFT SIDE OF MY SCREEN, THE 9 BRIGHTER GREEN, WITH A TUBULIN, YES. 10 THIS WOULD BE A NORMAL -- YOU CAN SEE MUCH LARGER VOLUME THAN THE ONE ON THE RIGHT-HAND SIDE, WHICH 11 12 HAS BEEN EXPOSED TO MERCURY. AND AGAIN, THIS IS ALL 13 RELATED TO THE FACT THAT METHYLMERCURY HAS VERY HIGH AFFINITY FOR CERTAIN COMPONENTS, SPECIFICALLY SULFHYDRYL 14 15 GROUPS IN THE TUBULIN AND THIS HIGHWAY IS BASICALLY SO NEUROFIBRILS, NEUROTUBULES, THEY ALL 16 DISASSEMBLED. 17 FALL APART. AND, AS YOU CAN SEE HERE, I BELIEVE THE NEURON STARTS TO RETRACT. IT'S MOVING BACKWARDS, RATHER 18 19 THAN FORWARDS. THAT LIGHT, THAT'S THE METHYLMERCURY; CORRECT? 20 0 YEAH. I THINK -- I BELIEVE THAT'S WHEN THEY 21 Α APPLY THE --22 23 Q YEAH. -- THE DROP, YES. 24 Α ALL RIGHT. DOCTOR, WELL, THAT'S IT FOR THIS 25 Q 26 VIDEO. 27 I'M GOING TO PAUSE IT RIGHT THERE. AND LET'S TALK BRIEFLY ABOUT ARSENIC. 28 40

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1 OKAY. AND TO DO THAT, WE'RE GOING TO GO BACK 2 TO OUR SLIDES HERE.

3 CAN YOU JUST BRIEFLY WALK US THROUGH WHAT THIS 4 DIAGRAM IS SHOWING IN TERMS OF WHAT ARSENIC DOES TO THE 5 BRAIN?

SO ARSENIC IS DEPICTED HERE AS ARSENIC AS203 IN 6 Α 7 TOP OF THIS FIGURE, AND THE LITTLE BLUE BALLS ON THE 8 TOP, SPHERES, ARE BASICALLY THE CELL MEMBRANE. THEY 9 DON'T DISCUSS SPECIFICALLY HOW THE ARSENIC GETS INTO THE 10 CELLS, BUT WE TALKED ABOUT IT BEFORE. IT'S UTILIZING GLUCOSE TRANSPORTERS AND, BASICALLY, IT SHOWS SOME OF 11 12 THE MECHANISMS BY WHICH ARSENIC EXERTS ITS TOXICITY.

13 THE GREEN SPHERE THAT YOU SEE IS LABELED AS MITOCHONDRIA, WHICH IS BASICALLY THE ENGINE OF THE CELL. 14 15 IT PRODUCES THE ATP. IT PRODUCES THE REQUIRED ENERGY 16 FOR THE CELL TO FUNCTION. AND THROUGH VARIOUS 17 MECHANISMS, AGAIN, INTERFERING WITH THE DIFFERENT ENZYMES, SUCH AS CATALASE, SUPEROXIDE DISMUTASE, WHAT 18 19 ARSENIC WILL DO IS INCREASE OXIDATIVE STRESS, AND THIS 20 WILL IMPEDE MITOCHONDRIA FUNCTION.

21 THEY ARE -- MITOCHONDRIA ARE NOT GOING TO BE ABLE TO GENERATE OPTIMAL LEVELS OF ATP. 22 THIS WILL 23 RESULT IN ACTIVATION OF VARIOUS COMPONENTS THAT INDUCE 24 CELL DEATH BY SPECIFIC MEANS, WHICH IS REFERRED TO AS APOPTOSIS. THOSE ARE KNOWN AS DIFFERENT TASK PHASES. 25 26 SOME OF THE TASK PHASES ARE INHIBITORY TO APOPTOSIS, 27 SUCH AS BCL, BCLX. YOU CAN SEE THEM IN THE FIGURE. SOME OF THEM ARE PRO-APOPTOTIC AND YOU CAN SEE, I THINK, 28

1 FROM -- IF YOU LOOK FROM THE ROSS, THE ARROW MOVES 2 TOWARDS THE BACK. THEY ARE ACTIVATED. THEY AFFECT THE MITOCHONDRIA. IT'S LIKE A BRUSH FIRE AND, ULTIMATELY, 3 YOU GET CELL DEATH BY MEANS OF APOPTOSIS, WHICH IS ONE 4 OF THE MECHANISMS FOR CELL DEATH. 5 DOCTOR, CELL DEATH, THAT'S CELL DEATH IN 6 0 OKAY. 7 THE BRAIN SPECIFICALLY; RIGHT? 8 NO. APOPTOSIS REFERS TO CELL DEATH IN ANY А 9 TISSUE. 10 OKAY. BUT IF WE'RE TALKING ABOUT THE 0 NEUROTOXICITY OF ARSENIC, WE'RE TALKING ABOUT APOPTOSIS 11 12 THE ARSENIC IS CAPABLE OF CAUSING IN THE BRAIN; CORRECT? 13 Α YES, YES. YES, SIR. AND THEN, VERY BRIEFLY, I WANT TO KEEP THIS 14 0 15 BRIEF, WHAT ABOUT NEUROINFLAMMATION? HOW DOES ARSENIC INDUCE THAT, AND WHY IS THAT RELEVANT? 16 17 SO THIS IS RELEVANT BECAUSE, ONCE YOU START Α HAVING DEBRIS, FOR EXAMPLE, IN THE BRAIN AS YOU'D EXPECT 18 19 IF WE GO BACK TO THE MOVIE, IF THE NEURONS ARE 20 DISINTEGRATING, THOSE ARE USUALLY TAKEN UP BY MICROGLIAL, WHICH ARE DEPICTED HERE. 21 FROM THE LEFT YOU SEE A RESTING MICROGLIAL. 22 23 WHEN THESE CELLS COME INTO CONTACT WITH DEBRIS, OR WHEN THEY ARE ACTIVATED BY DIFFERENT MECHANISMS RELATED TO 24 LEAD OR ARSENIC OR MERCURY EXPOSURE, THEY START TO 25 26 PRODUCE ALL KINDS OF CYTOKINES, HEMOKINES. THEY'RE 27 SHOWN ON THE RIGHT-HAND SIDE OF THIS SLIDE. THE TUMOR 28 NECROSIS FACTOR, INTERLEUKIN, INTERFERON, GAMMA TASK

PHASES WHICH WE TALKED ABOUT BEFORE, WHICH ARE RELATED
 TO APOPTOSIS NITROUS OXIDE WHICH INDUCES OXIDATIVE
 STRESS.

4 SO MICROGLIAL ARE BASICALLY IMPORTANT PARTS, 5 YOU KNOW, IN THE ORCHESTRA. WHEN YOU HAVE CELL DEATH, 6 WHEN THEY GET ACTIVATED THEY PARTICIPATE BASICALLY IN 7 THE PARTY.

Q NOW, DOCTOR, WE'VE COVERED THE VARIOUS WAYS
9 THESE METALS CAN CAUSE BRAIN DAMAGE AND THE MECHANISMS
10 BY WHICH THEY CAN CAUSE BRAIN DAMAGE.

ARE THESE MECHANISMS, AND THE WAYS IN WHICH
THESE METALS CAUSE BRAIN DAMAGE, GENERALLY ACCEPTED IN
THE SCIENTIFIC COMMUNITY?

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YES, THEY ARE.

15 Q AND, DOCTOR, YOU KNOW, WE TALKED ABOUT THE 16 MECHANISMS, BUT WHAT ON EARTH DOES ANY OF THIS HAVE TO 17 DO WITH ASD?

SO ALL THESE MECHANISMS THAT WE'VE JUST 18 А 19 DESCRIBED WILL LEAD TO THE MORPHOLOGICAL EVIDENCE THAT'S 20 INHERENT TO THESE DISORDERS. I THINK I TOUCHED UPON THE 21 DECREASED BRAIN MATTER. IF YOU HAVE ANY OF THESE 22 MECHANISMS THAT INDUCE APOPTOSIS, IF YOU HAVE 23 INFLAMMATION, ALL OF THESE, IF YOU -- IF YOU INTERFERE WITH THE NEURONTRANSMISSION, IF YOU INTERFERE WITH THE 24 PRODUCTION OF ENERGY, ALL OF THIS IS GOING TO MANIFEST 25 26 IN ABNORMAL BRAIN FUNCTION, BRAIN STRUCTURE, AND ALL OF 27 THESE ARE INHERENT TO ASD AND ADHD.

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Q LET'S JUST BRIEFLY TAKE A LOOK AT THIS. WE

HAVE HERE A DIAGRAM FOR THE LIMBIC SYSTEM. IT'S THE
 SAME EXHIBIT NUMBER 148. AND WE HAVE HERE VARIOUS PARTS
 OF THE BRAIN, I BELIEVE, THE AMYGDALA, HYPOTHALAMUS,
 HIPPOCAMPUS, THALAMUS, BASAL GANGLIA.

5 DOCTOR, CAN YOU BRIEFLY JUST EXPLAIN WHAT THESE 6 PARTS OF THE BRAIN ARE RESPONSIBLE FOR, AND HOW AND IF 7 METALS CAN AFFECT THESE PARTS?

8 A SO THESE ARE DIFFERENT BRAIN REGIONS, VERY FEW
9 OF THEM ARE SHOWN HERE. IF WE START AT 1:00 O'CLOCK,
10 THE BASAL GANGLIA, THEY ARE IMPORTANT IN MOVEMENTS,
11 LEARNING, COGNITION.

GO DOWN TO THE THALAMUS, CONSCIOUSNESS AND ALERTNESS. THE BEAUTIFUL TREE UNDERNEATH IN YELLOW IS ACTUALLY THE CEREBELLUM, WHICH IS VERY IMPORTANT FOR MOVEMENT. ALL THESE -- THE GRAY ON THE TOP IS BASICALLY DIFFERENT PARTS OF THE CORTEX. WE TALKED ABOUT PREFRONTAL CORTEX BEFORE. THAT WOULD BE UP IN THE FRONT.

AND WHAT YOU SEE IN GREEN IS THE AMYGDALA,
WHICH IS VERY IMPORTANT IN MEMORY, DECISION. IT'S
THOUGHT TO BE AN EMOTIONAL AREA, AN AREA THAT AFFECTS
EMOTIONS IN HUMANS. THE HYPOTHALAMUS IS MOSTLY
IMPORTANT IN TERMS OF REGULATING TEMPERATURE, HUNGER,
RELEASE OF HORMONES, FOR EXAMPLE. SLEEP.

BUT ALL -- THERE'S NO DISTINCTION, ACTUALLY, IN
TERMS OF WHERE THESE METALS ACCUMULATE, ESPECIALLY IN
KIDS. THERE ARE SOME DISTINCTIONS FOR MERCURY, FOR
EXAMPLE, BETWEEN YOUNG INDIVIDUALS AND OLDER

1 INDIVIDUALS, BUT IN GROWING INDIVIDUALS, IN UTERO OR 2 POST-NATALLY, THERE'S GENERALLY A FAIRLY UBIOUITOUS 3 DISTRIBUTION OF THESE METALS. IT'S NOT NECESSARILY HIGHER IN ONE OF THESE REGIONS VERSUS THE OTHER. 4 SO ALL OF THESE BRAIN AREAS MIGHT BE AFFECTED 5 LEADING TO ABHORRENT BRAIN FUNCTION. 6 7 AND SOME OF THESE VERY SAME BRAIN AREAS, IS 0 8 WHAT IS IMPAIRED IN AUTISTIC CHILDREN; CORRECT? 9 Α THAT'S CORRECT. NOW, DOCTOR -- NOW, HERE WE HAVE -- AND YOUR 10 0 REPORT DISCUSSES HUNDREDS OF STUDIES. 11 I MEAN, THE 12 TOXICOLOGICAL DATA, THE MECHANISTIC DATA, AND OF COURSE, 13 THE NEUROLOGICAL DATA HERE IS VAST. INSTEAD OF GOING THROUGH ALL THE STUDIES THAT 14 15 ARE LISTED IN YOUR REPORT, I WANT TO TAKE A LOOK AT SOME OF YOUR OWN PUBLICATIONS PREDATING YOUR INVOLVEMENT IN 16 17 THIS LITIGATION, OKAY, TO HELP US FLESH OUT YOUR OPINION IN THIS MATTER. 18 19 AND I'M GOING TO START WITH EXHIBIT NUMBER 28. CAN YOU SEE MY SCREEN HERE, DOCTOR? 20 21 Α YES, I CAN. 22 0 ALL RIGHT. AND THIS IS A STUDY BY YOURSELF; 23 CORRECT? AND AANYA GOEL; IS THAT RIGHT? Α AANYA. 24 AND IT PUBLISHED IN THE INTERNATIONAL 25 Q AANYA. 26 JOURNAL OF MOLECULAR SCIENCES; CORRECT? 27 Α THAT'S CORRECT. IS THAT A DECENTLY WELL RESPECTED JOURNAL? 28 0

1 MS. FREIWALD: YOUR HONOR, MAY I JUST OBJECT? THIS IS ACTUALLY NOT A STUDY. IT'S A REVIEW ARTICLE. 2 3 IT'S NOT ANY ORIGINAL RESEARCH. THE COURT: FAIR ENOUGH. 4 YOU CAN BRING THAT OUT ON CROSS-EXAMINATION, 5 BUT THANK YOU. IT'S AUTHORED BY DR. ASCHNER. 6 7 MR. ESFANDIARY: 8 AND, DOCTOR, IS THAT A WELL RESPECTED JOURNAL? 0 9 I DON'T RECALL THE IMPACT FACTOR, BUT I BELIEVE Α 10 IT'S PROBABLY AROUND FIVE, SIX. SO I WOULD SAY I CAN DEFINE IMPACT FACTOR, BUT IT'S A REPUTABLE JOURNAL, YES. 11 12 AND THE TITLE OF THIS IS "THE EFFECT OF LEAD 0 13 EXPOSURES ON AUTISM DEVELOPMENT." CORRECT? 14 15 Α THAT'S CORRECT. ALL RIGHT. AND YOU PUBLISHED THIS BEFORE 16 Q 17 GETTING INVOLVED IN THIS LITIGATION; IS THAT RIGHT, DOCTOR? 18 19 THAT'S CORRECT. I THINK IT WAS SUBMITTED Α 20 PROBABLY IN 2020 AND IT WAS PUBLISHED IN 2021. THERE'S A REVIEW PROCESS. IT TAKES TIME. 21 THAT'S RIGHT. IT SAYS IT WAS PUBLISHED IN -- 6 22 0 23 OF FEBRUARY 2021. SO IT WAS SUBMITTED IN 2020, LONG BEFORE, I 24 Α THINK, YOU CONTACTED ME. 25 26 0 ALL RIGHT. DOCTOR, I WANT TO TAKE A LOOK AT 27 WHAT YOU SAID IN THIS ARTICLE. 28 IT SAYS HERE, IN THE ABSTRACT THAT "PREVIOUS

1 STUDIES HAVE HIGHLIGHTED EXPOSURE TO LEAD MAY PLAY A 2 ROLE IN ASD." 3 CAN YOU SEE THAT, DOCTOR? YES, SIR. 4 Α ARE YOU REFERRING THERE TO PRIOR 5 0 EPIDEMIOLOGICAL AND TOXICOLOGICAL STUDIES? 6 7 YES, SIR. А 8 NEXT HERE YOU SAY, "IN ADDITION, LEAD HAS BEEN 0 9 SHOWN TO BE ONE OF THE MOST PREVALENT METAL EXPOSURES 10 ASSOCIATED WITH NEUROLOGICAL DEFICITS." DO YOU SEE THAT, DOCTOR? 11 12 Α YES, SIR. AND WHAT DO YOU MEAN BY "HAVING SHOWN TO BE 13 0 MOST PREVALENT METAL EXPOSURES ASSOCIATED WITH 14 15 NEUROLOGICAL DEFICITS"? 16 SO WE WOULD REFER TO ADHD, FOR EXAMPLE, OTHER Α 17 NEUROLOGICAL DEFICITS. AND IT SAYS HERE THAT THE PURPOSE -- I'M JUST 18 0 GOING TO BLOW IT UP SO WE CAN SEE. 19 20 IT SAYS HERE, "A SEMI-SYSTEMATIC REVIEW WAS 21 CONDUCTED USING PUBLIC DATABASES IN ORDER TO EVALUATE 2.2 THE EXTENT OF LEAD'S ROLE IN THE ETIOLOGY OF AUTISM." 23 CORRECT? Α THAT'S CORRECT. 24 25 Q AND WHAT IS A SEMI-SYSTEMATIC REVIEW, DOCTOR? 26 Α SO, WE BASICALLY GATHERED ALL THE INFO -- WELL, 27 NEVER SAY NEVER AND NEVER SAY ALL, BECAUSE WE MAY HAVE 28 MISSED SOME PAPERS, BUT AGAIN, I THINK WITHOUT ANY BIAS, 47

1 WE TRY TO GATHER ALL THE PAPERS AND ANALYZE THEM SYSTEMATICALLY TO SEE WHETHER THEY SHOW A RELATIONSHIP 2 BETWEEN BLOOD LEVELS OR OTHER BIOLOGICAL MARKERS OF LEAD 3 EXPOSURE WITH THE PRESENCE OF ASD. 4 AND WHY DID YOU TAKE THAT APPROACH OF DOING A 5 0 SEMI-SYSTEMATIC REVIEW? 6 7 BECAUSE IT'S MUCH STRONGER EVIDENCE THAN JUST А 8 REVIEWING ONE OR TWO PAPERS. YOU KNOW, THE LARGER THE 9 N, OBVIOUSLY, YOU ELIMINATE A LOT OF CONFOUNDERS, 10 ESPECIALLY WHEN YOU CONSIDER THE FACT THAT YOU MIGHT BE 11 DOING STUDIES IN DIFFERENT POPULATIONS, THEN OBVIOUSLY 12 YOU'RE ELIMINATING POTENTIAL FOR THE GENETICS TO 13 INFLUENCE THE DISEASE. 14 SO THE GREATER THE NUMBER OF STUDIES, THE 15 GREATER THE NUMBER OF INDIVIDUALS, THE GREATER THE POWER OF THE STUDY. 16 17 Q AND, DOCTOR, IS THAT THE SAME APPROACH THAT YOU EMPLOYED HERE IN THIS CASE? 18 19 YES, THAT'S CORRECT. Α 20 0 OKAY. NOW, IT SAYS HERE -- OOPS. 21 "SPECIFICALLY THE MECHANISMS OF ACTION OF LEAD 22 23 EXPOSURE, INCLUDING CHANGES WITHIN THE CHOLINERGIC, DOPAMINERGIC, GLUTAMATERGIC, 24 GAMMA-AMINOBUTYRIC ACID ARE DISCUSSED." 25 26 CAN YOU SEE THAT, DOCTOR? 27 YES, SIR. Α 28 Q DOCTOR, WHAT THE ON EARTH ARE THESE SYSTEMS?

1 A OKAY. SO YOU ACTUALLY DIDN'T PRONOUNCE THEM 2 RIGHT. IT'S DOPAMINERGIC, CHOLINERGIC, GABAERGIC, AND 3 GLUTAMATERGIC.

SO THESE REFER TO DIFFERENT PHENOTYPES OF 4 5 NEURONS THAT PRODUCE DIFFERENT TYPES OF NEUROTRANSMITTERS. AND SOME OF YOU MAY HAVE HEARD ABOUT 6 7 DOPAMINE. DOPAMINE IS A CHEMICAL. IT'S A 8 NEUROTRANSMITTER THAT'S BEEN IMPLICATED IN PARKINSON'S DISEASE, FOR EXAMPLE. IT'S VERY IMPORTANT IN TERMS OF 9 10 THE AWARD SYSTEM, AND WE'VE SEEN, ACTUALLY, DOPAMINE IN THE PREVIOUS SLIDE WHEN WE TALKED ABOUT THE BASAL 11 12 GANGLIA. THERE'S A LOT OF DOPAMINE THERE.

BUT THE POINT OF THIS IS TO SHOW THAT LEAD AFFECTS ALL OF THESE NEUROTRANSMITTERS. IT DOESN'T HAVE A PREFERENCE FOR ONE OR THE OTHER. THERE ARE, AGAIN, ENOUGH STUDIES TO DEMONSTRATE THAT LEAD WILL DECREASE THE LEVELS OF GABA, DOPAMINE, GLUTAMATE IN THE BRAIN.

AND THE SIGNIFICANCE OF THIS, AGAIN, GOES BACK TO WHAT WE'VE TALKED ABOUT BEFORE. ONCE YOU REDUCE THE LEVELS OF THESE NEUROTRANSMITTERS, YOU'D EXPECT TO SEE CHANGES IN BRAIN FUNCTION. THE SYNAPTIC TRANSMISSION IS IT GOING TO BE COMPROMISED, FOR EXAMPLE.

Q DOCTOR, JUST TO TIE IT TOGETHER, IT SAYS HERE
THAT CONSIDERATIONS OF THE CURRENT DATA AND TRENDS
SUGGEST A POTENTIAL STRONG ROLE FOR LEAD IN ASD.

26DOCTOR, WHAT DO YOU MEAN BY A "STRONG ROLE FOR27LEAD IN ASD"?

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SO, AGAIN, FROM THE STUDIES THAT I'VE READ THAT

1 ARE CITED THIS PAPER AND SUBSEQUENT STUDIES THAT I'VE 2 READ, I THINK THAT THE DATA ARE SUPPORTIVE OF AN ASSOCIATION BETWEEN EXPOSURE TO LEAD AND ASD. 3 AND, DOCTOR, IT SAYS HERE THAT YOU FOCUSED ON 4 0 AUTISTIC -- THE LEAD'S CAPABILITY FOR INDUCING AUTISTIC 5 COMORBID SYMPTOMS OF AUTISM. 6 7 LET ME JUST HIGHLIGHT IT SO YOU CAN SEE. 8 FURTHERING OF COMORBIDITIES OF AUTISM. 9 DOCTOR, WHAT IS THE -- HOW IS STUDYING THE 10 COMORBIDITIES OF AUTISM IN ANY WAY RELEVANT TO 11 UNDERSTANDING OF HOW LEAD CAN CAUSE ASD? 12 А I'M NOT SURE I UNDERSTAND THE OUESTION. 13 0 SURE. IT SAYS HERE THAT YOU WERE STUDYING THE 14 15 COMORBIDITIES OF AUTISM. WHY? 16 17 WELL, BECAUSE, I MEAN, LEAD WOULD HAVE EFFECTS Α ON MANY SYSTEMS, AND IT MIGHT BE BEYOND JUST ASD. 18 Ι'Μ 19 NOT SURE I'M ANSWERING YOUR QUESTION, BUT THERE IS COMORBIDITIES BETWEEN ASD, FOR EXAMPLE, AND ADHD. 20 SO 21 WHILE THIS IS SPECIFIC TO ASD, YOU COULD PROBABLY 2.2 PERFORM THE SAME STUDY AND LOOK AT ADHD AND SEE THE SAME 23 KIND OF RELATIONSHIPS. AND PAGE 3, IT SAYS HERE, DOCTOR, "PRIOR TO 24 0 DISTINGUISHING SPECIFIC AREAS OF FOCUS WITHIN 25 26 THE REVIEW, BACKGROUND RESEARCH WAS CONDUCTED 27 ON AUTISM AND ITS PRIMARY SYMPTOMS TO MAKE ADEQUATE CONNECTIONS TO THE EFFECTS OF LEAD 28

1 EXPOSURE." 2 DO YOU SEE THAT, DOCTOR? 3 Α YES, I DO. NOW, I KNOW, DOCTOR, THERE'S BEEN SOME 4 0 5 ALLEGATIONS MADE BY DEFENDANTS IN THIS CASE THAT YOU ARE NOT SUFFICIENTLY -- IN PREPARING YOUR REPORT IN THIS 6 7 CASE, YOU WERE NOT SUFFICIENTLY FAMILIAR WITH THE 8 SYMPTOMS OF ASD AND ASD ITSELF IN ORDER TO BE REACHING 9 YOUR OPINIONS. 10 I JUST WANT TO BE VERY CLEAR. IN THIS STUDY, YOU SAY THAT YOU CONDUCTED BACKGROUND RESEARCH TO 11 UNDERSTAND THE SYMPTOMS OF AUTISM AND HOW LEAD COULD 12 13 CAUSE THOSE SYMPTOMS. AND IS THAT WHAT YOU DID IN THAT STUDY, DOCTOR? 14 15 Α YES, SIR. OKAY. AND DID YOU DO THAT SAME PROCESS HERE? 16 Q 17 Α YES, SIR. AND WHY DID YOU DO THAT? 18 0 19 WELL, WE OBVIOUSLY WANT TO KNOW WHETHER OUR Α 20 KNOWLEDGE, APPLIED KNOWLEDGE FROM THE MECHANISTIC 21 STUDIES, LOOKING AT MODES OF ACTION AND THE MEANS BY 22 WHICH THESE METALS, OR LEAD SPECIFICALLY IN THIS CASE, 23 HOW THE EFFECTS THAT MANIFEST IN A SINGLE CELL MIGHT BE TRANSLATED TO ASD OR OTHER DISORDERS. 24 25 SO, YOU KNOW, I SAID BEFORE, I'M NOT A 26 CLINICIAN. I'M NOT AN EXPERT IN DIAGNOSING ASD, BUT I 27 THINK I HAVE A REASONABLE COMMAND OF THE RELATIONSHIP 28 BETWEEN LEAD AND SOME OF THESE CLINICAL MANIFESTATIONS. 51

1 0 DOCTOR, TO BE CLEAR, THIS ARTICLE -- WAS THIS 2 PEER-REVIEWED? 3 YES, SIR. Α AND WAS IT SUBJECT TO RIGOROUS 4 0 OKAY. 5 SCIENTIFIC METHOD AND REVIEW? WELL, I CAN'T SPEAK ON BEHALF OF THE REVIEWERS, 6 Α 7 BUT I'VE HAD PAPERS THAT WERE REJECTED BEFORE. IT'S 8 SOMETIMES YOU'RE ASKED TO REVISE A PAPER, BUT COMMON . 9 I'VE PUBLISHED IN THE VICINITY OF 860 PAPERS, SO I THINK 10 IT'S A REASONABLE NUMBER. 11 0 YES, IT CERTAINLY IS. 12 NOW, DEFENDANTS ARE CLAIMING THAT THIS IS NOT 13 ORIGINAL RESEARCH. IS THAT TRUE, THIS PAPER? 14 15 Α WELL, THIS IS REVIEW OF THE LITERATURE, THAT'S CORRECT. 16 17 Q OKAY. I MEAN, THERE IS NOTHING WRONG WITH REVIEWS. 18 Α 19 ACTUALLY, THEY ARE VERY HELPFUL BECAUSE AT TIMES WHAT 20 THEY DO IS THEY SYNTHESIZE DIFFERENT TYPES OF RESEARCH 21 ARTICLES THAT HAVE BEEN PUT TOGETHER AND IT PUTS IT IN A 2.2 MUCH MORE COHERENT FRAME. YOU KNOW, IT PUTS IT UNDER 23 THE MICROSCOPE TO SEE WHETHER DIFFERENT STUDIES 2.4 CONDUCTED BY OTHER PEOPLE HAVE REACHED THE SAME TYPES OF CONCLUSIONS. 25 26 SO THERE'S GREAT MERIT ACTUALLY TO REVIEW 27 PAPERS BECAUSE THEY ARE VERY INFORMATIVE. THEY LOOK AT CONSISTENCIES, AND THEY ARE STRONG IN TERMS OF DEFINING 28

1 ASSOCIATIONS BETWEEN EXPOSURES AND OUTCOMES. SO I WOULD 2 SAY THE FACT THAT IT'S A REVIEW REALLY DOESN'T MAKE MUCH OF A DIFFERENCE. 3 NOW, DOCTOR --4 0 5 Α TO THE CONTRARY. 6 0 UNDERSTOOD. 7 NOW, MY PEN IS BEING VERY TEMPERAMENTAL HERE, 8 BUT BEAR WITH ME WHILE I TRY TO GET THIS UP. 9 IT SAYS HERE ON PAGE 2 -- I WANT TO BREAK THIS 10 DOWN IN OUITE A BIT A DETAIL. "THE ADVERSE HEALTH CONSEQUENCES OF LEAD SHOULD 11 12 BE INVESTIGATED IN THE CONTEXT OF ITS LONG HALF LIFE AND MODERATE TURNOVER WITHIN THE BODY." 13 DO YOU SEE THAT, DOCTOR? 14 15 Α YES, SIR. ALL RIGHT. 16 0 17 CAN YOU JUST BRIEFLY WALK US THROUGH WHAT THAT'S REFERRING TO? WHAT IS HALF LIFE? WHAT IS LEAD'S 18 19 HALF LIFE? WHAT IS MODERATE TURNOVER WITHIN THE BODY? 20 WHAT ARE THESE CONCEPTS GETTING AT? SO THE HALF LIFE LEAD OF REALLY DEPENDS ON THE 21 Α TISSUE, WHERE IT'S -- WHERE IT IS THE POSITIVE. 22 IT CAN 23 BE FROM DECADES IF WE TAKE, FOR EXAMPLE, BONE OR TEETH. LEAD IN BONE CAN BE THERE FOR, THE LENGTH OF IT, FOR THE 24 DURATION OF HUMAN LIFE, FOR SEVERAL DECADES AT A 25 AND THE REASON FOR THAT IS THAT THE 26 MINIMUM. 27 REMODELLING OF THE BONE IS A VERY SLOW PROCESS. SO ONCE IT'S DEPOSITED, AGAIN, BECAUSE IT'S SUBSTITUTES CALCIUM, 28

IT'S THERE AND IT MAY NOT BE RELEASED FROM THE BONE INTO
 THE BLOOD STREAM FOR DECADES. IN OTHER TISSUES, THE
 HALF LIFE OF LEAD CAN BE VERY SHORT. IT CAN BE IN THE
 ORDERS OF DAYS, BLOOD, FOR EXAMPLE.

5 IN THE BRAIN, IT'S INTERMEDIATE. IT'S PROBABLY 6 MONTHS TO YEARS, AND THAT'S IMPORTANT WHEN WE TALK ABOUT 7 NEUROLOGICAL DISORDERS BECAUSE LEAD THAT GETS INTO THE 8 BRAIN IS THERE FOR A LONG TIME.

AND ANOTHER IMPORTANT CONCEPT THAT I SHOULD
NOTE IS THAT WE DON'T HAVE REALLY ANY MEANS TO GET THE
LEAD OUT OF THE BRAIN. THERE ARE SOME TREATMENTS FOR
BRAIN EXPOSURE -- FOR LEAD EXPOSURE. PEOPLE USE SODIUM
CALCIUM EDTA. THERE'S ANOTHER DRUG KNOWN AS SUCCIMER.
THEY ARE VERY EFFECTIVE.

15 WHAT THEY WILL DO IS, THEY WILL GET THE LEAD
16 FROM THE SOFT TISSUES, LIKE KIDNEY AND LIVER, FROM
17 MUSCLE, BUT BECAUSE THESE DRUGS ARE TOO BIG, GOING BACK
18 TO THE CONCEPT OF THE BLOOD-BRAIN BARRIER, THEY ARE NOT
19 ABLE TO GET INTO THE BRAIN. SO ACTUALLY, THE
20 CONCENTRATION OF LEAD IN THE BRAIN STAYS THERE FOR A
21 VERY, VERY LONG TIME.

22QNOW, I WANT TO FOCUS IN ON THAT A LITTLE BIT.23IT SAYS HERE THAT, "LEAD ALSO DEPOSITS IN THE24BONE, FROM WHICH IT MAY REENTER THE BLOODSTREAM25UPON INCREASED VISCOELASTIC ACTIVITIES, SUCH AS26DURING PREGNANCY, AGING AND MENOPAUSE."27AND THEN IT SAYS, "FURTHERMORE, THE TYPICAL28HALF LIFE OF LEAD IN THE BONE IS 20 TO 30

YEARS."

1

2

DO YOU SEE THAT, DOCTOR?

3 A YES, SIR.

4 Q NOW, DOCTOR, I WANT TO PUT THIS IN A BIT OF A 5 CONTEXT.

6 SO IF A CHILD AROUND ABOUT THE AGE OF ONE AND 7 TWO IS EXPOSED TO LEAD AND THAT LEAD STICKS TO -- INTO 8 THEIR BONE, CAN THAT SAME SOURCE OF LEAD EXPOSURE OF 9 LEAD THAT'S ENTERED THEIR BODY, MANIFEST IN THE BLOOD 10 YEARS DOWN THE LINE BASED ON THE PROCESS THAT YOU JUST 11 DESCRIBED?

12 А YES. THAT'S EXACTLY WHAT I'M REFERRING TO. 13 THE LEAD IN THE BONE WILL BE THERE, AND IT WILL LEECH OUT INTO THE BLOOD AS THE BONE IS REMODELLING, 14 15 WHICH IS A VERY SLOW PROCESS. IT'S HASTENED BY DIFFERENT PHYSIOLOGICAL CONDITIONS, FOR EXAMPLE, LEAD 16 17 ABSORPTION IS INCREASED IN PREGNANCY. IT'S INCREASED IN OLDER INDIVIDUALS. OSTEOPOROSIS WOULD BE ONE EXAMPLE, 18 19 SO OLDER AGE.

20 BUT, YOU KNOW, THE LEAD THAT'S IN THE BONE IS 21 NOT GOING TO STAY THERE. IT'S AN INFINITESIMAL AMOUNT. 22 IT'S NOT A VERY LARGE AMOUNT OF LEAD, BUT THE PRINCIPLE 23 BASICALLY IS THAT, OVER TIME, IT'S GOING TO BE RELEASED 24 IN INTO THE BLOOD. YES.

Q IF A CHILD AT ONE AND TWO IS EXPOSED TO LEAD,
AND IT ENDS UP IN THEIR BONE, THE PROCESS OF AGING, AS
THEIR BONE GROWS AND SO FORTH, COULD THAT LEAD BE FOUND
IN THE BLOOD WHEN THAT CHILD REACHES THE AGES OF FOUR,

1 FIVE, SIX, AND SO ON?

2

YES, ABSOLUTELY. А YES.

ALL RIGHT. DOCTOR, I WANT TO GO BACK TO YOUR 3 0 4 STUDY.

5 HOW DOES THE HALF LIFE AND TURNOVER OF LEAD IN THE BODY COMPARE WITH THAT OF MERCURY AND ARSENIC? 6 7 SO LEAD HAS GENERALLY, AT LEAST IN BONE, MUCH А 8 LONGER HALF LIFE COMPARED TO MERCURY OR ARSENIC, AND THE 9 REASON FOR THAT IS THAT MERCURY AND ARSENIC ARE NOT 10 CALCIUM NEMETICS, SO THEY DON'T TEND TO ACCUMULATE IN 11 THE BONE, BUT, YOU KNOW, IN SOFT TISSUES AND, AGAIN, IN 12 THE BRAIN, THEY WILL HAVE -- BOTH OF THESE METALS WILL 13 HAVE LONGER HALF LIVES THAN ARSENIC AND MERCURY IN THE AGAIN, THAT MAY BE IN THE ORDER OF DAYS. 14 BLOOD. IN THE 15 BRAIN, IT'S PROBABLY -- OR IT IS, NOT PROBABLY. THEHALF LIFE OF MERCURY, FOR EXAMPLE, IN THE BRAIN IS THREE 16 17 MONTHS. 18 OKAY.

Q

19

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AND, DOCTOR, HERE IT SAYS, "CURRENTLY THERE ARE NO SAFE BLOOD LEVELS, AND MINUTE TRACES OF BLOOD LEAD ARE CONSIDERED HARMFUL, INCREASING THE CONCERN REGARDING LEAD EXPOSURE." DO YOU SEE THAT, DOCTOR?

YES, SIR. 24 Α

I WANT TO TALK ABOUT THIS IDEA OF 25 Q ALL RIGHT. 26 DOSE AND WHAT THAT MEANS TO BE NO SAFE BLOOD LEVELS. 27 CAN YOU JUST -- LET'S START OFF BY YOUR 28 EXPLANATION, DOCTOR.

1 WHAT DOES IT MEAN FOR THERE BE NO, AS YOU PUT 2 IT HERE, NO SAFE BLOOD LEVEL? WHAT IS THAT GETTING AT? WELL, IT'S BEEN STATED BY MANY AUTHORITIES THAT 3 Α THE SAFEST BLOOD LEVEL IN THE BLOOD IS ZERO. 4 SO --5 BECAUSE WE DON'T KNOW, BASICALLY. WE DO KNOW -- WELL, I'LL GIVE YOU A HISTORICAL PERSPECTIVE. 6 I BELIEVE 20, 7 30 YEARS AGO, SAFE BLOOD LEAD LEVELS WERE 60 MICROGRAMS 8 PER DECILITER, AND THEN WE'VE STARTED TO REALIZE THAT IT 9 DOES HAVE SOME ILL EFFECTS IN CHILDREN, SO IT WAS 10 REDUCED TO 25.

WE'VE STARTED TO DO STUDIES -- OR OTHER PEOPLE, 11 12 I SHOULD SAY, I DID NOT DO THESE STUDIES, HAVE LOOKED AT 13 LOWER BLOOD LEAD LEVELS, AND CDC LOWERED BLOOD LEAD LEVELS TO 10 MICROGRAMS PER DECILITER. WE NOW HAVE 14 15 PLENTY OF EVIDENCE THAT EVEN LOWER LEVELS OF BLOOD, LEAD IN THE BLOOD, AT LEVELS AS LOW AS 2 MICROGRAMS PER 16 DECILITER ARE ASSOCIATED WITH MANY OF THE BEHAVIORS THAT 17 ARE INHERENT TO ASD AND ADHD. 18

SO AS WE GET BETTER WITH OUR TECHNOLOGY, AS
STUDIES ARE BETTER REFINED TO LOOK AT BEHAVIORAL
DEFICITS, WE ARE REVISING OUR STANDARDS, BASICALLY,
HAVING GONE FROM 60 TO 10. AND I DON'T WANT TO GUESS,
BUT PROBABLY IN THE FUTURE, THE 10 MICROGRAM PER
DECILITER WILL GO DOWN.

AND I SAY THERE'S NO LEVEL BECAUSE WE DON'T
KNOW WHAT HAPPENS AT LEVELS OF A POINT MICROGRAM PER
DECILITER. WE DON'T HAVE THAT INFORMATION YET. BUT
AGAIN, GIVEN THE FACT THAT IT'S NOT ESSENTIAL, GIVEN

1 THAT WE KNOW THAT IT INTERFERES WITH CALCIUM SIGNALLING 2 AND ALL THE OTHER THINGS WE MENTIONED BEFORE, THERE'S NO 3 REASON TO BELIEVE THAT THERE'S A SAFE LEVEL OF LEAD. DOCTOR, ARE THERE SAFE LEVELS FOR MERCURY AND 4 Q 5 ARSENIC? IT'S THE SAME PRINCIPLE. 6 Α NO. 7 Q OH, SORRY, DOCTOR. I THINK WE JUST LOST YOU. 8 Ι... 9 Α OH. 10 YOUR CAMERA HAS DIED. Q AM I THERE? 11 Α 12 Ο YOU'RE BACK, YES. IT'S MY FAULT. 13 Α OKAY. I GOT EXCITED AND I MOVED SOMETHING ON THE SIDE OF MY COMPUTER. 14 SO... 15 Q NOT A PROBLEM, DOCTOR. OKAY. CAN YOU REPEAT THE QUESTION, PLEASE? 16 Α 17 Q YES. YOU ASKED ME WHETHER MERCURY AND ARSENIC ARE 18 Α 19 BASICALLY NO SAFE LEVELS FOR THOSE, AND I SAID, YES, 20 THERE'S NO SAFE LEVELS FOR MERCURY AND ARSENIC. 21 OKAY. GREAT. 0 2.2 NOW, DOCTOR, TO BE CLEAR, ARE YOU SAYING THAT 23 LEAD, MERCURY AND ARSENIC, THEN CAN CAUSE ASD AT ANY 24 LEVEL OF EXPOSURE? NO, I'M NOT SAYING THAT. 25 Α 26 0 YEAH. 27 NO, ABSOLUTELY NOT. Α NO. 28 0 AND COULD YOU ELABORATE? 58

1 Α YEAH. I MEAN, I WOULD NEVER SAY THAT THE ONLY 2 THING THAT CAUSES ASD IS LEAD. I MEAN, IT'S INTERACTION BETWEEN MANY, MANY OTHER THINGS AND LEAD. 3 I MEAN, I HAVE SAID DURING MY DEPOSITION AND MY REPORT, I BELIEVE, 4 THAT THERE'S GENETIC COMPONENTS TO ASD. SO JUST TO 5 IMPLY THAT ASD IS THE ONLY THING THAT WOULD CAUSE -- I'M 6 7 SORRY -- THAT LEAD IS THE ONLY CAUSE FOR ASD OR YOU JUST 8 NEED SOME LEAD IN YOUR BLOOD TO CAUSE ASD, I DON'T THINK 9 THAT WOULD BE ACCURATE. 10 I APOLOGIZE. WE'RE HAVING SOME TECHNICAL 0 I'M GOING TO -- I WANT TO SHOW YOU A DOCUMENT, 11 ISSUES. 12 BUT IT LOOKS LIKE IT'S NOT GOING TO APPEAR FOR A COUPLE 13 OF MINUTES. SO I'M GOING TO MOVE ON, AND WE'RE GOING TO

14 THIS, TO COME BACK TO THIS DISCUSSION OF DOSE, IN JUST A15 SECOND.

16ALL RIGHT.LET'S GO BACK TO YOUR STUDY.LET17ME JUST PULL IT UP.

18 AND I APOLOGIZE, YOUR HONOR, IT'S JUST19 TECHNICAL ISSUES.

CAN YOU SEE THAT, THE PAGE, DOCTOR?

21 A YES.

20

22 Q OKAY.

23 A YES.

24 Q NOW, YOU HAVE HERE A REALLY HANDY-DANDY DIAGRAM 25 OF THE WAY IN WHICH LEAD ENTERS THE BODY.

26 CAN YOU JUST BRIEFLY EXPLAIN HOW THIS ROUTE OF
27 ENTRY MAY BE DIFFERENT OR SAME COMPARED TO MERCURY AND
28 ARSENIC?

1 Α SO SOURCES OF EXPOSURE FOR THESE METALS ARE 2 IDENTICAL. IT CAN BE THROUGH THE SKIN. IT COULD BE BY INHALATION, BY INGESTION AND, YOU KNOW, I DIDN'T GO INTO 3 IT, BUT THESE METALS CAN EXIST IN DIFFERENT OXIDATION 4 THEY CAN BE IN THE ORGANIC OR INORGANIC FORM. 5 STATES. SO THERE'S A LOT OF PHYSICAL AND CHEMICAL PROPERTIES 6 7 THAT ARE GOING TO GUIDE AND DETERMINE HOW MUCH OF EACH 8 OF THESE METALS IS GOING TO BE ABSORBED.

9 BUT THE POINT OF THIS SLIDE IS THAT LEAD AND, 10 AGAIN, THE OTHER METALS AS WELL, IT WOULD BE THE SAME 11 THING. THEY WOULD BE EITHER INGESTED, GETTING THROUGH 12 THE SKIN, INHALED. THEY WILL FIND THEIR WAY BECAUSE 13 THEY GET TRANSPORTED, OR BY OTHER MEANS, INTO THE 14 BLOODSTREAM AND THEN THEY DISTRIBUTE TO DIFFERENT 15 TISSUES.

16 HERE THERE'S EMPHASIS ON THE BONES, WHICH WOULD
17 NOT BE THE CASE WITH LEAD -- WITH MERCURY OR WITH
18 ARSENIC, AND THEN THE ARROW POINTING DOWNWARDS, ITS
19 AFFECT ON BRAIN AND DIFFERENT NEUROTRANSMITTER SYSTEMS.
20 IT WOULD BE APPROPRIATE FOR THE OTHER ONES AS WELL.

21 Q NOW, PAGE 3, YOU TALK ABOUT -- OOPS -- YOU TALK 22 ABOUT THE ASSOCIATION BETWEEN LEAD EXPOSURE AND THE 23 COMORBIDITIES OF AUTISM; RIGHT? IS THAT HERE ON THE 24 SCREEN?

A I CAN SEE IT, YES.

Q OKAY.

25

AND THEN YOU GIVE A SUMMARY OF YOUR FINDINGS ONPAGE 5. I'D JUST LIKE TO LOOK AT THIS.

1 IT SAYS, "THE PREVALENCE OF SOCIAL WITHDRAWAL, 2 LOSS OF INTELLIGENCE SCORES, DECLINE IN MEMORY, AND LANGUAGE DIFFICULTIES IN LEAD-EXPOSED 3 INDIVIDUALS FURTHER SUGGEST THE PROBABLE ROLE 4 OF LEAD IN FURTHERING COMORBIDITIES ASSOCIATED 5 WITH AUTISM." 6 7 DO YOU SEE THAT, DOCTOR? YES. 8 Α 9 0 CAN YOU JUST BRIEFLY EXPLAIN WHAT YOU MEAN BY 10 THAT. SO, AGAIN, ASD HAS, YOU KNOW, SPECIFIC -- THE 11 Α 12 CRITERIA FOR DETERMINING AUTISM ARE FAIRLY SPECIFIC. Τ 13 DON'T DO THAT NECESSARILY CLINICALLY, BUT THE IDEA HERE IS THAT THERE ARE SOME COMORBIDITIES THAT YOU SEE IN 14 15 OTHER SYNDROMES, SYMPTOMS IN THE BRAIN IN INDIVIDUALS 16 THAT DO NOT NECESSARILY HAVE ASD. 17 FOR EXAMPLE, YOU KNOW, WHEN YOU THINK ABOUT IQ, 18 IT'S BEEN ESTIMATED THAT EACH EXCESS, CERTAIN AMOUNT OF MICROGRAMS PER DECILITER OF LEAD IS RELATED TO A 19 20 DECREMENT OF ONE POINT IQ, AND THERE HAVE BEEN SOME 21 BEAUTIFUL BELL-SHAPED CURVES THAT SHOW YOU EXACTLY WHAT 22 YOU'D EXPECT TO SEE WITH A POPULATION OF A HUNDRED 23 MILLION WITH IO OF 100 AND WHAT HAPPENS TO THEM WHEN THEY ARE EXPOSED TO LEAD AND THE IO GOES TO 95. 24 SO WHILE NOT ALL KIDS THAT HAVE ASD HAVE NECESSARILY A 25 26 DECREMENT IN IQ, MANY OF THEM DO. 27 SO BY COMORBIDITIES, SOME OF THESE STUDIES WERE NOT DESIGNED NECESSARILY TO STUDY ASD. 28 THEY LOOKED AT

61

1 OTHER KINDS OF BEHAVIORS OR END POINTS, BUT THEY ARE 2 COMORBID TO ASD. THAT'S WHAT'S MEANT HERE. DOCTOR, IT SAYS, "WHILE LEAD HAS BEEN 3 0 SCIENTIFICALLY PROVEN TO CAUSE THESE 4 COMORBIDITIES, THE PRESENCE OF THESE 5 COMORBIDITIES DOES NOT NECESSARILY MEAN THAT 6 7 THEY WERE INDUCED BY LEAD." CORRECT? 8 9 Α YES. 10 ALL RIGHT. AND IS THAT WHAT YOU'RE GETTING AT? 0 THAT JUST BECAUSE YOU MAY HAVE SOME OF THESE SYMPTOMS 11 12 AND COMORBIDITIES OF AUTISM, ARE THERE OTHER CAUSES 13 BESIDES LEAD FOR THESE SYMPTOMS? YES, ABSOLUTELY. 14 Α DOCTOR, I WANT TO LOOK AT 15 OKAY. ALL RIGHT. Q SPECIFICALLY SOME OF THE MECHANISMS THAT YOU HIGHLIGHT 16 17 IN THIS PAPER. I WANT TO CALL OUT THIS IS PAGE. ON PAGE 5, YOU TALK ABOUT THE IMPACT ON 18 19 CHOLINERGIC SYSTEM AND ENERGY METABOLISM -- I 20 PRONOUNCING THAT INCORRECTLY. HOW IS IT PRONOUNCED, DOCTOR? 21 22 А CHOLINERGIC. 23 Q CHOLINERGIC. OKAY. CAN YOU JUST -- YOU KNOW WHAT? LET'S PULL UP 24 THE PART WHERE YOU TALK ABOUT THIS. 25 26 IT SAYS HERE, "AUTISTIC INDIVIDUALS HAVE BEEN SHOWN TO POSSESS A VARIETY OF 27 DYSFUNCTIONALITIES WITHIN THE" -- CAN YOU READ 28 62

1 THAT OUT FOR US, DOCTOR? 2 YOU'D LIKE ME TO READ IT? А 3 0 PLEASE. OH, OKAY. 4 Α SO, "AUTISTIC INDIVIDUALS HAVE SHOWN TO POSSESS 5 A VARIETY OF DYSFUNCTIONALITIES WITHIN THEIR 6 7 DOPAMINERGIC, CHOLINERGIC AND GLUTAMATERGIC 8 SYSTEMS... " AND NOW IT DISAPPEARED FROM MY 9 SCREEN. 10 MR. ESFANDIARY: SORRY, IT'S JUST TECHNICAL 11 ISSUES. 12 CAN WE JUST TAKE A -- YOUR HONOR, DO YOU MIND 13 INDULGING US WITH A OUICK TWO- OR THREE-MINUTE BREAK? WELL, I THINK WE SHOULD ACTUALLY 14 THE COURT: 15 TAKE A BREAK UNTIL -- FOR ABOUT 15 MINUTES. SO WHY DON'T WE TAKE A BREAK ACTUALLY UNTIL 16 17 11:00 O' CLOCK CALIFORNIA TIME. 18 MR. ESFANDIARY: THANK YOU, YOUR HONOR. 19 THE COURT: THANK YOU. 20 MS. FREIWALD: THANK YOU, YOUR HONOR. THE WITNESS: THANK YOU. 21 22 (RECESS) 23 THE COURT: THANK YOU. YOU MAY PROCEED. MR. ESFANDIARY: 24 ALL RIGHT. DOCTOR, WE'RE JUST GOING TO WRAP UP 25 Q OUR DISCUSSION OF YOUR PAPER. I DON'T WANT TO SPEND TOO 26 27 MUCH TIME ON IT. LET'S GO TO YOUR PAPER AGAIN AND JUST LOOK AT 28 63

1 WHAT YOU SAY HERE ON PAGE 9.

2	IT SAYS, YOU SAY HERE THAT, "MOREOVER, THE
3	ROOT CAUSE OF AUTISM ASD ETIOLOGY STILL REMAINS
4	UNCLEAR, BUT METAL EXPOSURES HAVE BEEN SHOWN TO
5	CONTRIBUTE TO THE IMPACT OF ASD."
6	ALL RIGHT. YOU SEE THAT, DOCTOR?
7	A YES, SIR.
8	Q OKAY. WHAT DO YOU MEAN THAT THE ROOT CAUSE
9	REMAINS UNCLEAR?
10	A WELL, FOR EXAMPLE, THERE'S A LOT OF GENE
11	CANDIDATES THAT HAVE BEEN CONSIDERED IN TERMS OF
12	RENDERING OR INCREASING SUSCEPTIBILITY TO THE DISORDER,
13	BUT IT'S A MULTI-FACTORIAL DISEASE. SO HOW MANY GENES
14	MIGHT BE INVOLVED, WHETHER IT'S 5, 10 OR 50 OR 100, WE
15	DON'T KNOW. AND, AS I SAID IN THE BEGINNING, I BELIEVE,
16	LIKE MOST OTHER NEUROLOGICAL DISORDERS, THERE IS BOTH AN
17	ENVIRONMENTAL COMPONENT AND A GENETIC COMPONENT.
18	SO YOU CAN IMAGINE THAT YOU WOULD HAVE TO DO A
19	LOT OF STUDIES TO ASCERTAIN EXACTLY WHAT GENES ARE
20	ASSOCIATED WITH THIS DISEASE BECAUSE YOU'D HAVE TO
21	GENOTYPE HUNDREDS OF THOUSANDS OF PEOPLE, PRETTY MUCH
22	EVERYBODY THAT HAS ASD.
23	SO THAT'S WHAT I MEAN BY WE DON'T KNOW THE ROOT
24	OF THE DISEASE, BUT I POINT OUT TO THE FACT THAT THERE
25	IS KNOWLEDGE THAT SUBSTANTIATES THAT EXPOSURE TO HEAVY
26	METALS, IN THIS CASE LEAD, ARE CAUSAL IN TERMS OF
27	INTERACTION BETWEEN THE GENETICS AND THE DEVELOPMENT OF
28	ASD.

THE COURT: I HAVE A QUESTION FOR THE WITNESS.
 EXCUSE ME FOR INTERRUPTING.
 MR. ESFANDIARY: NO PLEASE, YOUR HONOR.
 THE COURT: I SEE THE WAY IT'S PHRASED, DOCTOR.
 IT SAYS THAT THE METAL EXPOSURE HAS BEEN SHOWN TO

6 CONTRIBUTE TO THE IMPACT OF ASD. IT DOESN'T SAY TO THE
7 CAUSE OF ASD OR TO THE GENERATION OF ASD. WHAT DO YOU
8 MEAN BY CONTRIBUTE TO THE IMPACT OF ASD? IN OTHER
9 WORDS, ARE YOU SAYING IT WORSENS THE SYMPTOMS? WHAT
10 DOES THAT MEAN, THE IMPACT OF ASD?

11 THE WITNESS: SO THANK YOU, YOUR HONOR. YOU
12 KNOW, IT MIGHT BE POOR LANGUAGE ON MY PART, BUT I WOULD
13 SAY ACTUALLY BOTH ARE CORRECT.

I WOULD SAY, IF WE GO BACK, I DON'T KNOW IF 14 15 YOU'LL RECALL THE STUDY OF CECIL WHERE WE TALKED ABOUT 16 THE GRAY MATTER AND THE REDUCTION IN THE SIZE OF THE 17 GRAY MATTER OF THE BRAIN. WHAT THEY HAVE DONE THERE IS TO ACTUALLY CORRELATE THE REDUCTION, THE VOLUME, OF THE 18 19 REDUCTION IN THE BRAIN MATTER, AND THAT WAS ACTUALLY 20 CORRELATED WITH THE AMOUNT OF LEAD THAT THESE ADULTS 21 WERE EXPOSED TO WHEN THEY WERE CHILDREN.

SO, WHAT I MEAN IS NOT JUST -- IT'S NOT JUST
THAT THERE'S A RELATIONSHIP BETWEEN THESE METALS AND THE
DISEASE, ALSO, THE SEVERITY OF THE DISEASE WILL BE
DEPENDENT UPON THE LEVEL OF EXPOSURE.

27 MR. ESFANDIARY: YOUR HONOR? ALL RIGHT. YOUR 28 HONOR, MAY I PROCEED?

I SEE.

THE COURT:

26

1 THE COURT: YES, PLEASE. 2 MR. ESFANDIARY: OH, SORRY. 0 OKAY. 3 DOCTOR, WHEN WE WERE TALKING ABOUT DOSE A 4 5 LITTLE WHILE AGO, I JUST WANT TO WRAP UP THAT DISCUSSION BY BRIEFLY LOOKING AT A DOCUMENT. 6 7 THIS IS EXHIBIT -- I DON'T REMEMBER THE EXACT 8 EXHIBIT NUMBER. IT'S NOT POPPING UP ON THERE. I THINK 9 IT'S 74. WE CAN CLEAR THAT UP LATER. 10 THIS IS A PUBLICATION BY THE U.S. DEPARTMENT OF HEALTH AND HUMAN SCIENCES -- SERVICES, SPECIFICALLY, THE 11 12 DIVISION OF AGENCY FOR TOXIC SUBSTANCES AND DISEASE 13 REGISTRY. CAN YOU SEE THAT, DOCTOR? 14 15 Α YES, SIR. IS THE ATSDR, IS THAT A BRANCH OF THE CDC? 16 Q 17 Α YES, IT'S A BRANCH OF THE CDC. OKAY. 18 0 AND WHAT IS THE -- WHAT IS THE PURPOSE OF THE 19 20 ATSDR? DO YOU KNOW WHAT THEIR ROLE IS WITH RESPECT TO THE ENVIRONMENTAL CAUSES OF DISEASE? 21 WELL, I KNOW THAT THEY PUBLISH A LOT OF 22 А 23 TOXICOLOGICAL PROFILES. SO YOU'LL FIND PROFILES, NOT JUST ON METALS, BUT A LOT OF CHEMICALS THAT WE'RE 24 EXPOSED TO. AND THEY ARE VERY ACTIVE IN SUPER FUNDS. 25 Ι 26 GUESS, THEY ARE JUST ADVISORY TO THE CDC, BUT I DON'T KNOW EXACTLY THE RELATIONSHIP BETWEEN THEM. 27 28 0 IS THE ATSDR, THESE TOXICOLOGICAL PROFILES THAT

THEY DO, ARE THEY USUALLY CONSIDERED RELIABLE SOURCES
 FOR UNDERSTANDING THE ETIOLOGIES OF VARIOUS DISEASES AS
 POSED BY ENVIRONMENTAL TOXINS?

A YES, ABSOLUTELY. THIS IS ACTUALLY AUTHORED OR
OR CO-AUTHORED BY INDIVIDUALS WHO ARE EXPERTS IN THIS
AREA. I BELIEVE THEY ACTUALLY INCLUDE THE NAMES OF THE
INDIVIDUALS WHO HAVE CO-AUTHORED THIS, AND IT'S ALSO
THEN PEER-REVIEWED.

Q YES.

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18

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28

10 A AND, I MEAN, I SERVED ON SOME OF THEIR REVIEWS
11 AND I MAY ACTUALLY HAVE CO-AUTHORED, I DON'T REMEMBER,
12 THE ONE ON MANGANESE.

SO, YEAH, IT'S VERY REPUTABLE. IT'S VERY
SYSTEMATIC, AND IT'S A VERY RELIABLE SOURCE FOR
INFORMATION FOR THOSE OF US IN THE SCIENTIFIC COMMUNITY.

16QTHIS IS OVER 500 PAGES DEVOTED EXCLUSIVELY TO17UNDERSTANDING THE TOXICITY OF LEAD; CORRECT?

A THAT'S CORRECT.

19 Q OKAY. I WANT TO JUST TAKE A LOOK AT WHAT THEY 20 SAY ON PAGE 133.

IT'S NOT TAKING ME TO... THERE WE GO.

AND HERE, DOCTOR, IT SAYS, AFTER IT DISCUSSES
THE AVAILABLE SCIENTIFIC LITERATURE ON LEAD IT SAYS,
"THE FOLLOWING NEUROBEHAVIORAL EFFECTS IN CHILDREN HAVE
BEEN ASSOCIATED WITH LEAD."

26 CAN YOU SEE THAT, DOCTOR?

27 A YES, SIR.

Q AND IT GIVES US A DOSE MEASUREMENT; CORRECT?

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1 IT SAYS LESS THAN OR EQUAL TO 10 MICROGRAMS PER LEAD 2 DECILITER; CORRECT? 3 Α THAT'S CORRECT. WHAT IS THAT MEASUREMENT REFERRING TO? 4 0 JUST GIVE US SOME CONTEXT FOR THAT DOSE. HOW MUCH LEAD IS 5 6 THAT? 7 SO AS I SAID, 10 MICROGRAMS PER DECILITER WILL Α 8 BE .1 PART PER MILLION. SO IT WOULD BE ONE TENTH OF A 9 PARTICLE WITH ANOTHER ONE MILLION PARTICLES. 10 IS THAT A LOT OF LEAD? 0 I DON'T THINK SO. 11 Α 12 Ο AND, DOCTOR, THEY SAY HERE, "SPECIFICALLY, THE NEUROBEHAVIORAL EFFECTS HAVE BEEN OBSERVED WITH 13 THIS MINISCULE AMOUNT OF LEAD INCLUDE ALTERED 14 15 MOOD AND BEHAVIORS THAT MAY CONTRIBUTE TO LEARNING DEFICITS, INCLUDING ATTENTION DEFICIT, 16 17 HYPER ACTIVITY, AUTISTIC BEHAVIORS, CONDUCT DISORDERS, AND DELINQUENCY." 18 19 DO YOU SEE THAT, DOCTOR? YES, SIR. 20 Α 21 0 OKAY. IS THAT CONSISTENT WITH YOUR REVIEW OF THE 22 23 DATA, THAT THE AVAILABLE EVIDENCE HAS DEMONSTRATED THAT 24 LEAD IS CAPABLE OF CAUSING ASD AND THESE BEHAVIORS AT LOW LEVELS? 25 26 Α YES, IT IS. 27 AND JUST TO GO TO PAGE 173 OF THIS DOCUMENT, 0 AND IT SAYS HERE AT THE TOP, "PROSPECTIVE STUDIES HAVE 28 68

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1	ALSO PROVIDED EVIDENCE FOR ASSOCIATIONS BETWEEN
2	NEONATAL OR EARLY CHILDHOOD LEAD AND OTHER
3	NEUROBEHAVIORAL OUTCOMES, INCLUDING."
4	AND THEY HAVE HERE, "HYPER ACTIVITY AND
5	IMPULSIVITY AND AUTISTIC BEHAVIORS."
6	DO YOU SEE THAT, DOCTOR?
7	A YES, SIR.
8	Q OKAY. IS THAT ALSO CONSISTENT WITH YOUR REVIEW
9	OF THE DATA IN THIS CASE?
10	A YES, IT IS.
11	Q AND THEY GIVE A STRING CITATION TO NUMEROUS
12	STUDIES HERE; CORRECT?
13	A THAT'S CORRECT.
14	Q OKAY.
15	A AND I'M NOT INVOLVED IN ANY OF THESE STUDIES,
16	SO I SHOULD POINT THAT OUT.
17	Q SURE. UNDERSTOOD.
18	ALL RIGHT. DOCTOR, I GUESS MY QUESTION IS: IS
19	IT CONFIRMATORY OR REFRESHING TO SEE THAT THE CDC,
20	ESSENTIALLY, AGREES WITH YOUR OPINION IN THIS CASE?
21	A I BELIEVE SO, YES.
22	Q OKAY. ALL RIGHT. DOCTOR, I JUST WANT TO WRAP
23	UP HERE.
24	WE TALKED ABOUT THE SYMPTOMS OF ASD AND THE
25	MECHANISMS BY WHICH METALS CAN CAUSE ASD AND THE
26	SYMPTOMS.
27	DOCTOR, IF SOMEONE WERE TO SAY THAT THE
28	MECHANISMS BY WHICH METALS CAUSE ASD AND THE POTENTIAL
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Bryce Reporting Services (510)828-9404 - info@brycereporters.com 1 FOR CAUSING ASD IS HYPOTHETICAL OR SPECULATIVE THEORIES, 2 WHAT IS YOUR RESPONSE TO THAT? SO I THINK I'VE PROVIDED YOU TODAY WITH A 3 Α 4 NUMBER OF MECHANISMS RANGING FROM ALTERED 5 SYNAPTOGENESIS, SYNAPTIC TRANSMISSION, CALCIUM SIGNALLING, DIMINISHED BRAIN VOLUME, INCREASED 6 7 APOPTOSIS, AND I CAN GO ON AND ON, INCREASED OXIDATIVE 8 STRESS; I MEAN, ALL OF THESE ARE CONSISTENT -- THEY ARE 9 THE UNDERLYING MECHANISMS OF NEURODEGENERATIVE DISEASES, 10 INCLUDING ASD. 11 SO THERE'S PLENTY OF INFORMATION THAT AT LEVELS 12 THAT ARE INHERENT TO EXPOSURES IN CHILDREN, ANIMALS CAN 13 RECAPITULATE SOME OF THE BEHAVIORS WITH THE UNDERPINNING MECHANISMS THAT ARE ASSOCIATED WITH IT. 14 15 DOCTOR, TO A REASONABLE DEGREE OF SCIENTIFIC Q CERTAINTY, CAN EXPOSURE TO LEAD, ARSENIC AND MERCURY 16 17 CAUSE ASD? 18 Α YES. 19 AND TO A REASONABLE DEGREE OF SCIENTIFIC 0 20 CERTAINTY, CAN EXPOSURE TO LEAD CAUSE ADHD? 21 YES. Α ALL RIGHT. DOCTOR, THANK YOU SO MUCH FOR YOUR 22 0 23 TIME. 24 MR. ESFANDIARY: I HAVE NO FURTHER QUESTIONS. I PASS THE WITNESS. 25 26 THE COURT: THANK YOU. 27 THE WITNESS: THANK YOU. 28 THE COURT: ALL RIGHT. MS. FREIWALD, YOU'RE

1 UP. THANK YOU. 2 MS. FREIWALD: MAY I PROCEED, YOUR HONOR? 3 THE COURT: PLEASE. 4 CROSS EXAMINATION 5 MS. FREIWALD: 6 7 Q OKAY. GOOD AFTERNOON, DR. ASCHNER. 8 I NEED TO CHECK TO MAKE SURE IT'S WHAT -- GET 9 MY EAST COAST, WEST TIMES -- COAST TIMES STRAIGHT. 10 SO GOOD AFTERNOON. IT'S GOOD TO SEE YOU AGAIN, DR. ASCHNER. 11 12 А THANK YOU. GOOD AFTERNOON. SO LET'S JUST START QUICKLY AND TALK A LITTLE 13 0 BIT ABOUT BIOMARKERS. 14 15 SO I THINK YOU AND I COULD AGREE THAT IN ALL OF THE HUMAN STUDIES THAT WE'RE TALKING ABOUT IN THIS CASE, 16 17 THE HEAVY METAL, WHETHER IT'S ARSENIC, LEAD OR MERCURY, THAT IS BEING MEASURED, IS BEING MEASURED VIA SOME 18 19 **BIOMARKER; CORRECT?** 20 THAT'S CORRECT. Α 21 OKAY. 0 2.2 AND THERE ARE BIOMARKERS THAT YOU CAN USE TO 23 MEASURE EXTERNAL AMOUNTS OF A HEAVY METAL, LIKE YOU 24 COULD MEASURE DIRECTLY HOW MUCH OF A HEAVY METAL THERE IS IN WATER OR HOW MUCH THERE IS IN AIR OR HOW MUCH 25 26 THERE IS IN SOIL; CORRECT? THAT'S CORRECT. 27 Α AND THEN THERE ARE INTERNAL TOOLS FOR MEASURING 28 0

1 BIOMARKERS WITHIN THE HUMAN BODY; CORRECT?

A YES, MA'AM.

Q AND THOSE INTERNAL MEASUREMENTS THAT THE
4 COURT'S ALREADY HEARD ABOUT IN THIS CASE WOULD INCLUDE
5 HAIR, BLOOD AND URINE; CORRECT?

A I WOULD ARGUE THAT NOT ALL THE MEASUREMENTS IN
HAIR ACTUALLY REFLECT INTERNAL EXPOSURE BECAUSE
SOMETIMES A METAL MAY BE ON THE OUTSIDE OF THE HAIR.
BUT I WOULD AGREE WITH YOU, BLOOD AND URINE ARE PROBABLY
THE BEST INDICATORS OF BIOMARKERS FOR EXPOSURE.

Q THANK YOU FOR THAT CLARIFICATION, SIR.

12 AND WE'RE GOING TO TALK ABOUT SOME OF THE 13 LIMITATIONS OF THE BIOMARKERS.

14 A

Α

15 Q BUT JUST AS A GENERAL PROPOSITION, WHEN WE'RE 16 TALKING ABOUT USING HAIR OR BLOOD OR URINE AS A 17 BIOMARKER, WHAT WE'RE TALKING ABOUT IS MEASURING WHAT IS 18 INSIDE THE BODY; CORRECT?

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11

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YES, MA'AM.

OKAY.

20 Q AND I THINK YOU TAUGHT ME, WHEN WE CHATTED THE 21 LAST TIME, THAT THERE ACTUALLY ISN'T A DIRECT FORMULA 22 THAT YOU CAN USE TO TRANSLATE WHAT IS INSIDE THE BODY TO 23 AN EXTERNAL LEVEL OF EXPOSURE. IT'S NOT LIKE YOU CAN 24 SAY X IS OUTSIDE EQUALS Y INSIDE; CORRECT?

A YES, BECAUSE IT MAY DEPEND ON THE DURATION OF
THE EXPOSURE. IF SOMEBODY WAS EXPOSED TO, LET'S SAY,
LEAD FOR ONE MONTH AND THEY HAVE 2-MICROGRAMS PER
DECILITER, AND SOMEBODY MAY HAVE BEEN EXPOSED TO A LOWER

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1 CONCENTRATION FOR A LONGER PERIOD, THEY MIGHT HAVE THE 2 SAME BLOOD LEVELS. SO, I MEAN, I WOULDN'T VENTURE TO SAY IT WAS X 3 4 AMOUNT OVER A CERTAIN AMOUNT OF TIME. YOU'RE CORRECT, 5 YES. 6 0 OKAY. 7 AND I THINK THAT YOU ALSO TAUGHT ME THAT THERE 8 IS INDIVIDUAL VARIABILITY IN THESE BLOOD MARKERS. TWO 9 PEOPLE CAN BE EXPOSED TO THE EXACT SAME LEVELS IN THE 10 AIR OR WATER OR THE SOIL OR THE FOOD THEY EAT, AND THEIR MEASUREMENTS ARE NOT GOING TO COME UP THE SAME; CORRECT? 11 12 А THAT'S CORRECT. JUST LIKE TWO GUYS CAN SMOKE 13 AND ONE OF THEM DEVELOPS CANCER AND THE OTHER ONE DOES NOT. CORRECT. 14 15 Q OKAY. AND SOME OF THAT IS JUST BECAUSE THERE ISN'T 16 17 THIS DIRECT TRANSLATION, BUT SOME OF IT IS ALSO BECAUSE THERE ARE INDIVIDUAL GENETIC, AND OTHER DIFFERENCES, IN 18 HOW EACH AND EVERY ONE OF US PROCESSES METALS IN OUR 19 20 BODY; IS THAT FAIR? 21 AND I'D SAY, GENERALLY, THE WAY WE PROCESS Α 2.2 THESE METALS IS THE SAME. THERE MIGHT BE SOME 23 DIFFERENCES AND THAT MAY BE RELATED TO -- I THINK I MENTIONED IT EARLIER TODAY. SOMEBODY MAY HAVE A SNIP OR 24 WHAT'S CALLED A POLYMORPHISM IN ONE OF THE GENES AND 25 26 THEY MIGHT BE BETTER EXCRETERS OF LEAD OR BETTER 27 ABSORBERS OF LEAD. SO, AGAIN, FOR THE SAME AMOUNT OF LEAD THAT 28

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1 THEY MIGHT ABSORB, TWO INDIVIDUALS MAY HAVE DIFFERENT 2 BLOOD LEVELS. I WOULD AGREE WITH THAT. OKAY. 3 0 AND SO, IF PEOPLE HAVE POLYMORPHISMS JUST 4 5 BECAUSE THEY HAVE THEM OR BECAUSE THOSE POLYMORPHISMS ARE ASSOCIATED WITH OTHER UNDERLYING CONDITIONS THEY 6 7 HAVE, THAT COULD AFFECT HOW THEY PROCESS METALS; RIGHT? 8 SO I -- WHEN YOU SAY "OTHER POLYMORPHISMS," Α 9 WHAT -- CAN YOU KINDLY EXPLAIN TO ME WHAT YOU MEAN? 10 OH, I'M SORRY. 0 I THINK YOU TESTIFIED THAT THERE MIGHT BE 11 MUTATIONS OF DIFFERENT KINDS THAT AFFECT HOW PEOPLE 12 13 PROCESS DIFFERENT METALS; CORRECT? YES, THAT'S CORRECT. 14 Α CORRECT. 15 OKAY. THERE ARE SOME GENETIC DIFFERENCES THAT 0 AFFECT HOW YOU PROCESS LEAD AND DIFFERENT ONES THAT 16 17 MIGHT EVEN AFFECT HOW YOU PROCESS ARSENIC, ET CETERA; CORRECT? 18 19 THAT'S RIGHT. YES, MA'AM. Α 20 0 OKAY. SO THERE'S A WHOLE LOT -- THERE'S A FAIR BIT OF 21 VARIABILITY THAT IS GENETIC, AND THOSE POLYMORPHISMS, 22 23 SOME OF THEM -- PEOPLE WHO DON'T HAVE ANYTHING DIFFERENT ABOUT THEM MAY HAVE -- YOU MAY JUST NOT KNOW THAT YOU 24 HAVE THEM, AND SOME OF THEM MAY BE TIED TO OTHER 25 26 UNDERLYING GENETIC CONDITIONS; CORRECT? 27 WE ARE ALL DIFFERENT, YES, BUT THEY PROBABLY Α 28 HAVE DIFFERENT KIND OF EXPRESSION OF OTHER GENES AS

1 WELL. YES, I'D AGREE WITH THAT.

2 Q AND EVEN DIFFERENCES IN OUR NUTRITIONAL STATUS 3 CAN AFFECT HOW WE PROCESS METALS, YOU AGREE WITH THAT; 4 RIGHT?

I DEFINITELY AGREE WITH THAT BECAUSE METALS, 5 Α THEY TEND TO UTILIZE THE SAME KINDS OF TRANSPORTERS, SO 6 7 ABSOLUTELY. ONE METAL MAY AFFECT THE OTHER. IT MAY 8 SYNERGIZE WITH THE OTHER, ACTUALLY. IT MAY INCREASE THE CONCENTRATION OF A GIVEN METAL. IT CAN WORK BOTH WAYS, 9 10 I WOULD AGREE. YES, MA'AM.

11 Q AND I THINK YOU'VE ACTUALLY WRITTEN THAT, IN A 12 BUNCH OF PLACES, THAT HOW MUCH CALCIUM WE EAT, HOW MUCH 13 IRON WE GET, HOW MUCH ZINC WE GET, HOW MUCH SELENIUM WE 14 GET, ALL CAN AFFECT HOW EFFECTIVELY OUR BODIES HANDLE 15 METALS; CORRECT?

16 A THAT'S CORRECT, YES.

17 Q OKAY.

18 AND WHEN I SAY HOW EFFECTIVELY OUR BODIES CAN
19 HANDLE METALS, WE ALL HANDLE METALS, RIGHT, EVERY SINGLE
20 DAY, WE'RE ALL EXPOSED TO METALS?

A WELL, EVERYBODY MY AGE HAS A LEAD BURDEN FORSURE, YES.

Q OKAY. AND MY AGE TOO, I THINK.

24 PRETTY MUCH IF YOU WERE BORN BEFORE ABOUT 1995,
25 RIGHT, YOU ARE GOING TO HAVE BEEN EXPOSED TO METALS AT A
26 MUCH HIGHER RATE THAN WHAT CHILDREN TODAY ARE EXPOSED
27 TO; ISN'T THAT TRUE?

28

23

A I WOULD AGREE WITH THAT, THAT THE LEAD LEVELS

1 HAVE GONE DOWN SIGNIFICANTLY --2 OKAY. 0 3 -- OVER THE LAST FEW YEARS, YES. Α 0 4 OKAY. 5 SO, I MEAN, WE'LL TALK ABOUT THAT A LITTLE BIT MORE LATER, BUT JUST FOR NOW IN TERMS OF TALKING ABOUT 6 7 BIOMARKERS, IT'S -- WE CAN BE EXPOSED ON AN ALMOST DAILY 8 BASIS TO SOME LEVEL OF METAL, AND WHAT WE EAT THAT HAS 9 GOOD THINGS IN IT, LIKE CALCIUM OR IRON OR SELENIUM --10 DID WE LOSE THE WITNESS? I'M SORRY, YOUR HONOR. 11 LOOKS LIKE DR. ASCHNER IS --MR. ESFANDIARY: 12 THE WITNESS: I CAN HEAR YOU. I JUST -- MY 13 VIDEO, AGAIN, I TOUCHED IT. I'M SORRY. MS. FREIWALD: 14 OKAY. 15 THE WITNESS: I APOLOGIZE. 16 MS. FREIWALD: NOT AT ALL. NOT AT ALL. WE'RE 17 ALL GETTING USED TO TECHNOLOGY. 18 THE WITNESS: ...FOR A FEW MORE YEARS, YEAH. 19 MS. FREIWALD: I THINK WE ALL FEEL THE SAME 20 WAY, SIR. ALTHOUGH, IT IS VERY NICE TO BE ABLE TO SEE 21 EVERYBODY. I WILL ADMIT I -- THANK YOU, YOUR HONOR, 2.2 THIS IS A VERY CONVENIENT FORMAT. 23 0 SO, SIR, WE'RE ALL EXPOSED TO METALS ON A DAILY BASIS, AND HOW MUCH WE CONSUME OF HEALTHY THINGS, LIKE 24 25 CALCIUM AND ZINC AND IRON AND SELENIUM, EVEN FIBER, ALL 26 AFFECTS HOW WELL OR NOT WE PROCESS METALS; CORRECT? 27 Α THAT'S CORRECT. 28 0 OKAY.

1 AND JUST STICKING ON THE SUBJECT OF BIOMARKERS 2 FOR A BIT, YOU WOULD AGREE WITH ME THAT WHILE HAIR, 3 URINE, AND BLOOD, INCLUDING RED BLOOD CELLS OR PLASMA, KIND OF ARE USED GENERALLY, THEY ARE NOT ALL EQUALLY 4 GOOD FOR ALL METALS; CORRECT? 5 ABSOLUTELY, MA'AM, YES. 6 Α 7 0 OKAY. 8 AND YOU ALLUDED TO A POINT THAT I WANTED TO GET 9 TO, WHICH IS WHEN YOU ARE MEASURING MERCURY IN HAIR, FOR 10 EXAMPLE, YOU HAVE TO BE SUPER CAREFUL BECAUSE THERE'S 11 MERCURY IN THE AIR; RIGHT? THERE'S A CERTAIN AMOUNT, YES. IT DEPENDS 12 А WHERE YOU LIVE. 13 14 0 OKAY. 15 Α YES. AND I THINK WHAT YOU WERE GETTING AT WHEN YOU 16 0 17 SAID THAT HAIR MERCURY MAY NOT MEASURE JUST INTERNAL, IT MAY ALSO MEASURE EXTERNAL, IS THAT LITERALLY MERCURY 18 19 FROM THE ENVIRONMENT DROPS ON THE STRANDS OF HAIR. EVEN PRODUCTS WE USE ON OUR HAIR CAN AFFECT THE HEAVY METAL 20 21 BURDEN ON THE HAIR; RIGHT? 2.2 BUT TO PUT IT IN PERSPECTIVE, I -- YOU А YEAH. 23 KNOW, YOU'RE TALKING ABOUT CERTAIN STUDIES THAT HAVE 24 HAIR MEASUREMENTS. I THINK THERE'S PLENTY OF DATA THAT 25 WE CAN GATHER FROM LEAD LEVELS IN BLOOD. SO, I MEAN, 26 YOU CAN -- EVEN IF YOU EXCLUDE THOSE STUDIES, I DON'T 27 THINK ANY OF MY CONCLUSIONS WOULD CHANGE. 28 BUT I THINK IT'S IMPORTANT TO DETERMINE WHETHER

1 THE DIGESTION OF THE HAIR, FOR EXAMPLE, WAS DONE THE 2 RIGHT WAY. I'VE PUBLISHED ON THAT. SO IT'S AN 3 IMPORTANT CRITERION, BUT --4 OKAY. Q -- YOU KNOW, IT'S ONE APPLE ON A TREE, YES. 5 Α I'M JUST TRYING TO UNDERSTAND -- YOU KNOW, FROM 6 0 7 YOUR PERSPECTIVE AS A TOXICOLOGIST, MAKE SURE WE'RE ALL 8 TALKING ABOUT THE SAME THING. 9 AND I THINK YOU ACTUALLY TOLD ME THAT WHEN 10 YOU'RE DOING STUDIES IN COUNTRIES, FOR EXAMPLE, WHERE 11 THERE'S A LOT OF ARSENIC IN THE WATER, YOU HAVE TO BE 12 CAREFUL ABOUT HAIR MEASUREMENT. IF PEOPLE ARE WASHING 13 THEIR HAIR IN WATER THAT HAS A HIGH ARSENIC BURDEN, THAT CAN AFFECT THE ARSENIC IN THE HAIR; CORRECT? 14 15 YES. MANY THINGS WILL DETERMINE LEVELS OF А ARSENIC IN THE HAIR, YES. 16 17 Q OKAY. AND I THINK YOU'VE ALSO TOLD ME THAT URINE IS 18 19 NOT A GREAT BIOMARKER FOR LEAD, IF I'M GETTING THAT 20 CORRECTLY? 21 URINE IS NOT GREAT FOR LEAD. URINE IS NOT А GREAT FOR ALL THE MERCURY SPECIES. URINE IS GOOD FOR 22 23 ARSENIC. SO WE WOULD HAVE TO TALK SPECIFICALLY ABOUT 24 THE SPECIATION OF THE METAL, WHETHER IT'S ORGANIC OR INORGANIC, BUT, YES. 25 26 0 RIGHT. 27 I WOULD SAY THAT THE BEST MARKER IS BLOOD А 28 LEVELS.

1 Q OKAY.

	~
2	SO YOU JUST MENTIONED SPECIATION. I'M NOT SURE
3	THAT'S A CONCEPT WE'VE GOTTEN INTO QUITE YET AND I WANT
4	TO PAUSE ON THAT.
5	SO, WITHIN ARSENIC AND WITHIN MERCURY, IN
6	PARTICULAR, THERE'S MORE THAN ONE TYPE; RIGHT?
7	A THAT'S CORRECT.
8	Q OKAY.
9	AND THEY HAVE THE TYPES HAVE DIFFERENT
10	LEVELS OF ASSOCIATION WITH POTENTIAL HEALTH OUTCOMES;
11	CORRECT?
12	A YES, MA'AM. THAT'S CORRECT.
13	Q OKAY.
14	AND I THINK, IN FACT, YOUR COUNSEL MADE A POINT
15	THAT ETHYLMERCURY, WHICH IS THE KIND OF MERCURY THAT WAS
16	IN VACCINES, WHICH THE CDC HAS NOW SAID DOES NOT CREATE
17	A RISK OF AUTISM, IS DIFFERENT FROM METHYLMERCURY;
18	CORRECT?
19	A CORRECT. AND I'VE SAID THE SAME THING AS WELL.
20	Q OKAY.
21	AND ARSENIC, TOTAL ARSENIC, IS NOT THE SAME
22	THING AS WHEN YOU DIVIDE INORGANIC ARSENIC AND ORGANIC
23	ARSENIC; CORRECT?
24	A THAT'S CORRECT, MA'AM, YES.
25	Q AND SO IF YOU'RE DOING JUST A TOTAL MEASURE,
26	THEN YOU'RE GETTING A NUMBER THAT MAY BE GREATER THAN
27	THE PART OF THE WHOLE THAT REPRESENTS THE MORE TOXIC OR
28	MORE OF CONCERN PART OF THE WHOLE; FAIR ENOUGH?

A NO, I DON'T AGREE WITH THAT.

Q OKAY.

1

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NO, I DON'T AGREE WITH THAT. BECAUSE WHAT 3 Α YOU'RE JUDGING IS THE TOTAL -- LET'S TALK ABOUT MERCURY, 4 5 FOR EXAMPLE. SO WHEN YOU DO MERCURY ANALYSIS, YOU CAN ACTUALLY DETERMINE THE TOTAL MERCURY, AND THEN YOU CAN 6 7 SPECIATE IT. THERE ARE VARIOUS METHODS BY MEANS OF 8 PCPSC, BY A MERCURY VAPOR ANALYSIS, WHERE YOU CAN 9 SPECIATE THE MERCURY.

10 Q OKAY.

11 A UNFORTUNATELY, MANY TIMES WE HAVE TO DIGEST THE 12 BLOOD SAMPLE BECAUSE SOME OF THE METAL MAY BE BOUND. 13 JUST LIKE ANALOGOUS TO WHAT WE TALKED ABOUT THE HAIR, 14 YOU HAVE TO USE DIFFERENT ACIDS TO DIGEST THE BLOOD SO 15 THAT ULTIMATELY THE ARSENIC OR THE MERCURY OR THE LEAD 16 ARE IN THE FREE FORM.

Q

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2.2

A SO YOU CAN TELL THE SPECIATION, BUT IT STILL -IT DOESN'T TAKE AWAY THE FACT THAT THE LEVELS OF ARSENIC
OR THE LEVELS OF BLOOD ARE FIVE TIMES HIGHER THAN WHAT'S
NORMAL. IT MUST BE COMING FROM SOMEWHERE.

Q OKAY.

OKAY.

23 SO IF YOU SPECIATE, THEN YOU CAN TELL WHAT THE 24 DIFFERENT PARTS ARE, BUT WHEN YOU READ A STUDY, YOU NEED 25 TO LEAST LOOK AT WHETHER THEY HAVE TRIED TO SPECIATE OR 26 NOT; CORRECT?

27ASO, I DO SO. I MEAN, I DON'T THINK IT'S AN28ISSUE REALLY WITH LEAD. I READ THE STUDIES. I PAY

1 GREAT ATTENTION, BECAUSE WE MAY HAVE TALKED ABOUT IT 2 BEFORE, I APOLOGIZE IF I'M REPEATING MYSELF, BUT INORGANIC MERCURY IS A DIFFERENT BEAST COMPARED TO 3 METHYLMERCURY, WHICH IS AN ORGANIC SPECIES, OR 4 ETHYLMERCURY, WHICH YOU JUST MENTIONED. SO IT'S VERY 5 INFORMATIVE. I WOULD AGREE WITH YOU, COUNSEL, THAT IT'S 6 7 IMPORTANT TO KNOW WHAT'S THE SPECIATION OF MERCURY. 8 YES.

Q OKAY.

9

10AND THERE ARE ALSO THINGS THAT AFFECT HOW MUCH11OF DIFFERENT METALS CAN BE MEASURED IN THE BIOMARKER.

12 LIKE, I THINK YOU TAUGHT ME THAT HOW MUCH WATER 13 YOU DRINK CAN AFFECT HOW MUCH LEAD YOU GET IN A BLOOD 14 SAMPLE?

15 A I WOULD SAY THAT PROBABLY IS MORE -- IT WILL
16 AFFECT TO A GREATER EXTENT THE URINARY EXCRETION. I
17 WOULD THINK THAT THE BLOOD LEVELS ARE GOING TO STAY
18 ABOUT THE SAME. THEY ARE GOING TO FLUCTUATE A LITTLE
19 BIT, BUT I THINK IT'S GOING TO AFFECT MUCH MORE THE
20 KIDNEY LEVELS OF THESE METALS.

21 YOU'RE FAMILIAR WITH DIURESIS. I'VE HAD SIX 22 COFFEES TODAY, SO I'VE BEEN -- WELL, TOO MUCH 23 INFORMATION. BUT THE DIURESIS IS IMPORTANT, AND THAT'S WHY, WHEN YOU MEASURE URINE SAMPLES OF WHATEVER IT IS, 24 WHAT YOU HAVE TO CORRECT IS FOR THE FILTRATION RATE 25 26 BECAUSE THE MORE COFFEE YOU HAVE, THE GREATER THE 27 FILTRATION. SO YOU WANT TO KNOW HOW CONCENTRATED THE 28 URINE IS.

Q OKAY.

1

SO THAT'S WHAT I WOULD LOOK FOR IN A STUDY. 2 А Ι 3 WOULD LIKE TO SEE THAT THEY HAVE CORRECTED IT FOR CREATININE LEVELS IN THE URINE, FOR EXAMPLE. 4 SO IT'S NOT JUST A SAMPLE. 5 ALL RIGHT. 6 0 OKAY. 7 SO URINE MEASUREMENTS HAVE TO BE CORRECTED FOR 8 KIDNEY FUNCTION AND --9 Α YES. -- UNDERSTANDING HOW ALL OF THAT IS WORKING? 10 0 ALL RIGHT. SO WHEN WE MEASURE BLOOD LEAD 11 12 LEVELS, AND THAT'S SOMETIMES WRITTEN AS BLL IN THE 13 STUDIES, WHEN WE MEASURE BLOOD LEVELS -- WELL, NOT WE, I DON'T DO IT -- BUT, WHEN YOU SEE BLOOD LEVELS THAT ARE 14 15 MEASURED, WHAT ONE IS ACTUALLY SEEING IS ABOUT A 30-DAY 16 WINDOW OF EXPOSURE; CORRECT? 17 А I WOULD AGREE WITH THAT, YES. AND I GUESS IT'S IMPORTANT, BEFORE WE 18 0 OKAY. 19 GET INTO THIS A LITTLE MORE, TO MAKE SURE THAT IT'S 20 CLEAR ON THE RECORD THAT EACH ONE OF THESE BIOMARKERS HAS AN AMOUNT OF TIME THAT IT'S INHERENTLY CAPABLE OF 21 22 MEASURING; RIGHT? 23 SO --IF THEORETICALLY, SOMEBODY WAS EXPOSED 24 Α RIGHT. TO MERCURY 30 YEARS AGO AND YOU WOULD -- THERE WAS NO 25 26 EXPOSURE SINCE THEN, AND YOU WOULD TRY TO SEE IF THERE'S 27 ANY MERCURY IN THEIR BLOOD TODAY, I WOULD SAY YOU 28 PROBABLY WOULD FIND IT.

Q OKAY.

1

2

A AND WE AGREE.

Q SO FOR -- DEPENDING UPON THE METAL AND
DEPENDING UPON THE BIOMARKER USED -- AND I'M GOING TO
PUT HAIR ASIDE FOR JUST ONE SECOND, OKAY, BECAUSE IT'S A
LITTLE BIT MORE COMPLICATED -- BUT BLOOD OR URINE,
YOU'RE TALKING, KIND OF, DAYS TO ABOUT A MONTH, RIGHT,
OF EXPOSURE THAT YOU'RE TALK -- THAT YOU'RE GOING TO
MEASURE?

- 10 A YES, MA'AM.
- 11 Q OKAY.

NOW, HAIR IS A LITTLE DIFFERENT BECAUSE HAIR
COMES IN DIFFERENT LENGTHS. AND SO, WHEN YOU MEASURE
HAIR, IT DEPENDS WHERE ON THE HAIR YOU'RE MEASURING AND
HOW LONG THE HAIR IS; CORRECT?

16 A THAT'S CORRECT. I WOULD BE A BAD EXAMPLE FOR17 MEASURING MERCURY IN MY HAIR. YES, MA'AM.

18 Q OKAY. WELL, I THINK WHAT YOU TAUGHT ME IS THAT 19 ABOUT ONE CENTIMETER OF HAIR EQUALS ABOUT ONE MONTH OF 20 EXPOSURE; RIGHT?

21 A I SAID THAT. THAT'S CORRECT.

22 Q MEASURING FROM THE SCALP, SO THAT IF YOU HAD A 23 CHILD AND YOU WERE TAKING RIGHT FROM THE SCALP, THAT 24 FIRST CENTIMETER OF HAIR, YOU WOULD BE GETTING ABOUT A 25 MONTH'S WORTH OF EXPOSURE; CORRECT?

- 26
- A THAT'S CORRECT.

27 Q AND THEN YOU LITERALLY COULD ADD, AND IF YOU28 HAD SOMEBODY WHO HAD EIGHT MONTHS, EIGHT CENTIMETERS OF

1 HAIR, THAT'S MORE OR LESS EIGHT MONTHS, AND 2 TEN CENTIMETERS OF HAIR, THAT'S MORE OR LESS TEN MONTHS, AND YOU GET THE PICTURE, RIGHT? I'VE GOT THIS MORE OR 3 LESS CORRECT? 4 YES, MA'AM. 5 Α 6 0 OKAY. 7 AND WITH LEAD, IT'S ABOUT 30 DAYS, RIGHT, IN 8 THE BLOOD? 9 Α I'M SORRY. OKAY. I'M SORRY. IN THE BLOOD? 10 0 11 Α (INDICATING). 12 0 AND I WANT TO BE CLEAR THAT YOU'RE NOT SUGGESTING, SIR, ARE YOU, THAT WHEN YOU MEASURE A 13 CHILD'S BLOOD, YOU'RE GETTING ANY SIGNIFICANT AMOUNT OF 14 15 LEAD FROM THE CHILD'S BONES? NO, I DID NOT SAY THAT. 16 Α I SAID THAT INFINITESIMAL AMOUNT. THAT'S WHAT I ACTUALLY SAID OF --17 18 Q OKAY. 19 -- LEAD IS COMING, PRESUMABLY, FROM THE BONE Α 20 BECAUSE REMODELING IS INHERENT TO ALL STAGES OF LIFE. 21 BUT JUST TO BE CLEAR ABOUT WHAT REMODELING IS: 0 LEAD STORES ITSELF IN THE BONE; CORRECT? 22 23 Α PART OF THE LEAD, YES. IT GETS INTO THE BONE VIA CALCIUM; RIGHT? 24 0 NO, IT DOESN'T GET IN VIA CALCIUM. 25 Α WHAT IT 26 DOES IS, THE BONE STRUCTURE IS REFERRED TO AS HYDROXY 27 APPETITE. IT'S A VERY COMPLEX STRUCTURE. IN THE MIDDLE, THERE'S AN IRON OF -- THERE'S A MOLECULE OF 28

1 CALCIUM, AND WHAT LEAD IS ABLE TO IS SUBSTITUTE THE LEAD 2 FOR THE CALCIUM. 3 0 OKAY. AND BASICALLY, IT GETS IN THERE AND IT TAKES 4 5 YEARS TO ACCUMULATE IN THE BONE; CORRECT? IT CONTINUOUSLY ACCUMULATES. 6 Α WHAT I'M SAYING 7 IS THAT, OVER TIME, THE LEVEL OF LEAD WILL INCREASE, 8 YES --9 0 OKAY. -- IF THERE'S CONTINUOUS EXPOSURE. 10 Α 11 BUT, GENERALLY SPEAKING, IN THE BONE -- STAYS 0 12 IN THE BONE EXCEPT FOR UNDER CERTAIN CONDITIONS, LIKE PREGNANCY, FOR EXAMPLE? 13 YES. 14 Α 15 0 OKAY. AND SO WHEN WE'RE TALKING ABOUT A CHILD WHO IS 16 17 5, 7, 9, 14, AND YOU'RE MEASURING BLOOD LEVELS IN THAT CHILD, YOU'RE NOT GETTING ANY MEANINGFUL AMOUNT OF BONE 18 19 CALCIUM IN THAT MEASUREMENT; CORRECT? 20 THAT'S CORRECT. AND IT'S -- ACTUALLY, IT'S Α VERY IMPORTANT BECAUSE WHAT YOU'RE SAYING IS THEIR BLOOD 21 2.2 LEVELS IS TEN MICROGRAMS PER DECILITER. IT'S COMING 23 FROM ELSEWHERE. THEY ARE CONTINUOUSLY EXPOSED. THEY 2.4 ARE NOT GETTING IT FROM THEIR BONE. I WOULD AGREE WITH 25 THAT. 26 0 OKAY. 27 SO WE AGREE, YES. Α 28 0 SO WHEN WE SEE STUDIES WHERE WE'RE MEASURING 85

1 KIDS' BLOOD LEVELS, WE'RE SEEING BASICALLY A 30-DAY 2 WINDOW INTO THEIR EXPOSURE TO LEAD? OKAY. 3 Α YOU AGREE? 4 0 5 Α YEAH. 6 0 OKAY. 7 Α YES, I DO. 8 0 ALL RIGHT. 9 SO LET'S -- AND YOU WOULD AGREE WITH ME THAT 10 MOST OF THE STUDIES THAT YOU HAVE LOOKED AT IN THIS CASE 11 THAT LOOK AT HUMAN EXPOSURE TO SOME METAL, WITH THE 12 EXCEPTION OF SOME THAT ARE FOCUSED ON LIKE, SAY, YOU 13 KNOW, CHILDREN IN BANGLADESH WHO HAVE, YOU KNOW, KNOWN VERY HIGH LEVELS OF ARSENIC IN WATER, OR OTHER PLACES 14 15 WHERE THERE ARE BIG ENVIRONMENTAL ISSUES, PUTTING ASIDE 16 THOSE STUDIES, FOR THE MOST PART, THE STUDIES THAT WE'RE LOOKING AT IN THIS CASE DON'T ACTUALLY MEASURE THE 17 EXTERNAL SOURCES OF LEAD, CORRECT? THEY ONLY MEASURE 18 19 THE INTERNAL SOURCES OF LEAD? IN MOST CASES WHAT'S AVAILABLE IS, I AGREE, 20 Α 21 BLOOD LEVELS, URINE LEVELS, YES. 22 Q OKAY. 23 AND SO THEY CAN'T -- THEY DON'T ACTUALLY TELL 24 US HOW DIFFERENT THE KIDS' EXTERNAL EXPOSURES WERE; 25 CORRECT? 26 Α AGAIN, I -- YES, I WOULD AGREE WITH YOU. IF A 27 CHILD HAS FIVE MICROGRAMS PER DECILITER TODAY, WHICH IS 28 THE CDC STANDARD, OR THRESHOLD, IT DOES NOT MEAN THAT, 86

1 YOU KNOW, THEY HAD FIVE MICROGRAMS PER DECILITER FIVE 2 YEARS BEFORE. WE DON'T HAVE THE MEANS TO DETERMINE 3 THAT. OKAY. ALL RIGHT. 4 0 LET'S JUST GO BACK, SINCE WE'RE KIND OF TALKING 5 ABOUT THE HUMAN STUDIES BEFORE WE MOVE ON TO MORE OF 6 7 YOUR MECHANISM OPINIONS. AND I JUST WANT TO BE CLEAR 8 ABOUT A FEW THINGS. 9 AM I OKAY, YOUR HONOR, OR DO YOU NEED TO --10 THE COURT: NO, YOU'RE GOOD. MS. FREIWALD: OKAY. 11 I'M NOT -- I'M NOT -- I 12 DON'T HAVE A CLOCK THAT IS VERY VISIBLE TO ME. SO I 13 AND I DON'T WANT TO MISS A QUEUE IF THE APOLOGIZE. COURT NEEDS A BREAK. 14 15 THE COURT: NO, I'M FINE. MS. FREIWALD: OKAY. 16 17 Q SO I JUST WANT TO GO BACK AND JUST KIND OF LEVEL SET ON WHO YOU ARE AND WHAT YOU DO. 18 19 YOU ARE A BENCH SCIENTIST; CORRECT? I'D LIKE TO THINK SO. 20 Α YES, MA'AM. OKAY. YOU'RE NOT INVOLVED IN HUMAN RESEARCH; 21 Ο 2.2 CORRECT? 23 Α I HAVE BEEN INVOLVED IN SOME HUMAN STUDIES. I THINK YOU TOLD ME THAT THE ONE HUMAN STUDY 24 0 YOU WERE INVOLVED RECENTLY WAS THE ONE ABOUT WHETHER 25 26 COVID VACCINES WERE CAUSING RISKS? 27 THAT'S ONE OF THEM, AND I WAS INVOLVED -- I Α THINK I MENTIONED IT EARLIER. 28 I WAS INVOLVED IN ONE

STUDY LOOKING AT LEVELS OF MANGANESE IN BASAL GANGLIA OF
 NEONATES EXPOSED TO PARENTAL ATTRITION. SO IF I OMITTED
 IT, PLEASE PARDON ME.

Q OKAY.

5 A AGAIN, I'M NOT A EPIDEMIOLOGIST, BUT I HAVE 6 BEEN INVOLVED IN SEVERAL STUDIES, AND PRESUMABLY SO 7 BECAUSE I BRING THE MECHANISTIC INSIGHT. SO IT HELPS 8 THE CLINICIANS TO DEFINE WHAT TO LOOK AT.

9 Q GENERALLY SPEAKING, YOUR WORK IS IN WISTAR 10 RATS. THERE'S SOMETHING CALLED A C. ELEGANS, RIGHT, 11 THAT YOU DO A LOT OF WORK IN.

12

24

4

CAN WE HAVE SLIDE 5.

13 AND IN CELL LINES, RIGHT? THAT'S THE MAJORITY 14 OF YOUR WORK?

15 A PETRI DISH, WISTAR -- I'VE DONE SOME WORK IN
16 WISTAR RATS, YES. I'VE DONE SOME WORK, A LOT OF WORK,
17 IN C. ELEGANS. YES.

18 Q AM I SAYING THAT RIGHT? C. ELEGANS? THAT'S19 WHAT THAT LITTLE WORMY THING IS?

20 A YES.

21 MR. ESFANDIARY: COUNSEL, I'M SORRY. I CAN'T 22 SEE YOUR SCREEN. IF YOU'RE SHARING SOMETHING, THAT'S 23 NOT VISIBLE.

THE WITNESS: I CAN SEE IT.

25THE COURT: I CAN SEE IT TOO. YOU MIGHT HAVE26TO PIN IT.

MS. FREIWALD: LET US KNOW WHEN YOU ARE READY,MR. ESFANDIARY.

1 MR. ESFANDIARY: JUST ONE SECOND. 2 THE COURT: TRYING TO GALLERY AND CLICKING ON 3 THE ONE THAT HAS THE PICTURE, NOT THAT I'M AN EXPERT. MR. ESFANDIARY: I'M SORRY. 4 GO AHEAD, 5 MS. FREIWALD. 6 MS. FREIWALD: OKAY. 7 0 SO MOST OF YOUR WORK -- I THINK, AGAIN, I 8 REMEMBER YOU TELLING ME THAT YOU WERE INVOLVED IN THE 9 STUDY ABOUT WHETHER COVID VACCINES WERE MAYBE KILLING 10 MORE PEOPLE THAN THEY WERE SAVING. I THINK I READ ABOUT THAT. 11 12 BUT BY AND LARGE, YOU DO LABORATORY WORK --13 RESEARCH; CORRECT? I -- YES, MA'AM. 14 Α 15 Q OKAY. AND WE CAN AGREE THAT THERE IS ACTUALLY NO 16 17 ANIMAL MODEL OR ASD? WELL, THERE IS NO ANIMAL MODEL THAT CAN 18 Α 19 RECAPITULATE ALL THE SYMPTOMS OF ASD, JUST THE WAY THAT 20 THERE'S NO ANIMAL MODEL THAT CAN RECAPITULATE THE TREMOR IN PARKINSON'S DISEASE. 21 2.2 0 OKAY. 23 Α BUT THAT DOES NOT DIMINISH FROM THE FACT THAT 2.4 YOU CAN LEARN A LOT IN TERMS OF THE MECHANISTIC UNDERPINNINGS OF THESE DISORDERS BY USING CELL LINES, BY 25 26 USING RATS, OR BY USING SOMETHING LIKE A NEMATODE, WHICH 27 YOU CAN'T EVEN SEE WITH YOUR NAKED EYE. YEAH. SO, BUT JUST -- A WISTAR RAT, A C. ELEGANS, 28 0

1 CANNOT GET ASD; CORRECT?

2 A NO, BUT IT CAN GET A LOT OF SYMPTOMS THAT ARE 3 INHERENT TO ASD.

Q OKAY. AND SO THAT'S WHAT YOU DO. YOU STUDY
BEHAVIORS OR SYMPTOMS THAT YOU THINK ARE EITHER, TO SOME
DEGREE, CHARACTERISTIC OF ASD OR, TO PICK UP ON A TERM
THAT I THINK HER HONOR NOTED, AS COMORBID WITH ASD;
CORRECT?

9 A YES, MA'AM.

10 Q OKAY.

A WE DO THAT BECAUSE, OBVIOUSLY, WE WOULDN'T BE ABLE TO DO THOSE KIND OF STUDIES. IT WOULD BE UNETHICAL TO DO THEM IN HUMANS. SO THAT'S WHY WE HAVE TO RELY ON THE ANIMAL LITERATURE. SO I JUST DON'T WANT TO DISMISS THIS LITERATURE BECAUSE I THINK IT'S VERY IMPORTANT IN TERMS OF UNDERSTANDING THE MECHANISTIC UNDERPINNINGS OF THESE DISEASE DISORDERS.

18QAND, SIR, ALL I WANT TO DO IS PUT IT IN THE19CONTEXT OF WHAT IT IS AND, FRANKLY, WHAT IT IS NOT.

20 SO IT LOOKS AT SYMPTOMS OR BEHAVIORS, AND ASKS 21 THE QUESTION WHETHER THOSE SYMPTOMS OR BEHAVIORS ARE 22 LIKE SYMPTOMS AND BEHAVIORS THAT YOU MIGHT SEE IN 23 SOMEBODY WHO HAS ASD; CORRECT?

24ATHAT'S THE BEST THAT WE COULD DO WITH ANIMAL25STUDIES. I WOULD AGREE, YES.

Q SO, FOR EXAMPLE, YOU MIGHT DO A STUDY IN
WHETHER A RAT PUSHES A MARBLE A CERTAIN AMOUNT, OR MORE
OR LESS, AND THAT BECOMES A PROXY FOR CERTAIN LEARNING

90

1 BEHAVIORS, FOR EXAMPLE; CORRECT?

2 A SO I'VE BEEN INVOLVED IN A NUMBER OF STUDIES 3 THAT HAVE LOOKED AT BEHAVIOR. BEHAVIORAL TOXICOLOGY IS 4 ACTUALLY AN AREA INTO ITSELF, AND I WOULD NOT PRETEND TO 5 BE A BEHAVIORAL TOXICOLOGIST.

6

0

OKAY. SO YOU --

7 A SO THESE JUST HELP ME TO UNDERSTAND WHAT KIND
8 OF MECHANISMS I MIGHT BE REQUIRED TO LOOK AT TO
9 DETERMINE THE UNDERPINNINGS OF THOSE BEHAVIORS, AND THEY
10 JUST HAPPEN TO BE SIMILAR TO ASD.

SO I'M NOT A BEHAVIORAL TOXICOLOGIST. I THINK
I DO HAVE SOME KNOWLEDGE. I'VE BEEN, AGAIN, JUST LIKE
THE EPIDEMIOLOGY, I'VE PUBLISHED SOME PAPERS WITH OTHERS
AS A CO-AUTHOR FOR THE SAME REASONS I'M INVOLVED IN
THESE STUDIES USING THE EPIDEMIOLOGICAL STUDIES.

BUT AGAIN, I WANT TO FOCUS ON THE FACT THAT I WOULD AGREE WITH YOU THAT THERE'S NO ANIMAL MODEL FOR ASD. BUT WE CAN GATHER A LOT OF PERTINENT INFORMATION FROM THE BEHAVIORS FROM THE MECHANISTIC LITERATURE THAT IS DIRECTLY RELATED TO THE ETIOLOGY OF DISORDERS IN HUMANS; OTHERWISE, WE WOULDN'T BE DOING EXPERIMENTS ON ANIMALS.

23 Q

OKAY.

SO YOU'RE NOT -- THERE IS LITERATURE, BUT
YOU'RE NOT SOMEBODY WHO ACTUALLY DOES A LOT OF THE
THINGS LIKE LOOKING TO SEE WHETHER A MOUSE FOLLOWS A
MAZE OR PUSHES A MARBLE? THAT'S BEHAVIORAL TOXICOLOGY,
AND THAT'S NOT REALLY THE WORK YOU DO; CORRECT?

91

1 А I'VE DONE SOME. I'VE DONE SOME. 2 0 BUT --3 BUT IT'S NOT SOMETHING THAT I DO AT MY BENCH IN Α 4 MY LAB. 5 0 OKAY. SO, BUT YOU MIGHT DO SOMETHING LIKE LOOK TO SEE 6 7 IF, WHEN YOU DIRECTLY PUT A CERTAIN DOSE OF, LET'S SAY, 8 MERCURY OR MANGANESE ON A CELL LINE, THAT DIRECT 9 EXPOSURE OF THE CELL TO MERCURY OR MANGANESE HAS CERTAIN 10 REACTIONS; CORRECT? 11 SO I WOULD BE INVOLVED MUCH MORE Α YES, MA'AM. 12 IN DETERMINING IF A PHYSIOLOGICALLY RELEVANT 13 CONCENTRATION OF MERCURY, FOR EXAMPLE, WOULD ELICIT OXIDATIVE STRESS. HOW DOES THE MERCURY GET INTO THE 14 15 CELL? HOW DO GENETIC SNIPS DETERMINE HOW MUCH MERCURY 16 WOULD ACCUMULATE IN THE CELL? HOW IS THE MERCURY EXCRETED FROM THE CELL? HOW CAN I AMELIORATE THE 17 EFFECTS OF MERCURY ON OXIDATIVE STRESS, OR SIGNAL 18 19 TRANSDUCTION. SO IT'S BASIC MECHANISTIC WORK, YES. 20 0 OKAY. 21 SO THAT BASIC MECHANISTIC WORK WHEN, LET'S SAY, 2.2 YOU'RE USING A C. ELEGANS REQUIRES YOU -- STRIKE THAT. 23 I WON'T SAY REOUIRES YOU. 24 WHEN YOU'RE USING A C. ELEGANS, YOU MAY BE LOOKING AT WHETHER YOU CAN LITERALLY INDUCE, AT A 25 26 CELLULAR LEVEL, CERTAIN EFFECTS THAT YOU CAN SEE WHEN 27 YOU DIRECTLY EXPOSE THAT CELL OR GROUP OF CELLS TO, 28 LET'S SAY, MERCURY; RIGHT?

A YES. SO, FOR EXAMPLE --

Q OKAY.

1

2

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A -- IF I'D LIKE TO KNOW IF MERCURY IS ASSOCIATED
WITH PARKINSON'S DISEASE, WHAT I WOULD DO IS I WOULD GET
DIFFERENT STRAINS OF C. ELEGANS WITH DIFFERENT
MUTATIONS, AND THEN DETERMINE WHETHER THE EFFECT OF
MERCURY ON CERTAIN CELL SIGNALLING PATHWAY IS IDENTICAL
IN THE DIFFERENT STRAINS.

Q OKAY.

10 A THAT WOULD INFORM ME AS TO WHETHER CERTAIN
11 GENETIC SNIP OR MUTATION IS ASSOCIATED WITH INCREASED
12 RISK FOR MERCURY DOING WHATEVER THAT END POINT IS OR
13 REDUCING THE EFFECT. THE SAME CAN BE DONE, OBVIOUSLY,
14 WITH LEAD. THE SAME CAN BE DONE WITH ARSENIC.

SO I'M TRYING TO FIND WHY PEOPLE MIGHT BE
SUSCEPTIBLE TO MERCURY AND WHY THEY MAY NOT BE ABLE TO
DEFEND THEMSELVES. NOT PEOPLE, NECESSARILY. IF I SAID
PEOPLE, IT'S MY MISTAKE. I DO IT IN ANIMAL MODELS.

19BUT THAT'S THE TYPE OF WORK THAT I DO IN MY20LAB.

21 Q OKAY.

22 SO THAT'S THE KIND OF WORK THAT BECOMES, 23 POTENTIALLY, THE BASIS FOR PEOPLE THEN ASKING THE NEXT 24 QUESTION, WHICH IS MAYBE MECHANISTICALLY WOULD YOU 25 SEE -- WOULD THIS SAME MECHANISM WORK IN A HIGHER LIFE 26 FORM, IN A MOUSE OR IN A MONKEY OR, EVENTUALLY, IN A 27 PERSON? AND THEN, YOU'D ALSO HAVE TO ALSO ASK WHETHER 28 THE MECHANISM THAT YOU SEE IN THE C. ELEGANS, EVEN IF IT LOOKS LIKE SOMETHING THAT MIGHT CAUSE, LET'S SAY,
 PARKINSON'S, REALLY DOES CAUSE PARKINSON'S, IF THE HUMAN
 BIOLOGY WORKS THE SAME WAY; CORRECT?

A AND IT DOES. IT'S AMAZING, BECAUSE, GENICALLY,
WE'RE SO SIMILAR -- THE WORM IS ABOUT 70 PERCENT SIMILAR
IN TERMS OF ITS GENETIC HOMOGENEITY TO HUMANS. THAT'S
WHY WE USE THEM; OTHERWISE, WE WOULD BE WASTING OUR TIME
IN THE LAB. SO THERE'S GREAT ADVANTAGES TO USING THE
ANIMALS.

10 I JUST WANT TO MAKE SURE WE DON'T, SORT OF, 11 BRUSH OFF TO THE SIDE THE FACT THAT THESE ARE VERY 12 INFORMATIVE STUDIES, AND I THINK WE SHOULD RECOGNIZE 13 THAT.

Q SO TO BE CLEAR, SIR, I'M NOT QUESTIONING THE
VALUE OF THE STUDIES FOR WHAT THEY ARE. I JUST THINK
IT'S IMPORTANT FOR US TO BE IN AGREEMENT THAT THERE ARE
MULTIPLE STEPS OF SCIENTIFIC UNDERSTANDING THAT HAVE TO
HAPPEN BETWEEN THE C. ELEGANS AND DRAWING A CONCLUSION
IN A HUMAN BEING; CORRECT?

20AI WOULD NOT EXTRAPOLATE FROM A WORM TO A HUMAN.21QOKAY.

A BUT I WOULD LIKE TO THINK THAT WHAT I FIND IN A
WORM IS GOING TO BE THEN STUDIED IN A MOUSE OR IN A RAT.
Q OKAY.

25 A AND, IF NECESSARY, SOMEBODY WOULD STUDY THE26 SAME THING IN A HUMAN.

27 ONE THING TO KEEP IN MIND IS THAT A LOT OF THE 28 STUDIES THAT WE PERFORM IN WORMS, YOU WOULDN'T BE ABLE

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94

1 TO DO THEM IN HUMAN BEINGS. AND I DON'T THINK YOU CAN 2 LOOK AT THE EFFECTS OF LEAD IN A HUMAN ON PKC OR -- I 3 DON'T KNOW. MAP KINASE SIGNALLING. IT WOULD BE 4 UNETHICAL. 5 0 OKAY. SO THE ONLY SOURCE FOR THIS KIND OF INFORMATION 6 А 7 IS TO DO THOSE KINDS OF STUDIES IN ANIMALS. 8 AND YOU'RE NOT FAMILIAR -- YOU ARE NOT AN 0 9 EXPERT IN DIAGNOSING ASD IN HUMANS; CORRECT? 10 NO, I'M NOT, MA'AM. А OKAY. AND YOU'RE NOT EVEN AN EXPERT IN THE 11 0 12 WHAT DSM REQUIREMENTS ARE FOR MAKING THE DIAGNOSIS; 13 CORRECT? I'VE GLANCED OVER THEM. I WOULDN'T PRETEND 14 А 15 THAT I HAVE MEMORIZED IT. SO, NO. I'M NOT A CLINICIAN, SO I DO NOT DIAGNOSE PATIENTS WITH ASD OR ADHD. 16 I DO 17 NOT. OKAY. 18 0 19 AND BEFORE OFFERING YOUR OPINIONS IN THIS CASE, 20 YOU DIDN'T FAMILIARIZE YOURSELF WITH WHETHER ASD EXPERTS THINK THAT THE PRENATAL PERIOD IS REALLY THE WHOLE BALL 21 GAME IN TERMS OF ASD, DID YOU? 22 23 Α WELL, I HAVE -- I THINK I HAVE A REASONABLE COMMAND OF THE ASD LITERATURE. I WAS INVOLVED IN SOME 24 THINK TANKS ON ASD. I WAS INVITED TO PARTICIPATE IN 25 26 RELATIONSHIP TO MERCURY EXPOSURE. 27 SO, AGAIN, I DON'T THINK IT'S FAIR TO SAY THAT 28 I DON'T KNOW ANYTHING ABOUT ASD. I WOULD NOT AGREE WITH 1 THAT.

2 MS. FREIWALD: CAN I HAVE SLIDE 2, PLEASE. DO YOU REMEMBER, SIR, AT YOUR DEPOSITION I 3 0 ACTUALLY ASKED YOU THIS QUESTION, AND THE ANSWER YOU 4 5 GAVE ME AT YOUR DEPOSITION, PAGE 240, LINE 13 TO 15 WAS: "I HAVE NOT LOOKED SPECIFICALLY AT WHETHER 6 7 PRENATAL EXPOSURE IS THE WHOLE GAME OF ASD." 8 MR. ESFANDIARY: OBJECTION, YOUR HONOR, TO 9 IT'S NOT SHOWING --COMPLETENESS. 10 THE COURT: OVERRULED. 11 MR. ESFANDIARY: -- PART OF HIS QUESTION AND 12 ANSWER. I MEAN, I WOULD LIKE TO 13 THE WITNESS: YEAH. SEE -- IS THIS THE ONLY THING THAT I SAID? I MEAN, IS 14 15 THERE ANY OTHER CONTEXT TO THIS, OR... MS. FREIWALD: 16 17 NOW, WHEN YOU WERE SHOWING WITH YOUR COUNSEL Q THE LITTLE VIDEO THAT YOU WERE NARRATING ON THE CELL 18 19 LINES AND THE EFFECT OF MERCURY, JUST TO BE CLEAR -- CAN 20 I HAVE THAT, PLEASE, IAN. NO, THE PAPER. 21 THAT ACTUALLY IS FROM A PUBLISHED PAPER, SIR; 2.2 CORRECT? 23 Α THE MOVIE? YEAH. THE VIDEO WAS THE RESULT OF RESEARCH 24 0 THAT WAS A PUBLISHED PAPER ABOUT 20 YEARS AGO? 25 26 Α THE RESULTS HAVE BEEN PUBLISHED, BUT I DON'T 27 THINK THE VIDEO IS EMBEDDED IN THE PAPER. SO MAYBE I 28 DID NOT --

1 0 NO. 2 Α YEAH. 3 I'M JUST ASKING YOU ABOUT THE PAPER. THERE'S A 0 PAPER THAT IS THE BASIS FOR THAT VIDEO, AND THAT'S ABOUT 4 5 -- IT'S ABOUT 20 YEARS OLD; RIGHT? 6 Α YEAH. THAT'S RIGHT, YEAH. 7 0 OKAY. AND IT WASN'T ON YOUR RELIANCE LIST; 8 RIGHT? 9 Α NO, IT WAS NOT AS FAR AS I REMEMBER. 10 AND -- AND THAT PAPER WAS LOOKING AT SNAIL 0 CELLS IN DEVELOPMENT? 11 12 А THAT PAPER WAS USING SNAIL IN DEVELOPMENT. YES, MA'AM. 13 14 0 OKAY. 15 AND IT WAS TO TEST THE POSSIBILITY THAT NEURONS FROM THE CENTRAL RING GANGLIA OF THE SNAIL, BLAH, BLAH, 16 17 BLAH, WHAT HAPPENED TO THEM WHEN THEY WERE EXPOSED TO, I BELIEVE, IF YOU CALL IT OUT, IT WAS MERCURY, ALUMINUM, 18 19 LEAD, CADMIUM AND MANGANESE; RIGHT? 20 I HAVEN'T LOOKED AT THIS PAPER, BUT, I MEAN, Α 21 YOU'VE UNDERLINED IT IN RED, AND I DEFINITELY AGREE WITH 22 YOU, YES. 23 Q OKAY. AND, IN FACT, IF WE GO TO THE DISCUSSION 24 SECTION. 25 Α YES, MA'AM. 26 0 RIGHT UNDER THE DISCUSSION IT SAYS, "THE 27 RESULTS OF THE INVESTIGATION" -- AND THEY WERE PUTTING, YOU SAID, PARTS PER MILLION DIRECTLY ON THE 28

1 CELL LINE; CORRECT? THEY PUT TEN TO THE MINUS SEVEN. 2 Α 3 0 OKAY. IT SO IT'S ONE TENTH OF PARTS PER MILLION, YES. 4 Α AND TODAY, WHEN WE TALK ABOUT LEVELS, WE OFTEN 5 0 ARE TALKING ABOUT PARTS PER BILLION; RIGHT? 6 7 PARTS PER MILLION IS ONE MICROGRAM PER Α 8 MILLILITER. SO IT'S NOT THAT OFF WHEN WE TALK ABOUT 9 ONE PART PER MILLION IN TERMS OF LEAD AND WHAT WE FIND 10 IN HUMAN BLOOD. IT'S BASICALLY THE SAME LEVELS. OFTEN WE EXPRESS IT AS PARTS PER BILLION TODAY? 11 0 12 Α IN SOME CASES WHEN IT'S VERY LOW, BUT THE LEVELS THAT WE ARE TALKING ABOUT ARE PARTS PER MILLION. 13 IN THIS STUDY ARE PARTS PER MILLION? 14 0 OKAY. 15 Α .1 POINT PER MILLION, YES. AND IT SAYS: "THE RESULTS OF THE INVESTIGATION 16 Q 17 DESCRIBED HEREIN CLEARLY DEMONSTRATE THAT EXPOSURE TO MERCURY MARKEDLY DISRUPTED THE 18 19 MEMBRANE." AND THEN IT SAYS: "THIS PHENOMENON APPEARS TO 20 BE SPECIFIC FOR MERCURY SINCE EXPOSURE TO FOUR 21 OTHER HEAVY METALS HAD NO OBSERVABLE EFFECT ON 22 23 EITHER GROWTH CONE MORPHOLOGY OR INDIVIDUAL NEURITES." 24 RIGHT? 25 26 Α THAT'S WHAT THIS SAYS. YES, MA'AM. 27 Q OKAY. THEY ALSO SAY THE SAME THING IN THE MOVIE, AND 28 Α

I JUST WANT TO CLARIFY. I THINK IT CAME ACROSS BEFORE.
 THIS IS ONLY ONE SPECIFIC MECHANISM BY WHICH THESE
 METALS CAN AFFECT DEVELOPMENT AND PROPER FUNCTIONING.

4 SO I ACTUALLY -- IT'S -- I'M ENCOURAGED BY 5 THOSE KINDS OF RESULTS BECAUSE I WOULD NOT EXPECT THE 6 DIFFERENT METALS TO HAVE DIFFERENT MECHANISMS.

7 SO THE FACT THAT ALUMINUM DOESN'T CAUSE SAME 8 THE EFFECT, OR LEAD DOESN'T CAUSE THE SAME EFFECT, DOES 9 NOT PRECLUDE THAT, THROUGH OTHER MECHANISMS, THEY WILL 10 INTERFERE WITH SYNAPTIC TRANSMISSION, FOR EXAMPLE, 11 BECAUSE IT MAY NOT BE VIA THE TUBULE. LEAD DOES NOT 12 HAVE HIGH AFFINITY FOR THOSE GROUPS. SO I WOULDN'T 13 EXPECT IT TO AFFECT THE GROWTH CONE, BUT LEAD WILL AFFECT CALCIUM SIGNALLING, WHICH IS VERY IMPORTANT FOR 14 15 THE RELEASE OF NEUROTRANSMITTERS.

16 SO, YOU KNOW, YOU CAN BASICALLY END UP WITH THE 17 SAME KIND OF RESPONSE VIA COMPROMISED MECHANISMS THAT 18 ARE VERY DISTINCT. SO THERE'S NO REASON -- I MEAN, THIS 19 IS ENCOURAGING DATA BECAUSE IT JUST SHOWS WHAT YOU'D 20 EXPECT. THEY WORK THROUGH DIFFERENT MECHANISMS. I 21 WOULDN'T EXPECT LEAD TO WORK THE SAME WAY THAT MERCURY 22 DOES.

Q OKAY.

SO YOU HAVE TO LOOK METAL BY METAL AND
MECHANISM BY MECHANISM TO SEE WHETHER THE DATA ARE THERE
TO SUPPORT?

27 A ABSOLUTELY.

Q OKAY.

28

1 Α I THINK WE'VE TALKED ABOUT IT BEFORE. THE METAL, THE OXIDATION STATE, THE -- WHETHER IT'S ORGANIC 2 3 OR INORGANIC. YOU KNOW, ONE SIZE DOESN'T FIT EVERYTHING -- EVERYONE. IT'S THE SAME THING. 4 5 0 ALL RIGHT. SO LET'S JUST BE -- BEFORE WE GET IN A LITTLE 6 7 BIT MORE, LET'S JUST TALK VERY BRIEFLY, AS YOUR COUNSEL 8 DID WITH YOU, ABOUT YOUR REVIEW OF THE EPI LITERATURE. 9 AND TO BE CLEAR, SIR, YOU'VE BEEN VERY CANDID. YOU'RE NOT AN EPIDEMIOLOGIST, AND YOU DON'T WANT TO WEAR 10 THE HAT OF AN EPIDEMIOLOGIST; RIGHT? 11 12 А THAT'S CORRECT. I'M NOT AN EPIDEMIOLOGIST. Τ 13 DON'T PRETEND TO BE ONE. AND YOU DIDN'T WANT TO TALK AT YOUR 14 0 OKAY. 15 DEPOSITION ABOUT THE DESIGN OF DIFFERENT STUDIES OR 16 WHETHER DIFFERENT STUDIES WERE ADEQUATE FOR PURPOSES OF 17 DETERMINING CAUSE AND EFFECT; CORRECT? WELL, I DON'T KNOW IF I SAID I DIDN'T WANT TO 18 Α 19 TALK ABOUT IT. I SAID I MIGHT NOT BE THE MOST QUALIFIED 20 INDIVIDUAL TO DETERMINE WHETHER THEY USE THE PROPER --21 THEY ACCOUNTED FOR PROPERLY FOR CONFOUNDERS, THINGS LIKE 22 THAT. 23 SO, YEAH, I -- YOU KNOW, IT'S -- I WILL NOT --I THINK IT'S REFLECTIVE IN THE KIND OF WORK THAT I DO. 24 I DO NOT GET PAPERS, FOR EXAMPLE, FOR REVIEW THAT ARE 25 26 EPIDEMIOLOGICAL IN NATURE. CONSISTENT WITH EVERYTHING 27 THAT I HAVE -- I'VE SAID BEFORE. SO I DON'T PRETEND TO WEAR THE HAT. I CAN STILL READ THOSE PAPERS, AND I 28 100

1 THINK I CAN ARRIVE AT A REASONABLE CONCLUSION. 2 MS. FREIWALD: CAN I HAVE DEPOSITION 106, PAGE 3 106, PLEASE? AND CAN WE BLOW OUT SEVEN TO TEN? SO, SIR, DO YOU REMEMBER AT YOUR DEPOSITION, I 4 0 5 ASKED YOU SPECIFICALLY ABOUT WHETHER YOU HAD AN OPINION ON THE ADEOUACY THE STUDIES, AND YOU SAID, "I PREFER NOT 6 7 TO TALK ABOUT THE DESIGN OF THE STUDIES AND 8 WHETHER THEY ARE ADEQUATE OR NOT"? 9 I DEFER IT TO THE EPIDEMIOLOGISTS. Α YES, 10 ABSOLUTELY. AND YOU'VE BEEN CLEAR THAT YOU DON'T WANT TO 11 0 12 TALK ABOUT THE BASIC LIMITATIONS OF THE OBSERVATIONAL 13 STUDIES; CORRECT? I AM NOT IN POSITION TO CRITICIZE THOSE 14 А 15 STUDIES. AND I'LL REPEAT WHAT I SAID IN MY DEPOSITION. 16 THESE PAPERS HAVE BEEN PEER-REVIEWED. THEY HAVE BEEN PEER-REVIEWED BY EPIDEMIOLOGISTS. SO WHEN I READ THEM, 17 I BELIEVE THAT MOST OF THEM ARE SOUND IN TERMS OF THE 18 19 METHODOLOGY, BECAUSE OTHERWISE, THEY WOULD NOT BE 20 PUBLISHED. SO I USE THOSE PAPERS, NOT TO OPINE ABOUT ASD 21 22 OR ADHD. I USE THOSE PAPERS TO SUPPLEMENT INFORMATION 23 THAT I NEED IN MY TOXICOLOGICAL BENCH SCIENCES AND TO 24 TRY TO RELATE MY FINDINGS TO THOSE THAT HAVE BEEN REPORTED IN THE EPIDEMIOLOGICAL LITERATURE. 25 I AM NOT HERE TO OPINE AS AN EPIDEMIOLOGIST. 26 Т 27 BELIEVE BOTH YOU AND THE PLAINTIFFS HAVE OTHERS THAT ARE 28 RESPONSIBLE FOR THIS ARENA OF SCIENCE.

101

Q BUT JUST TO BE CLEAR, SIR -- AND THAT'S FINE.
 BUT JUST TO BE CLEAR, WHEN YOU REVIEWED THE EPI
 LITERATURE, YOU DIDN'T CONSIDER THINGS LIKE THE DESIGN
 OF THE STUDY, WHAT THE CONFOUNDERS WERE, WHETHER THEY
 WERE ADEQUATELY ABLE TO ASSESS CAUSATION, EVEN
 TEMPORALITY, YOU DIDN'T LOOK AT?

7 NO, I DID NOT, BUT, YOU KNOW, IF YOU'RE А 8 IMPLYING THAT ALL THESE PAPERS -- WELL, MAYBE I'M NOT 9 THE RIGHT INDIVIDUAL TO ASSESS THESE PAPERS, BUT THE 10 FACT OF THE MATTER IS THAT THE CONCLUSIONS FROM THOSE PAPERS, APPROXIMATELY 80 PERCENT OF THOSE PAPERS, ARE 11 12 CONSISTENT. THEY ALL TALK ABOUT A CAUSAL RELATIONSHIP 13 BETWEEN LEAD EXPOSURE.

14 SO IT'S -- I DON'T HAVE TO EVALUATE THOSE 15 PAPERS. I -- YOU KNOW, IF IT WAS BY CHANCE, IT WOULD BE 16 50/50. THE FACT THAT THERE IS A CONSENSUS BASICALLY 17 BETWEEN EPIDEMIOLOGISTS DOESN'T NECESSARILY MEAN THAT I 18 HAVE TO GO BACK AND REVIEW ALL THESE PAPERS AND 19 DETERMINE WHETHER THEY FORGOT ONE CONFOUNDER. I THINK 20 THAT'S BEEN DONE ALREADY.

21 Q AND WHEN -- WITHOUT DOING THE THINGS THAT AN 22 EPI WOULD DO, WITHOUT USING A METHODOLOGY, YOU COUNTED 23 STUDIES; RIGHT? THAT'S WHAT YOU SAID YOU DID, YOU 24 COUNTED THE --

A THAT'S ACTUALLY ONE OF THE THINGS I DID, YES.
I WAS INTERESTED TO SEE WHETHER IT'S BY CHANCE, AND IT'S
NOT. AS I SAID, AND AS I PUBLISHED IN MANY OF MY PAPERS
LONG BEFORE THIS LITIGATION, ANYWHERE UPWARDS TO

1 80 PERCENT OF THE PAPERS THAT HAVE DONE STUDIES TO LOOK 2 AT ASSOCIATIONS BETWEEN THESE METALS AND ASD, ARE 3 POSITIVE. 0 OKAY. 4 SO I DON'T THINK IT'S BY CHANCE. AND MAYBE I'M 5 Α MISSING ONE CONFOUNDER, BUT WHAT YOU'RE DOING IS YOU'RE 6 7 STRIKING OUT, BASICALLY, ALL THE EPIDEMIOLOGICAL 8 LITERATURE BECAUSE DR. ASCHNER DIDN'T REVIEW IT. 9 AND YOU DIDN'T REVIEW WHETHER OTHERS WHO HAVE 0 10 DONE MORE SYSTEMATIC ASSESSMENTS OF THE LITERATURE, 11 LIKE, FOR EXAMPLE, THE AUTHORS OF THE WANG PAPER, 12 COUNTED DIFFERENTLY AND FOUND THAT THE SPLIT WAS CLOSER 13 TO 50/50? YOU DIDN'T DO THAT EITHER; CORRECT? SO I WAS -- I'M SORRY FOR INTERRUPTING, 14 Α 15 COUNSEL. I THINK I WAS VERY UNBIASSED IN MY REPORT, IN 16 17 MY DEPOSITION, IN MY REPORT, BECAUSE I EVEN POINTED OUT TO THOSE STUDIES THAT HAVE SHOWN THAT THERE'S NO 18

19 ASSOCIATION. SO...

20

22

Q MY QUESTION IS JUST --

21 A SO I DID NOT --

Q IF I MAY JUST FINISH MY QUESTION, SIR.

IT'S JUST YOU DIDN'T LOOK TO SEE WHETHER OTHERS
 WHO DID SYSTEMATIC REVIEWS COUNTED DIFFERENTLY FROM YOU?
 MR. ESFANDIARY: I'D JUST ASK COUNSEL TO LET
 THE WITNESS FINISH ANSWERING YOUR QUESTION BEFORE - THE COURT: I'D LIKE HIM TO ANSWER THE PENDING
 QUESTION, ACTUALLY.

1 THE WITNESS: I HAVE LOOKED AT ALL THE PAPERS THAT I'VE REVIEWED, AND I DON'T KNOW IF THE PAPER THAT 2 3 YOU JUST MENTIONED WAS IN MY REFERENCE LIST. I DON'T HAVE A RECOLLECTION OF THAT, BUT I WENT ONE-BY-ONE AND 4 COUNTED THE PAPERS, WHETHER THEY FOUND A POSITIVE 5 ASSOCIATION OR A NEGATIVE ONE, AND I PROVIDED, ACTUALLY, 6 7 THE PICTURE FROM MY COMPUTER WHERE I'VE DONE SO. 8 AND IN SOME CASES THEY FOUND SOME POSITIVE, 9 SOME NEGATIVE ASSOCIATIONS OR NO ASSOCIATIONS. I MARKED 10 IT WITH DIFFERENT COLORS. SO I WAS COMPLETELY 11 I'M NOT SAYING IT'S, YOU KNOW, THE RIGHT UNBIASSED. 12 METHOD TO DETERMINE AND -- BUT I THINK IT GIVES YOU A 13 FAIRLY COMPREHENSIVE PICTURE AS TO WHERE THE LITERATURE 14 IS. 15 AND AGAIN, I GO BACK TO CANCER. SAYING THAT 16 LEAD IS NOT CAUSING NEUROLOGICAL DISORDERS IS AKIN TO 17 SAYING THAT SMOKING IS NOT ASSOCIATED WITH LUNG CANCER. I MEAN, THAT'S MY BEST ANALOGY. 18 I HAVE TO BREAK UNTIL 1:30. ARE WE 19 THE COURT: 20 GOING TO PICK UP WITH DR. ASCHNER THEN? 21 MS. FREIWALD: YES, I WOULD LIKE TO DO THAT, 2.2 YOUR HONOR. THANK YOU. 23 THE COURT: LET'S DO THAT. THANKS FOR YOUR PATIENCE, DOCTOR. SEE YOU IN A 24 LITTLE WHILE. 25 26 THE WITNESS: THANK YOU, YOUR HONOR. 27 THE COURT: BYE. {LUNCHEON RECESS} 28 104

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1 CASE NUMBER: 21STCV22822 2 NC VS. HAIN, ET AL. CASE NAME: LOS ANGELES, CALIFORNIA 3 FRIDAY, FEBRUARY 4, 2022 4 DEPARTMENT 7 HON. AMY D. HOGUE, JUDGE 5 **APPEARANCES:** (AS HERETOFORE NOTED.) **REPORTER:** JEANESE JOHNSON, CSR 11635 6 7 TIME: 1:30 P.M. 8 9 --000--10 AFTERNOON SESSION 11 12 13 THE COURT: OKAY. YOU MAY PROCEED. 14 15 MS. FREIWALD: THANK YOU, YOUR HONOR. 16 17 CROSS EXAMINATION (RESUMED) 18 MS. FREIWALD: 19 GOOD AFTERNOON AGAIN, DR. ASCHNER. 0 20 GOOD AFTERNOON, MA'AM. THANK YOU. Α 21 THANK YOU. OR CLOSER TO EVENING FOR YOU AND 0 22 ME. LET'S SEE. I WANT TO TRY TO MOVE THINGS ALONG 23 2.4 FAIRLY OUICKLY. 25 SO LET'S SEE. ONE OTHER THING THAT I THOUGHT 26 WE COULD PROBABLY AGREE ON IS THAT, IN ORDER TO DO ANY 27 KIND OF AN ASSESSMENT OF WHETHER AN AGENT IS A CAUSE OF 28 HARM, YOU HAVE TO KNOW THAT THE EXPOSURE TO THE AGENT

1 PRECEDES THE HARM; CORRECT? 2 YES, I WOULD AGREE WITH THAT. А 0 3 OKAY. OKAY. AND I GATHER, IN YOUR WORK AS A 4 5 SCIENTIST, YOU ALSO AGREE THAT STATISTICAL SIGNIFICANCE IS AN IMPORTANT CONCEPT? 6 7 А YES, I AGREE. I USE P VALUE OF .05 IN ALL OF 8 MY STATISTICS. THAT'S A P VALUE THAT'S SET TO SIGNIFY 9 STATISTICAL DIFFERENCE. 10 AND YOU SET OUT IN YOUR REPORT A BUNCH OF BASIC 0 PRINCIPLES THAT WERE IMPORTANT TO TOXICOLOGY. 11 12 CAN I GET SLIDE 4, PLEASE? 13 AND I JUST TRIED TO SUMMARIZE THEM ON A SINGLE SLIDE, AND I THINK THIS WILL BE ANOTHER AREA WHERE WE 14 15 CAN AGREE. 16 SO, AGAIN, SUMMARIZING FROM YOUR REPORT, 17 DOCTOR, I THINK THAT YOU POINTED OUT THAT A TOXICOLOGIST HAS TO CONSIDER ROOT OF EXPOSURE, TIME AND DURATION OF 18 19 EXPOSURE, THE AGE OR THE DEVELOPMENTAL STAGE IN WHICH 20 THE EXPOSURE IS OCCURRING, THE FACT THAT CELLS OR 21 TISSUES DO NOT MIMIC INVIVO, MEANING IN A HUMAN BEING, 22 METABOLISM, THAT ANIMAL STUDIES, WHILE VERY USEFUL FOR 23 THEIR OWN PURPOSE, ARE OFTEN POOR PREDICTORS OF HUMAN 24 RESPONSES, AND THAT THE BODY HAS DEFENSE MECHANISMS TO PROTECT ITSELF FROM HARM SO THAT, EVEN IF AN AGENT 25 26 CAUSES WHAT LOOKS LIKE AN ADVERSE EFFECT AT THE CELLULAR 27 LEVEL, THAT DOESN'T NECESSARILY MEAN IT'S GOING TO 28 TRANSLATE INTO A CLINICAL HARM.

1 SO THAT WAS MY SUMMARY. 2 I GUESS THE OUESTION AT THE END OF THAT LONG 3 STATEMENT IS: DID I FAIRLY CAPTURE ITEMS THAT YOU ACKNOWLEDGE ARE IMPORTANT TO CONSIDER AS PART OF A 4 TOXICOLOGIC ASSESSMENT? 5 YES, MA'AM. SO IF I MAY, I'D LIKE TO GO OVER 6 Α 7 THEM BECAUSE, YOU KNOW, I DON'T AGREE WITH ALL THESE 8 STATEMENTS AS THEY ARE NOTED. 9 SO I AGREE THAT TOXICITY DEPENDS ON THE ROUTE 10 OF EXPOSURE. 11 0 OKAY. AND SOMETHING THAT'S INHALED MIGHT BEHAVE VERY 12 А 13 DIFFERENTLY THAN SOMETHING THAT'S DIGESTED. THERE ARE OTHER IMPORTANT ISSUES WHICH IS NOT MENTIONED HERE. 14 THE 15 DOSE IS IMPORTANT. AND THE FORM. SOME OTHER THINGS THAT WE TALKED ABOUT, YOU KNOW, FREE IRONS VERSUS NANO 16 17 PARTICLES. THESE ARE OTHER ISSUES THAT NEED TO BE CONSIDERED. 18 19 BUT GENERALLY, I AGREE WITH 1. 20 I AGREE WITH NUMBER 2, THAT THE TIMING AND THE DURATION ARE IMPORTANT. I THINK YOU'RE REFERRING WITH 21 22 RESPECT TO TIME, YOU'RE NOT MAKING ANY DISTINCTION 23 BETWEEN YOUNG OR OLD. YOU'RE JUST BASICALLY TALKING ABOUT ONE MONTH, THREE MONTHS, NOT TAKING INTO ACCOUNT 24 WHAT LIFE STAGE THE INDIVIDUAL MIGHT BE, BUT THAT'S 25 26 FINE. 27 AND TOXICITY MAY VARY BASED ON AGE, 28 DEVELOPMENTAL AGE, YOU KNOW, OR STAGE. I WOULD AGREE 107

WITH THAT. AND WHAT I WOULD POINT OUT, ACTUALLY, THAT,
 IN MOST CASES, THE DEVELOPMENTAL STAGE IS A STAGE THAT'S
 MUCH MORE SENSITIVE.

IF YOU TAKE LEAD, FOR EXAMPLE. INDIVIDUALS ARE
MUCH MORE SUSCEPTIBLE TO LEAD WHEN THEY ARE YOUNG THAN
WHEN THEY ARE OLD, BECAUSE MANY OF THE PROCESSES THAT WE
DISCUSSED TODAY, SUCH AS SYNAPTOGENESIS. WE HAVEN'T
MENTIONED CELL DIFFERENTIATION, PRUNING OF CELLS.

9 ALL OF THESE ARE INHERENT TO THE DEVELOPING 10 BRAIN, AND THEY ARE NOT INHERENT TO THE MATURE BRAIN. 11 SO THE DEVELOPMENTAL STAGE, IN GENERAL, IS MUCH MORE 12 SUSCEPTIBLE TO XENOBIOTICS. SO, AGAIN, I AGREE WITH 13 WHAT YOU SAY, BUT I THINK WE HAVE TO MAKE THIS 14 DISTINCTION.

15 I DON'T NECESSARILY AGREE WITH POINT NUMBER 4 BECAUSE I THINK IT IMPLIES THAT TISSUES OR CELLS CANNOT 16 17 MIMIC NORMAL METABOLISM, WHICH IS NOT CORRECT, AND I WOULD SAY THAT CELLS, IN CULTURE, ARE A REDUCTIONIST 18 19 APPROACH, BECAUSE SOMETIMES YOU DON'T HAVE ALL THE CELLS 20 IN THE TISSUE CULTURE. IT MIGHT BE JUST ONE CELL TYPE, 21 BUT THAT DOES NOT EXCLUDE THAT CELL TYPE FROM MIMICKING THE EFFECT OR HANDLING THE MATERIAL IN AN ANALOGOUS WAY 22 23 THAT THE SAME CELL WOULD HANDLE THE METAL OR THE XENOBIOTICS INVIVO. 24

SO I THINK THIS HAS TO BE QUALIFIED. TO SAY
THAT CELLS OR TISSUES CANNOT MIMIC NORMAL METABOLISM IS
GENERALIZING. IT'S NOT CORRECT.

28

EXPERIMENTAL ANIMAL STUDIES ARE OFTEN POOR

108
1 PREDICTORS.

2 THERE ARE SOME EXAMPLES, I AGREE, AND YOU'LL 3 PROBABLY KNOW THE CASE OF THALIDOMIDE. IT WAS NOT --THAT THE RATS WERE NOT PREDICTED TO THE TERETOGENIC 4 EFFECTS OF THE THALIDOMIDE. AND THERE'S OTHER CASES, I 5 BELIEVE IT'S SACCHARIN, WHICH IS MUCH LESS TOXIC TO 6 7 HUMANS THAN RATS BECAUSE RATS TEND TO METABOLIZE 8 SACCHARIN IN A VERY DIFFERENT WAY USING P450S; P450S 9 THAT ARE NOT INHERENT TO HUMANS.

10 SO THERE ARE SOME DIFFERENCES, BUT I WOULD NOT SAY THAT THEY ARE GENERALLY POOR PREDICTORS, NOT OFTEN. 11 12 RARELY ARE THERE POOR PREDICTORS. IN MOST CASES THERE 13 ARE VERY GOOD PREDICTORS OF HUMAN RESPONSES. THOUGH, AS WE SAID BEFORE, I WOULD NOT EXPECT A RAT TO SHOW A 14 15 TREMOR OR TO SHOW ALL THE SYMPTOMS THAT YOU SEE IN ASD, AND I WOULDN'T EXPECT A WORM TO DEVELOP PARKINSON'S 16 17 DISEASE AND HAVE PROBLEMS WITH SPEECH BECAUSE THEY DON'T VOCALIZE. 18

19

23

SO, AGAIN, THIS HAS TO BE QUALIFIED.

20 AND THE BODY HAS DEFENSE MECHANISMS TO PROTECT 21 IT FROM HARM. YES, THAT'S A GIVEN. I WOULD AGREE WITH 22 THAT, MA'AM.

Q OKAY.

SO I'LL TELL YOU WHAT, JUST TO SAVE TIME, YOU
WROTE OUT IN YOUR OWN WORDS CONSIDERATIONS IN ASSESSING
EXPERIMENTAL ANIMAL STUDIES AND CONSIDERATIONS IN
ASSESSING INVITRO STUDIES, AND THOSE CONSIDERATIONS CAN
BE FOUND AT PAGES 13 TO 16 OF YOUR EXPERT REPORT AND,

1 CERTAINLY, THE COURT CAN LOOK AT THOSE.

2 AND I ASSUME YOU STAND BY WHAT YOU WROTE IN 3 YOUR REPORT?

I FULLY STAND BY. I SAY THAT SOMETIMES THE 4 А ANIMAL STUDIES USE CONCENTRATIONS OR DOSES THAT ARE NOT 5 RELEVANT TO THE HUMAN EXPOSURES. SO, YOU KNOW, THAT'S 6 7 NOT A GOOD STUDY. AND PEOPLE USE ONE LITTER. YOU KNOW, 8 YOU DON'T -- YOU CANNOT ACCOUNT FOR GENETIC DIFFERENCES, SO THEY DO HAVE LIMITATIONS. 9

10

Q OKAY. SO --

A BUT I DIDN'T SAY THAT THEY ARE POOR PREDICTORS.
I DON'T THINK I DID. I ACTUALLY PROVIDED SOME EXAMPLES
WHERE THEY ARE GOOD PREDICTORS, AND I POINTED OUT TO
THOSE COUPLE CASES WHERE ANIMAL STUDIES HAVE NOT
MIMICKED EXACTLY WHAT YOU'RE SEEING IN HUMANS.

16 I WOULD VENTURE TO SAY, THOUGH, THAT IN THE
17 CASE OF LEAD AND MERCURY AND ARSENIC, ANIMALS ARE VERY
18 GOOD PREDICTORS OF HUMAN TOXICITY.

19

Q SO WE'LL LET THE REPORT SPEAK FOR ITSELF.

20 AND, SIR, YOU DID POINT OUT THOSE, WHICH I WAS21 GOING TO ASK YOU ABOUT.

YOU HAVE NOTED CORRECTLY THE DOSE MAKES THE
POISON. THAT'S A STATEMENT YOU AGREE WITH; CORRECT?
A I AGREE THE DOSE MAKES THE POISON. THERE IS
OTHER THINGS THAT NEED TO BE TAKE IN ACCOUNT, BUT THE

26 PRINCIPAL TOXICOLOGY -- I MEAN, WE TALKED ABOUT. IT'S
27 NOT JUST THE DOSE, IT'S GENETICS, BUT GENERALLY, I WOULD
28 AGREE WITH YOUR STATEMENT, MA'AM, YES.

1 0 OKAY. AND YOU TALKED WITH YOUR COUNSEL ABOUT 2 THE CONCEPT OF A THRESHOLD DOSE. 3 AND YOU WOULD AGREE THAT THE STATEMENT THAT THERE IS NO KNOWN SAFE DOSE, WHICH IS USED FOR 4 REGULATORY PURPOSES; IT'S USED FOR PURPOSES OF FIGURING 5 OUT WHETHER THERE IS A FLOOR AT WHICH YOU CAN SAY 6 7 THERE'S NO HARM, IS NOT THE SAME THING AS SAYING THAT THERE IS A HARM AT EVERY LEVEL? 8 9 А I WOULD AGREE WITH THAT STATEMENT. WE DON'T 10 KNOW THE DOSE RESPONSE IN RELATIONSHIP TO LEAD AT VERY THAT DOES NOT INTIMATE THAT IT'S VERY TOXIC 11 LOW DOSES. 12 AT .1 MICROGRAM PER DECILITER, BUT IT ALSO DOESN'T 13 INTIMATE THAT IT'S NOT. AND WHAT I'M BASING MY OPINION ON IS LEVELS THAT ARE SEEN IN AUTISTIC KIDS. 14 15 SO, YOU KNOW, I DON'T -- FOR -- TO MAKE THE CONCLUSION I DON'T HAVE TO INFER FROM THE LEFT OF THE 16 17 CURVE. I DON'T EVEN KNOW THE SHAPE OF THE CURVE --SO WHAT --18 Q 19 -- WHEN I GO DOWN TO VERY LOW DOSES. Α SO, I MEAN, I KNOW WHAT HAPPENS AT 2 MICROGRAMS PER DECILITER 20 AND 5 MICROGRAMS PER DECILITER AND HIGHER 21 CONCENTRATIONS. 22 23 0 WHAT THE STATEMENT BASICALLY MEANS IS WE DON'T KNOW HOW LONG WE'RE GOING TO HAVE TO GO IN THE FUTURE 24 BEFORE WE KNOW IF THERE'S REALLY AN ASSOCIATION BETWEEN 25 26 LEAD EXPOSURE AND ASD AT LOW LEVELS? 27 NO. WE KNOW -- WE ALREADY KNOW THAT THERE IS Α AN ASSOCIATION. I DON'T THINK WE CAN MAKE A STATEMENT 28

1 AS TO BLOOD LEVELS OF .001 MICROGRAMS PER DECILITER ARE 2 ASSOCIATED WITH ASD. I DON'T THINK WE ARE AT THAT POINT. BUT WE CAN MAKE THAT STATEMENT, AT LEVELS OF 3 LEAD AT 10 MICROGRAMS PER DECILITER OR EVEN LOWER THAN 4 THAT. 5 SO CAN WE PULL UP THE TRANSCRIPT 6 MS. FREIWALD: 7 AT 166, PLEASE? AND PULL OUT -- I THINK IT'S STARTING 8 AT LINE 11, MAYBE IT'S A LITTLE BEFORE. 9 0 SO YOU REMEMBER, SIR, I ASKED YOU: 10 "CAN WE ALSO -- DO YOU UNDERSTAND, OR WOULD YOU AGREE WITH ME THAT THE STATEMENT, THERE'S NO 11 12 SAFE LEVEL OF LEAD WHICH IS MADE FOR A REGULARLY PURPOSE IS NOT THE SAME STATEMENT AS 13 AT EVERY DOSE, NO MATTER HOW LOW, LEAD HAS BEEN 14 15 PROVEN TO CAUSE A SPECIFIC OUTCOME LIKE ASD? THOSE ARE DIFFERENT STATEMENTS?" 16 17 AND YOUR ANSWER WAS, "WHAT THE STATEMENT BASICALLY SAYS THAT WE DON'T KNOW HOW LONG 18 19 WE'RE GOING TO GO IN THE FUTURE BEFORE WE REALIZE THAT THERE'S AN ASSOCIATION BETWEEN 20 LEAD EXPOSURE AND ASD. THE DATA MIGHT NOT BE 21 AVAILABLE AT THE MOMENT, BUT THE LACK OF 22 23 EVIDENCE OR THE ABSENCE OF EVIDENCE IS NOT EVIDENCE OF ABSENCE." 24 AND I THINK IT'S EXACTLY WHAT I'M SAYING RIGHT 25 Α 26 NOW, THAT I KNOW THAT THERE IS EVIDENCE THAT'S AT 27 10 MICROGRAMS PER DECILITER, BUT YOU'RE ASKING ME AT THRESHOLDS APPROACHING ZERO MICROGRAMS OF LEAD PER 28

1 DECILTER I CANNOT TELL YOU WHAT HAPPENS AT THOSE 2 CONCENTRATIONS IN THE BLOOD. OKAY. 3 0 А BUT I CAN TELL YOU AND THAT'S THE BASIS OF MY 4 REPORT, THAT AT THE LEVELS THAT ARE DISCUSSED IN MY 5 REPORT, THERE IS AN ASSOCIATION BETWEEN LEAD BLOOD 6 7 LEVELS AND ASD. 8 SO WE TALKED EARLIER ABOUT THE FACT THAT LEAD 0 LEVELS, AND OTHER METAL LEVELS, HAVE BEEN GOING DOWN IN 9 10 THIS COUNTRY SIGNIFICANTLY OVER THE LAST SEVERAL 11 DECADES. BUT THAT WASN'T SOMETHING THAT YOU SPECIFICALLY 12 LOOKED AT IN PREPARING YOUR REPORT; CORRECT? 13 I ACTUALLY TEACH TOXICOLOGY, SO I DO HAVE A 14 Α 15 SLIDE THAT SHOWS THE LEVELS OF LEAD IN THE ENVIRONMENT IN RELATIONSHIP TO THE REMOVAL OF LEAD FROM GASOLINE AND 16 17 FROM PAINT, AND THERE IS A VERY NICE PARALLEL LINE BETWEEN THE TWO. AS -- SINCE IT'S BEEN REMOVED FROM 18 19 THESE SOURCES, THE LEVELS OF LEAD IN THE BLOOD OF KIDS 20 HAS GONE DOWN. SO IT'S ABOUT 2 MICROGRAMS, IF NOT LESS 21 AT THIS POINT. SO, OKAY, SO YOU DON'T REMEMBER TELLING ME YOU 22 0 23 DIDN'T ACTUALLY LOOK AT THIS IN PREPARATION FOR GIVING YOUR OPINION IN THIS CASE? 24 ARE YOU ASKING ME IF I'M AWARE OF THE FACT THAT 25 Α 26 THE LEAD LEVELS ARE GOING DOWN? 27 NO, I'M ASKING IF IT WAS PART OF YOUR 0 NO. METHODOLOGY TO CONSIDER THAT FACT BEFORE ISSUING YOUR 28

1 OPINIONS IN THIS CASE.

0

2 A NO. NO, I DON'T SEE HOW IT'S PERTINENT TO 3 THIS.

4

SO CAN WE PUT UP SLIDE 8.

5 AND I THINK THIS IS CONSISTENT WITH WHAT YOU'VE 6 SAID, DR. ASCHNER, THAT CONSISTENT WITH, FRANKLY, YOU 7 KNOW, SOME BIG CHANGES, LEAD COMING OUT OF GAS LINE AS 8 AN ADDITIVE, COMING OUT OF TIN CANS, WE'VE SEEN DRAMATIC 9 DROPS.

10 SO THAT AS YOU -- I THINK YOU SAID THAT THE MEDIAN LEVEL IN THIS COUNTRY TODAY IS BELOW 2, AND EVEN 11 12 THE 95TH PERCENTILE IS PROBABLY SOMEWHERE AROUND 2, AND 13 THIS CHART -- IT'S THE MOST RECENT DATA I COULD GET MY I'M SURE IF I WERE A MORE CLEVER RESEARCHER, 14 HANDS ON. 15 THERE MIGHT BE A COUPLE OF MORE YEARS TO ADD, BUT I THINK IT'S PROBABLY A REASONABLE REPRESENTATION ENDING 16 17 AROUND 2013, 2014, THAT 95 PLUS PERCENT OF CHILDREN ARE GOING TO BE BELOW 2 IN THIS COUNTRY TODAY; RIGHT? 18

19

20

THAT'S CORRECT, MA'AM, YES.

Α

O OKAY.

SO WHEN WE READ THE LITERATURE AND WE HEAR THE
TERM "LOW DOSE" USED, YOU WOULD AGREE WITH ME THAT THAT
CAN ACTUALLY MEAN VERY DIFFERENT THINGS DEPENDING UPON
WHEN THE PAPER WAS WRITTEN OR WHAT TIME PERIOD WAS BEING
LOOKED AT, BECAUSE WHAT WAS LOW DOSE 10 OR 20 YEARS AGO
IS NOT LOW TODAY; CORRECT?

A SO TRYING TO CONNECT THIS WITH WHAT WE'VE
TALKED ABOUT BEFORE, YOU'RE ASKING ME QUESTIONS -- CAN

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1 YOU HEAR ME? I'M SORRY. --

2 Q YES, SIR. I JUST -- I JUST WAS WONDERING IF 3 YOU COULD ANSWER MY QUESTION.

AM I CORRECT THAT WHAT WAS -- MIGHT BE DESCRIBED AS LOW DOSE IN THE LITERATURE 10 OR 20 YEARS AGO, WOULD BE A -- COULD BE A MUCH HIGHER VALUE THAN WHAT WOULD BE CATEGORIZED AS LOW DOSE TODAY?

8 A NO, BECAUSE 10 MICROGRAMS PER DECILITER IN THE 9 BLOOD TODAY IS THE SAME AS 10 MICROGRAMS PER DECILITER 10 20 YEARS AGO.

Q I'M SORRY. I MUST BE ASKING MY QUESTION BADLY.

12 WHAT I'M SAYING TO YOU IS: A STUDY MIGHT SAY, 13 WE LOOKED AT LOW DOSE, AND THEN YOU GO AND READ THE 14 PARENTHETICAL, AND YOU FIND OUT THAT WHAT THEY ARE 15 CALLING LOW DOSE MIGHT BE 30 MICROGRAMS PER DECILITER. 16 OR --

17 A THAT'S NOT THE DOSE. I'M SORRY. I'M SORRY TO 18 DISTURB. BUT THE 10 MICROGRAMS PER DECILITER IS NOT THE 19 DOSE. IT HAS NOTHING TO DO WITH THE LEVEL TO WHICH AN 20 INDIVIDUAL WAS EXPOSED. THAT'S THE BLOOD LEVEL.

21 Q FAIR ENOUGH.

11

A THAT'S A TOTALLY DIFFERENT FACTOR. SO WHAT I'M
SAYING IS, THE DOSE DOESN'T REALLY MATTER. WHAT'S IN
THE BLOOD IS IS 30 MICROGRAMS PER DECILITER, WHETHER
IT'S TODAY, YESTERDAY OR 30 YEARS AGO, IT'S 30
MICROGRAMS PER DECILITER.

27QI STAND CORRECTED.I'LL REPHRASE MY QUESTION.28IT MIGHT HAVE SAID: WE SAW LOW BLOOD LEVELS

2 AGO, AND TODAY A PAPER WOULD BE TALKING ABOUT LOW BLOOD LEVELS AND IT WOULD BE TALKING ABOUT SOMETHING MUCH 3 LOWER THAN THAT. 4 SO YOU JUST HAVE TO LOOK AT THE TIME PERIOD OF 5 WHAT YOU'RE READING, AND BE CAREFUL AND NOT USE THE TERM 6 "LOW LEVELS" AND ASSUME THAT IT MEANS THE SAME THING 7 8 ACROSS ALL PAPERS? 9 Α RIGHT. I DON'T THINK -- WELL, I CAN SPEAK 10 ABOUT MYSELF. WHEN I LOOK AT A PAPER -- WHEN THEY SAY 11 LOWS DOSE LEVEL, IT'S RELATIVE. SO IT DOESN'T REALLY 12 MATTER IF THEY PUBLISHED THE PAPER 30 YEARS AGO OR 13 YESTERDAY. I GO BACK AND REFER TO THE BLOOD CONCENTRATION OF LEAD. 14 15 Q OKAY. SO, YOU KNOW, I MEAN, IT'S IMPORTANT. PERHAPS 16 Α 17 PEOPLE SAID 30 YEARS AGO THAT A LOW DOSE IS 30 MICROGRAMS PER DECILITER, BUT THAT'S NOT THE 18 CRITERION BY WHICH YOU SHOULD JUDGE WHETHER THE PAPER IS 19 20 SOUND ON OR NOT. WHAT YOU JUDGE THE PAPER BASED ON IS THE CAUSATION BETWEEN A CERTAIN BLOOD LEVEL OF LEAD AND 21 2.2 THE GIVEN BEHAVIOR THAT YOU MIGHT BE INTERESTED IN OR 23 ANYTHING ELSE. OKAY. 24 0 SO TO BE CLEAR, GOING BACK TO YOUR METHODOLOGY 25 26 AND OPINIONS YOU'RE OFFERING, YOUR METHODOLOGY DOES NOT 27 INCLUDE -- I DO NOT SEE IN YOUR REPORT ANY STATEMENT

AND IT WAS 30 MICROGRAMS PER DECILITER 10 OR 20 YEARS

1

28 IDENTIFYING ANY DOSE OF ANY METAL THAT IS REQUIRED TO

1 CAUSE ASD.

A NO, I DID NOT TALK ABOUT DOSE. I -- WHAT I DID IS I SPECIFICALLY DISCUSSED, TO THE BEST OF MY MEMORY, THE RELATIONSHIP BETWEEN THE DIFFERENT BIOMARKERS THAT WE TALKED ABOUT BEFORE AND ASD.

6

7

8

AND IT DOESN'T INCLUDE --

A NOT ABOUT THE EXTERNAL DOSE.

Q OKAY.

0

9 A I DON'T THINK I TALKED ABOUT THE EXTERNAL DOSE 10 BECAUSE, AS I SAID BEFORE, IN MOST CASES, PROBABLY, THAT 11 KIND OF INFORMATION IS NOT AVAILABLE.

12 Q AND IT DOESN'T INCLUDE -- YOUR METHODOLOGY DID 13 NOT INCLUDE PUTTING INTO YOUR REPORT ANY OPINIONS ABOUT 14 THE DURATION OF EXPOSURE TO ANY METAL THAT'S REQUIRED TO 15 CAUSE ASD?

16 A WELL, THIS KIND OF INFORMATION, IT'S NOT
17 POSSIBLE TO PUT IT INTO THE METHODOLOGY BECAUSE YOU'RE
18 ASKING ME TO PUT INFORMATION THAT DOESN'T EXIST.

19 Q AND YOUR REPORT DIDN'T INCLUDE -- IT WASN'T 20 PART OF YOUR METHODOLOGY TO IDENTIFY ANY SPECIFIC SET OF 21 KNOWN UNDERLYING GENETIC TRAITS OR VULNERABILITIES THAT 22 ARE NEEDED FOR METALS TO PLAY A ROLE IN ASD; CORRECT?

A IF THAT INFORMATION WAS AVAILABLE, I WOULD HAVE
INCLUDED IT, BUT I DON'T THINK THERE'S ANY LITERATURE
THAT DISCUSSES THE RELATIONSHIP BETWEEN DMT 1 AS A METAL
TRANSPORTER, AND -- THE MERE ABSENCE OF THIS INFORMATION
REFLECTS THE ABSENCE OF INFORMATION. IT JUST DOESN'T
EXIST.

SO, YEAH, WITH DUE RESPECT IT'S NOT INCLUDED
 BECAUSE IT DOESN'T EXIST.

3

11

Q ALL RIGHT. OKAY.

AND --

AND YOUR REPORT DID NOT PARSE PRENATAL VERSUS 5 POST-NATAL EXPOSURE IN TERMS OF IMPACT ON ASD; CORRECT?

A I THINK I DISCUSS THEM BOTH. I DID NOT
DIFFERENTIATE BETWEEN THEM AND, YOU KNOW, TO A CERTAIN
EXTENT, THERE'S NO REASON TO DIFFERENTIATE BETWEEN THEM
BECAUSE, AS I NOTED IN MY REPORT, THE HUMAN BRAIN
DEVELOPS FOR TWO YEARS POST-NATALLY.

0

12 A SO MANY OF THE PROCESSES THAT WE HAVE DISCUSSED 13 IN TERMS OF, AGAIN, SYNAPTOGENESIS. I DON'T WANT TO GO 14 BACK TO IT. THEY ARE NOT JUST INHERENT TO THE 15 DEVELOPING BRAIN, THEY ARE ALSO INHERENT TO A CHILD, A 16 TODDLER -- WELL, NOT A TODDLER -- TO A CHILD UP TO THE 17 AGE OF TWO, NEONATE.

18QAND IN DEVELOPING YOUR METHODOLOGY FOR THE19OPINIONS YOU'RE GIVING HERE, YOU DID NOT GO AND DO ANY20RESEARCH IN THE AUTISM LITERATURE TO LEARN WHAT IS THE21CURRENT STATE OF THINKING OR THE DEVELOPING SCIENCE IN22TERMS OF WHEN CHILDREN FIRST BEGIN TO MANIFEST ASD?

A SO I THINK I'M FAMILIAR WITH THIS LITERATURE.
PERHAPS IT'S NOT INCLUDED IN MY REPORT, BUT I'M FAMILIAR
WITH REGRESSIVE AUTISM. I KNOW MANY KIDS ARE BORN
NORMALLY.

- 27 Q SO --
- 28

A AND THEY DEVELOP NORMALLY, THEY MAY REGRESS AT

1 THE AGE OF TWO. AND I MEAN, I DID NOT PUT EVERYTHING IN 2 MY REPORT, BUT AGAIN, IT'S PROBABLY -- I WOULD HAVE TO WRITE AN ENCYCLOPEDIA TO INCLUDE EVERYTHING THAT I KNOW. 3 JUST TO BE CLEAR, YOU DIDN'T INCLUDE ANY 4 0 STUDIES THAT ARE TALKING ABOUT WHAT ASD EXPERTS 5 UNDERSTAND TODAY ABOUT WHAT REGRESS -- WHAT SO-CALLED 6 7 "REGRESSIVE AUTISM" IS; CORRECT? 8 NO, I DID NOT. Α 9 0 OKAY. 10 AND YOU DIDN'T INCLUDE IN YOUR METHODOLOGY ANY REVIEW OF, FOR EXAMPLE, MRI WORK THAT'S BEING DONE ON 11 12 THE BRAINS OF YOUNG CHILDREN TO LEARN MORE ABOUT WHEN 13 ASD DEVELOPS; CORRECT? SO, AGAIN, YOU'RE REFERRING TO AREAS OF 14 Α 15 EXPERTISE THAT I WASN'T ASKED TO OPINE ON. AND YOU --16 Q 17 А I WAS ASKED TO OPINE ON THE TOXICOLOGY OF METALS AND HOW THE EFFECTS THAT ARE SEEN IN EXPERIMENTAL 18 ANIMALS CAN RELATE TO ASD. THE TASK IN FRONT OF ME WAS 19 20 NOT TO REVIEW THE ASD LITERATURE. 21 Q OKAY. SO THERE ARE MANY THINGS THAT I DIDN'T DO. 22 А 23 0 AND YOUR REPORT DOES NOT IDENTIFY ANY METHOD THAT A SCIENTIST COULD REPRODUCE THAT, AT A GENERAL 24 POPULATION, IDENTIFIES METAL INDUCED ASD FROM NON-METAL 25 26 INDUCED ASD; CORRECT? 27 AGAIN, I'M NOT FAMILIAR WITH THESE TYPES OF Α 28 STUDIES. WHAT IS BEING STUDIED IS IF THERE'S A

RELATIONSHIP BETWEEN ASD -- YOU DON'T HAVE THE CHOICE OF
 TAKING INDIVIDUALS AND SAYING, YOU KNOW, I'M GOING TO
 EXPOSE YOU TO LEAD AND SEE WHETHER YOU'RE GOING TO HAVE,
 PROSPECTIVELY, ASD OR NOT.

5 SO, AS WE TALKED BEFORE, BEFORE EXPOSURE LEVELS 6 ARE SOMETIMES VERY HARD TO DEFINE, AND YOU HAVE TO WORK 7 WITH INTERNAL MEASURES OF LEAD OR MERCURY OR ARSENIC 8 WHEN YOU TRY TO FIND THE CAUSALITY BETWEEN THOSE METALS 9 AND ASD.

10 Q OKAY.

0

11 A AND AGAIN, YOU'RE ASKING ME TO DISTINGUISH AND
12 DETAIL STUDIES THAT ARE NOT AMENABLE TO HUMAN
13 EXPERIMENTATION, IN MY OPINION.

14QAND IN FAIRNESS, SIR, YOU DIDN'T LOOK TO SEE15WHERE FUNDING IS GOING TODAY OR HOW MUCH FUNDING IS16GOING TO DIFFERENT LANES OF RESEARCH IN ASD; CORRECT?

17

A NO, BECAUSE --

18

THAT WAS NOT PART OF YOUR CHARGE?

19 ABSOLUTELY NOT. MY CHARGE WAS TO WORK ON Α METALS AND, AS I SAID BEFORE -- AND, I MEAN, PROBABLY 20 21 I'VE BEEN FUNDED TO WORK ON METHYLMERCURY FOR --CONTINUOUSLY FOR 29 YEARS. I BELIEVE THAT ESTABLISHES 22 23 MY EXPERTISE IN AT LEAST MERCURY TOXICITY. AND MY MANGANESE GRANT IS FUNDED IN ITS 23RD YEAR 24 25 CONSECUTIVELY, AND I WOULD LIKE TO THINK THAT ALL OF 26 THESE ISSUES PROVIDE SOME MERIT TO THE TYPE OF RESEARCH 27 THAT I DO.

28

AND MY RESEARCH IS FOCUSED -- I WANT TO

EMPHASIZE IT AGAIN. I'M NOT A CLINICIAN. I'M NOT AN
 ASD NEUROLOGIST. I'M NOT AN EPIDEMIOLOGIST. AND I'M
 OPINING ON THE RELATIONSHIP BETWEEN THE MECHANISMS THAT
 ARE INHERENT TO ASD AND THE RELATIONSHIP THAT WE SEE
 BETWEEN THEM IN HUMANS AND IN ANIMALS, THOSE THAT CAN BE
 MIMICKED IN ANIMALS.

7 SO I THINK YOU NEED TO RECOGNIZE THAT PEOPLE 8 WORK TODAY IN SILOS. AND, YOU KNOW, I CAN'T PRETEND TO I CAN'T DO EVERYTHING. 9 BE ONE FOR ALL. I HAVE MY AREA OF EXPERTISE AND IT'S JUST -- I DON'T THINK YOU ARE A 10 CONSTITUTIONAL LAWYER, BUT YOU'RE A LAWYER. YOU CAN 11 12 PROBABLY READ A PAPER ON CONSTITUTIONAL LAW AND YOU 13 COULD PROBABLY OPINE TO A CERTAIN EXTENT.

AND THIS IS WHAT YOU'RE SEEING RIGHT HERE. I'M NOT A DIVORCE LAWYER, AND I'M NOT A -- OR, YOU KNOW, IN YOUR CASE, I GUESS. I HAVE TO OPINE ON THE AREAS THAT I KNOW. BUT IT DOESN'T PRECLUDE ME FROM BEING ABLE TO RENDER SOME OPINION AND ASSESS SOMETHING THAT'S NOT DIRECTLY WITHIN THE DOMAIN OF MY RESEARCH.

20 SO, I MEAN, I THINK I'M HONEST WITH YOU AS BEST 21 AS I CAN BE.

Q SO YOU DO KNOW THAT POTENTIAL EXPOSURE TO
METALS FOR ALL OF US ACTUALLY PROBABLY STARTS
PRE-CONCEPTION.

25 I THINK WE HAD THIS CONVERSATION AT YOUR26 DEPOSITION.

27 WHAT MOM IS EXPOSED TO POTENTIALLY HAS28 IMPLICATIONS FOR BABY EVEN BEFORE CONCEPTION; RIGHT?

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1 Α I WOULD AGREE WITH THAT, YES. 2 0 OKAY. BECAUSE LEAD IN MOM'S BONES COULD GET OUT AND 3 4 COULD BECOME PART OF THE ENVIRONMENT IN UTERO. 5 AND THEN YOU CERTAINLY AGREE THAT ALL OF THE SOURCES OF METALS THAT MOM IS EXPOSED TO DURING 6 7 PREGNANCY ARE ALSO A SOURCE OF EXPOSURE; CORRECT? 8 WELL, THE MOTHER AND THE FETUS, THEY SHARE THE Α 9 SO WHAT'S IN THE MOTHER'S BLOOD --BLOODSTREAM. YES. 10 0 OKAY. THERE MIGHT BE DIFFERENCES. IT DOESN'T APPLY 11 Α 12 THAT IT'S A RATIO OF ONE-TO-ONE, AND -- BUT LET ME GIVE 13 YOU AN EXAMPLE BECAUSE, AGAIN, I THINK YOU QUALIFY ALL THE QUESTIONS BY SAYING "YOU AGREE." 14 SO, YOU KNOW, I 15 DON'T WANT TO SAY YES AND I DON'T WANT TO SAY NO, 16 BECAUSE WE CANNOT GENERALIZE. 17 SO LET ME GIVE YOU MERCURY AS AN EXAMPLE. THE BABY IS A SINK. THE GROWING FETUS IS A 18 19 SINK FOR MERCURY, OKAY? HUMAN STUDIES. THE 20 CONCENTRATION OF MERCURY THAT ACCUMULATES IN THE FETUS IS ABOUT TEN TIMES HIGHER THAN THE CONCENTRATION THAT 21 2.2 ACCUMULATES IN THE MOTHER. 23 SO THE FACT THAT THE BLOOD LEVELS OF THE FETUS 24 AND THE BLOOD LEVELS OF THE MOTHER ARE IDENTICAL DOES NOT NECESSARILY MEAN THAT THE BRAIN LEVELS OF MERCURY IN 25 26 THE FETUS ARE GOING TO BE THE SAME AS THE BRAIN LEVELS 27 OF THE MOTHER. AND THE REASON FOR THAT IS THAT THE 28 FETAL BRAIN IS DEVELOPING. YOU DON'T HAVE A BLOOD-BRAIN

1 BARRIER. YOU DON'T HAVE MECHANISMS TO COMBAT THE 2 OXIDATIVE STRESS. SO YOU WOULD EXPECT, ACTUALLY, TO SEE A LOT MORE DAMAGE IN THE FETAL BRAIN COMPARED TO THE 3 4 MATERNAL BRAIN. SO GENERALLY, YES. BUT I THINK ALL THESE 5 QUESTIONS NEED TO BE QUALIFIED AND, YOU KNOW, I CAN GO 6 7 ON. IT'S THE SAME STORY WITH LEAD. IT'S THE SAME STORY 8 WITH ARSENIC. 9 AND PRINCIPALLY, YOU'RE CORRECT, BUT TO SAY 10 THAT IT'S EXACTLY THE SAME EFFECT, THAT'S NOT CORRECT. THE LEVELS MIGHT BE THE SAME, BUT THE EFFECT MIGHT BE 11 12 COMPLETELY DIFFERENT. AND I WASN'T GETTING INTO A FACTOR EVEN LEVELS. 13 0 I WAS JUST TRYING TO MARK OUR TIME PERIODS. 14 15 SO WE AGREE BEFORE PREGNANCY IS RELEVANT. WΕ AGREE PREGNANCY IS RELEVANT. THEN THE BABY IS BORN, AND 16 17 THE BABY CAN BE EXPOSED TO SOME METALS THROUGH BREAST 18 MILK, YOU AGREE WITH THAT; CORRECT? 19 SOME MORE THAN OTHERS. YES, I AGREE. Α 20 0 YEAH. AND -- OR IF THE BABY IS FED FORMULA FROM WATER 21 22 SOURCES, DEPENDING UPON WHERE THEY LIVE, COULD BE A 23 SOURCE; CORRECT? IF THEY GET WELL WATER THAT'S MIXED WITH THE 24 Α 25 BABY FORMULA, FOR SOME REASON AND LEAD LEVELS ARE VERY 26 HIGH, YES, THAT'S POTENTIALLY --27 Q OKAY. -- WILL INCREASE LEAD LEVELS. 28 А YES. 123

1 0 AND THEN, OF COURSE, THE BABY LIVES IN THE 2 WORLD AND IS EXPOSED TO THE WORLD, JUST LIKE THE REST OF 3 US, RIGHT, AND THE METALS IN THE WORLD. AND SO, YOU EVEN DID A STUDY IN 2015, REMEMBER 4 THAT, CALLED -- FIRST AUTHOR, I THINK, WAS JERING, AND 5 YOU LOOKED AT MERCURY LEVELS IN THE NICU IN BABIES WHO 6 7 WERE BORN PREMATURE. 8 DO YOU REMEMBER THAT? 9 VAGUE RECOLLECTION. IT'S HARD TO REMEMBER, OUT Α 10 OF 860 PAPERS, ONE THAT WAS PUBLISHED TEN YEARS AGO, BUT I'M HAPPY TO LOOK AT THE ABSTRACT. 11 12 0 OKAY. SO CAN WE PULL UP 713. 13 I THINK I REMEMBER. I THINK THERE'S -- YEAH. 14 Α 15 THESE ARE LEVELS OF MERCURY. MAYBE THEY ARE LEAKING FROM --16 17 Q SO JUST TO REFRESH YOU --18 Α YEAH. 19 -- THIS WAS A STUDY WHERE YOU AND A COLLEAGUE, 0 20 DR. JERING, LOOKED AT BABIES WHO WERE BORN VERY 21 PREMATURE. THEY WERE IN THE NICU FOR ABOUT 80 DAYS, AND YOU NOTED, IF WE GO DOWN TO THE NEXT PAGE, PAGE 3, THAT 22 23 THE MERCURY LEVELS ACTUALLY WENT UP WHILE THE BABIES WERE IN THE HOSPITAL. 24 25 Α YEAH, BECAUSE --26 0 RIGHT? 27 IN THAT SHORT PERIOD OF 80 DAYS, THEIR MERCURY 28 LEVELS WENT UP, AND YOU LOOKED AT WHETHER THERE WAS A

1 DIFFERENCE BETWEEN BREAST MILK AND FORMULA. YOU 2 REMEMBER THAT? BUT THE IMPORTANT THING IS, YOU THEN FOLLOWED 3 THEM FOR TWO YEARS AND YOU DIDN'T FIND ANY ADVERSE 4 5 EFFECTS. YOU REMEMBER THAT, DOCTOR? 6 7 AND I TAKE YOUR WORD. I DON'T REMEMBER. BUT I А 8 BELIEVE WHAT YOU SAY, YES. 9 SO LET'S --0 OKAY. ALL RIGHT. LET ME JUST -- WELL, GO AHEAD. YOU HAVE 10 Α QUESTIONS FOR ME. I SHOULDN'T INTERRUPT. 11 12 SO I JUST WANT TO TALK ABOUT ALL YOUR 0 13 MECHANISMS. AND IF WE COULD --SO CAN I REFER TO THIS PAPER? WOULD IT BE 14 Α 15 REASONABLE IF I... I HAVE A -- IF I HAVE A QUESTION ON IT, THEN 16 Q 17 YOU CAN CERTAINLY REFER TO IT. IF NOT, THEN YOUR COUNSEL IS FREE TO ASK YOU QUESTIONS. 18 19 OKAY. BECAUSE AGAIN, THIS IS --Α SO I'M GOING TO GO INTO MECHANISMS. 20 0 21 THE COURT: DR. ASCHNER, THE PROTOCOL IS THAT 2.2 MR. WISNER, OR OTHER COUNSEL FOR THE PLAINTIFF, CAN ASK 23 YOU OUESTIONS TO BRING OUT THE POINTS YOU WANT TO MAKE 24 OR THAT YOU THINK ARE IMPORTANT, BUT RIGHT NOW SHE HAS THE FLOOR AND SHE'S MOSTLY JUST TRYING TO HELP THE COURT 25 26 UNDERSTAND WHAT MIGHT BE IN OR NOT IN YOUR STUDY. SHE'S 27 NOT REALLY TO CRITICIZE YOU AS A SCIENTIFIC. I DON'T 28 THINK ANY OF US WOULD DO THAT.

MS. FREIWALD: YEAH.

1

2 THE COURT: SO, ANYWAY, GO AHEAD, COUNSEL. 3 MS. FREIWALD: OKAY. THANK YOU, YOUR HONOR. SO FOR -- JUST TO ASSIST THE COURT, AS I READ 4 0 YOUR REPORT, YOU HAD STATEMENTS ABOUT THE MECHANISM THAT 5 YOU BELIEVE ARE ASSOCIATED WITH ARSENIC AT PAGE 22, WITH 6 MERCURY AT PAGE 38, AND WITH LEAD AT PAGE 26 -- SORRY, 7 8 THAT'S OUT OF ORDER. THERE WERE SOME OTHER PLACES WHERE 9 HAD YOU SHORT SUMMARY STATEMENTS. BUT THAT WAS WHERE, I 10 THINK YOU, LISTED MOST OF YOUR MECHANISMS. AND IF WE CAN PUT UP SLIDE 9. 11 12 I TRIED TO SUMMARIZE THEM. IT WAS A LOT OF 13 SOME OF THEM ARE VERY LONG AND DON'T EXACTLY WORDS. DRIP OFF OF THE TONGUE, BUT I BASICALLY TRIED TO 14 15 CAPTURE, FOR EACH METAL, THAT YOU HAVE SOMEWHERE TEN, A DOZEN, DIFFERENT MECHANISMS THAT YOU PROPOSE, AND I JUST 16 17 WANT TO BE CLEAR ABOUT A COUPLE THINGS.

18 FIRST OF ALL, NONE OF THESE MECHANISMS, WHICH I 19 UNDERSTAND YOU SAY YOU CAN SEE IN YOUR LABORATORY WORK, 20 THAT THESE METALS AFFECT THESE MECHANISMS. I JUST WANT 21 TO BE CLEAR. NONE OF THESE MECHANISMS HAVE BEEN PROVEN 22 AS CAUSAL FOR ASD?

A SO MANY OF THESE MECHANISMS HAVE BEEN PROVEN IN
ANIMAL STUDIES AS PART OF THE BEHAVIORAL DEFICITS THAT
THESE ANIMALS MANIFEST. AGAIN, THERE IS NO MEANS TO
PERFORM THE TYPES OF STUDIES THAT YOU'RE SUGGESTING
BECAUSE IT WOULD BE IMPOSSIBLE TO GET A HUMAN BRAIN OF A
CHILD THAT HAS ASD AND THEN TRY TO MEASURE PKC OR, I

1 DON'T KNOW, ENZYME ACTIVITY. IT'S IMPOSSIBLE TO DO.

2 SO WE HAVE TO RELY ON ANIMAL STUDIES, AND IT 3 HAS BEEN PROVEN IN ANIMAL STUDIES THAT MANY OF THESE, IF 4 NOT ALL OF THESE, PERTUBATION IN ALL OF THESE MECHANISMS 5 ARE ASSOCIATED WITH BEHAVIORAL DEFICITS THAT ARE 6 COMORBID TO ASD.

Q SO WHAT YOU HAVE IS YOU HAVE THINGS THAT YOU
SEE THE METALS DO IN ANIMALS OR CELL LINES, C. ELEGANS,
THAT YOU SAY ARE LIKE BEHAVIORS THAT ARE LIKE WHAT
HUMANS MIGHT MANIFEST THAT WOULD BE LIKE WHAT YOU SEE IN
ASD, BUT YOU'RE NOT CLAIMING THAT ANY OF THESE
MECHANISMS HAVE BEEN DEMONSTRATED AS WITHIN THE CAUSAL
PATHWAY FOR ASD IN HUMAN BEINGS?

SO THESE -- SOME OF THESE MECHANISMS MAY LEAD 14 Α 15 TO REDUCED BRAIN VOLUME, FOR EXAMPLE, THE GRAY MATTER. IT'S BEEN DONE IN ANIMALS. WHAT I CAN RELATE IT, IS TO 16 17 THE STUDY THAT I SHOWED IN THE BEGINNING THAT SHOWS THE BRAIN VOLUME IN AUTISTIC KIDS IS DECREASED. 18 I CANNOT 19 TELL YOU THAT IT'S EXACTLY THE SAME MECHANISM, BUT I CAN 20 DEDUCE FROM THE ANIMAL STUDIES THAT, MORE LIKELY THAN NOT, THE SAME MECHANISMS -- BECAUSE WE KNOW THAT ALL 21 2.2 THESE SIGNALLING PATHWAYS ARE INHERENT TO ANIMALS AND 23 HUMANS.

24 SO YOU SEE END POINT A -- END POINT A IN KIDS. 25 YOU SEE END POINT A IN ANIMALS. YOU KNOW WHAT'S LEADING 26 TO THIS END POINT A IN ANIMAL STUDIES. SINCE YOU CANNOT 27 DO IT IN HUMAN BEINGS, YOU HAVE TO POSIT, AT LEAST RAISE 28 THE HYPOTHESIS, THAT THE SAME MECHANISMS ARE INVOLVED.

1 AS FAR AS A LOT OF THESE THINGS, ACTUALLY, 2 THERE IS DATA BECAUSE WE CAN MEASURE NEUROTRANSMITTERS, 3 AND THERE HAVE BEEN OTHER STUDIES THAT HAVE LOOKED AT OTHER COMPONENTS OF THE -- OF WHAT YOU'RE SHOWING HERE 4 THE OXIDATIVE STRESS, FOR EXAMPLE, FROM DECEASED 5 WE KNOW THAT SOME OF THESE ARE OPERATIVE IN 6 CHILDREN. 7 HUMANS. I CANNOT POINT TO EACH OF THEM AS BEING 8 CAUSATIVE, BUT A LOT OF THEM ARE INHERENT TO THE HUMAN 9 BRAINS AS WELL. 10 TO SAY THAT WE HAVE NO INFORMATION ABOUT ANY OF THIS IN THE HUMAN BRAIN WOULD BE INCORRECT. 11 12 CAN YOU PULL UP PAGE 59 OF THE DEPOSITION, 0 13 PLEASE? SO LET'S JUST START TO PULL IT OUT ENOUGH THAT 14 15 EVERYBODY CAN SEE IT. I'M GOING TO READ FROM MY HARD 16 COPY. 17 "I'M ASKING YOU IF, OF THE RANGE OF POSSIBLE MECHANISMS, MECHANISMS THAT HAVE BEEN 18 19 INVESTIGATED SO FAR, AND YOU'VE NAMED MANY, RIGHT, IF THERE IS ANY ONE OR MORE OF THEM THAT 20 HAS BEEN AGREED BY SCIENTISTS AS A CAUSE OF ASD 21 AS OPPOSED TO A POSSIBLE CAUSE?" 22 23 AND YOUR ANSWER WAS "ALL OF THESE ARE POSSIBLE CAUSES OF ASD, YES." 24 25 Α THEY ARE, AND THEY HAVE BEEN SOME OF THEM, 26 AND --27 Q OKAY. -- WE CAN GO INTO MY LITERATURE THAT SHOWS THAT 28 Α 128

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1 GLUTAMIC LEVELS ARE ALTERED. WE CAN LOOK AT GLUTAMATE 2 RECEPTORS. THERE'S ALL KINDS OF THEORIES ABOUT WHY ASD 3 IS MANIFEST. SO, AGAIN, I THINK YOU'RE PULLING ONE LINE OUT 4 5 OF MY DEPOSITION, AND IT'S JUST NOT FAIR TO CHARACTERIZE MY ANSWER AS SUCH. 6 7 0 AND IN YOUR OWN WRITING, YOU'VE SAID THAT, AND 8 IT'S -- AGAIN, TO -- TO JUST ECHO THE COURT, IT'S NOT ABOUT CASTING ANY ASPERSIONS ON THE SCIENCE THAT YOU DO, 9 10 BUT I THINK IT'S IMPORTANT THAT THE COURT -- OUR JOB HERE TODAY IS TO MAKE IT CLEAR WHAT THE STATE OF THE 11 12 SCIENCE IS, HOW ADVANCED IT IS, AND WHERE IT HASN'T YET 13 GOTTEN. 14 AND SO, IF WE COULD PULL UP EXHIBIT 26, PDF 15 PAGE 6. THAT IS A PAPER THAT YOU'RE A CO-AUTHOR ON FROM 16 17 2021. THE FIRST AUTHOR IS ALUKO, AND IT'S LOOKING AT ONE OF YOUR MECHANISMS, MAPK SIGNALLING IN ASD, AND AT 18 19 THE CONCLUSION -- AND YOU HAVE A LOT OF INTERESTING 20 SCIENCE IN IT, BUT AT THE CONCLUSION YOU SAY, "THE 21 RELATIONSHIP BETWEEN THESE METALS AND ASD AND METAL EXPOSURE REMAINS CONTROVERSIAL AND 22 23 REOUIRES FUTURE STUDIES. FURTHER RESEARCH IS NEEDED TO PROVIDE ADDITIONAL EVIDENCE ON THE 24 RELATIONSHIP BETWEEN METAL EXPOSURE AND ASD AND 25 26 ELUCIDATE OF THE ROLE OF METAL INDUCED 27 PERTURBED MAPK IN THE ETIOPATHOGENESIS OF ASD." DID I READ THAT CORRECTLY? 28

1 Α AGAIN, I WOULD QUALIFY THIS. 2 YES, FUTURE STUDIES ARE ALWAYS NEEDED BECAUSE 3 THERE'S A LOT MORE TO LEARN AND THE RELATIONSHIP BETWEEN THESE METALS AND ASD AND METAL EXPOSURES REMAINS 4 5 CONTROVERSIAL. I POINTED OUT THAT 20 PERCENT OF THE STUDIES DO NOT SHOW THAT THERE'S AN ASSOCIATION. 6

7 CONSISTENT THROUGHOUT ALL MY REPORTS, AND IT DOES REMAIN 8 CONTROVERSTAL YOU DO NOT AGREE WITH ME. SO NOT EVERYBODY'S ONBOARD AND -- BUT I THINK THE CRITICAL MASS 9 10 IS THERE AND --

0 AND --

12

18

19

11

-- AND FURTHER RESEARCH IS NEEDED. Α I SAID SO. MAP KINASE IS ONLY ONE MECHANISM AND THIS IS 13 THE SPECIFIC FOCUS OF THIS PAPER. 14 SO I'M NOT TALKING 15 ABOUT ANY OTHER RESEARCH IN THIS PAPER THAT HAS CORRELATED WITH ASD. THIS IS SPECIFIC TO MAP KINASE, 16 17 WHICH IS ONLY ONE OF THE MECHANISMS THAT IS ASSOCIATED

WITH ASD.

WELL, WE DON'T HAVE TIME TO GO --0

SO THERE IS REALLY NOTHING INCONSISTENT WITH MY 20 Α 21 OPINION.

WE DON'T HAVE TIME TO GO THROUGH ALL THE 22 0 OKAY. 23 MECHANISMS, BUT IF I JUST PULL UP ONE OTHER PAPER, 712, PDF 2. 24

THAT'S A PAPER THAT YOU WROTE IN 2019, SO ALSO 25 26 VERY RECENTLY. AND THAT'S A PAPER THAT IS LOOKING AT 27 MICRO RNA EXPRESSION AS A POTENTIAL MECHANISM, AND IF WE CAN GO TO THE CONCLUSION --28

130

SO I'M

1 IAN, CAN WE GO TO THE CONCLUSION? NO. PAGE 7. 2 SORRY. 3 SORRY ABOUT THAT. SO IF YOU JUST LOOK AT THE MIDDLE OF THAT 4 5 PARAGRAPH, THE FIRST PARAGRAPH, "SOME ASSOCIATIONS WITH KNOWN MECHANISMS OF METHYLMERCURY TOXICITY CAN 6 7 BE MADE, BUT ARE STILL LIMITED WITHOUT FURTHER 8 INVESTIGATION." 9 AND THEN, GOING DOWN TO THE END, "MOREOVER, IT 10 WOULD BE DIFFICULT TO DETERMINE A MECHANISTIC FOUNDATION FROM WHOLE ORGANISM INVESTIGATIONS, 11 ALTHOUGH INCONSISTENCIES BETWEEN INVITRO DATA 12 AND HUMAN STUDIES COULD BE DISCERNED AT THIS 13 POINT IF THERE'S LIMITED EVIDENCE TO VALIDATE 14 15 CONCERNS FOR SPECIES EXTRAPOLATION." AND THAT BASICALLY MEANS YOU HAVEN'T DONE THE 16 17 WORK ACROSS SPECIES YET; RIGHT? THAT BASICALLY MEANS THAT THIS STUDY 18 Α NO. 19 FOCUSES ON EPIGENETICS. AND I CAN DESCRIBE WHAT 20 EPIGENETICS. EPI GENETICS INVOLVES --21 WELL, SIR --22 Q 23 Α WELL, I THINK YOU NEED TO KNOW THE CONTEXT. 24 I'M JUST ASKING MY QUESTION. 0 MS. FREIWALD: YOUR HONOR, IF I COULD ASK THE 25 26 WITNESS TO ANSWER MY QUESTION. 27 THE COURT: YES. I JUST NEED TO HIM YOUR 28 QUESTION, PLEASE. THANK YOU.

1 THE WITNESS: OKAY. SO THIS PAPER FOCUSES ON THE EPIGENETICS AND -- MA'AM, EPIGENETICS IS ONLY ONE OF 2 3 THE MECHANISMS BY WHICH -- WHICH IS RELATED TO THE ONSET OF ASD OR ADHD. I'VE DESCRIBED MULTIPLE MECHANISMS BY 4 WHICH -- THIS IS SPECIFICALLY FOCUSING ON EPIGENETICS. 5 SO WHEN I MAKE THESE CONCLUSIONS, I'M SAYING 6 7 THAT THERE'S MORE STUDY TO BE DONE IN TERMS OF HOW THE 8 EFFECTS OF METHYLMERCURY ON EPIGENETICS AND DNA METHODLATION RELATES TO THESE BEHAVIORAL EFFECTS. 9 ΤТ DOESN'T TALK ABOUT MAPK KINASE. 10 IT DOESN'T TALK ABOUT SYNAPTOGENESIS WHERE WE HAVE A MUCH BETTER PICTURE. 11 12 SO, AGAIN, OUT OF 100 MECHANISMS, WHAT'S BEING DONE HERE IS TRYING TO CHERRY-PICK ONE MECHANISM, 13 IGNORING THE OTHER 99 MECHANISMS THAT ARE FACILITATING 14 15 THE DEVELOPMENT OF THIS DISEASE. AND IN YOUR REPORT YOU ALSO NOTE, IN YOUR 16 Q 17 DISCUSSION OF THE KIM STUDY, YOUR REPORT AT PAGE 46, IF WE COULD PULL THAT UP, YOU CITE KIM, ET AL., WHICH TALKS 18 19 ABOUT MECHANISMS THAT ARE NOT YET KNOWN. 20 "LEAD EXPOSURE MIGHT AFFECT THE NERVOUS SYSTEM BY HINDERING NEUROTRANSMITTER RELEASE. 21 LEAD MIGHT INFLUENCE THE NERVOUS SYSTEM BY 22 23 INCREASING THE RISK OF CONDITIONS, SUCH AS HYPERTENSION, ET CETERA. THE PRESENCE OF LEAD 24 MIGHT AFFECT THE NERVOUS SYSTEM BY INHIBITING 25 FORMATION OF KEY MOLECULES DURING THE MATURE 26 27 DIFFERENTIATION OF GLIAL CELLS." 28 AND THEN, IT ALSO GOES ON -- AND I'M SORRY. Ι

1 DON'T HAVE -- CAN WE PULL UP KIM? 2 WE'LL GET UP KIM IN A MINUTE. BUT IN THE INTEREST OF TIME, THOSE AUTHORS GO 3 ON TO SAY SOMETHING YOU DON'T CITE, WHICH IS: 4 "SEVERAL 5 MECHANISMS HAVE BEEN SUGGESTED TO EXPLAIN THE EFFECTS OF LEAD EXPOSURE ON THE NERVOUS SYSTEM. 6 7 HOWEVER" -- IF WE COULD GO -- JUMP TO THE PAGE I THINK WE MARKED. 8 "HOWEVER, NO SPECIFIC PATHWAY IS KNOWN TO LEAD 9 10 TO AUTISTIC BEHAVIORS, THEREFORE, FURTHER MECHANISTIC STUDIES OF THIS SUBJECT ARE 11 12 WARRANTED." THERE WE ARE. 13 SO I CAN'T COVER EVERY SINGLE ONE OF THEM, BUT 14 15 I DID ACCURATELY READ WHAT'S IN YOUR REPORT; CORRECT? AND WHAT IS IN THE KIM PAPER; CORRECT? 16 17 Α THAT'S CORRECT. OMITTING THE --18 0 OKAY. 19 -- 80 PERCENT OF THE PAPER THAT SUPPORT MY Α 20 OPINION. 21 AND SOME OF YOUR MECHANISMS ARE --0 22 А INCLUDING KIM. 23 0 -- SOME OF YOUR MECHANISMS ARE -- IMPLICATE A WHOLE RANGE OF DISEASES FROM PARKINSON'S TO ALZHEIMER'S 24 25 TO CANCER TO RENAL DISEASE, CARDIOVASCULAR DISEASE; 26 CONNECT? 27 THAT'S BECAUSE -- THAT'S BECAUSE CELLS DIE IN Α VERY SPECIFIC MANNERS. IT'S LIKE A FUNNEL. 28 YOU CAN 133

1 HAVE MANY, MANY EFFECTS AT THE TOP OF THE FUNNEL. AS 2 YOU GO DOWNSTREAM OF THAT FUNNEL, THE EXECUTING 3 MECHANISM OF CELL DEATH ARE VERY LIMITED. OKAY. 4 0 SO IT'S NOT SURPRISING THAT CANCER CELLS HAVE 5 Α THE SAME KIND OF -- SAME KIND OF PHENOTYPE THAT DYING 6 7 BRAIN CELLS HAVE. IT'S EXACTLY THE SAME THING. 8 SO --9 0 AND --10 Α -- IT'S VERY CONSISTENT WITH WHAT I REPORTED, YES. 11 12 AND MANY OF THE MECHANISMS OR CELL PATHWAYS YOU 0 13 IDENTIFIED ARE FOUND THROUGHOUT THE BODY. MITOCHONDRIA ARE IN ALL THE CELLS. BILE IS UBIQUITOUS. 14 15 CORRECT? BUT THE BRAIN IS MUCH MORE SENSITIVE AND IT 16 Α 17 TENDS TO ACCUMULATE A LOT MORE OF THE METALS, SO THE EFFECTS WOULD BE MUCH GREATER IN THE BRAIN VERSUS THE 18 19 KIDNEY, FOR EXAMPLE. BUT THERE'S NO DISCUSSION IN YOUR REPORT ABOUT 20 0 HOW THESE ARE UBIOUITOUS MECHANISMS; CORRECT? 21 I DON'T REALLY UNDERSTAND WHY IT WOULD BE 22 А NECESSARY FOR ME TO DISCUSS THAT THERE'S MITOCHONDRIA IN 23 THE KIDNEY. PARDON ME, COUNSEL, BUT --24 25 Q AND OXIDATIVE -- OXIDATIVE STRESS, THAT'S 26 ANOTHER ONE. 27 WE ALL HEAR ABOUT OXIDATIVE STRESS WITH EATING ANTIOXIDANTS; RIGHT? 28

A RIGHT. BUT YOU MIGHT NOT GET ANY OXIDATIVE
 STRESS IN THE KIDNEY IF NOT VERY MUCH OF THE MERCURY
 ACCUMULATES THERE, AND YOU MIGHT GET A LOT OF OXIDATIVE
 STRESS IN THE BRAIN IF THERE'S A LOT OF LEAD THERE.

5 SO, AGAIN, COMPARING APPLES AND ORANGES DOESN'T 6 SERVE MY REPORT, AND I DON'T SEE ANY RATIONALE -- NO 7 SCIENTIST WOULD ACTUALLY DISCUSS THOSE KINDS OF CONCEPTS 8 BECAUSE THEY DON'T HAVE SCIENTIFIC MERIT.

9 Q AND I ASKED YOU IF IT WAS YOUR TESTIMONY THAT 10 LEAD, ARSENIC, AND MERCURY CAUSE OXIDATIVE STRESS IN 11 DIFFERENT AREAS OF THE BRAIN, AND YOU SAID IT WASN'T, 12 THAT IT -- IT COULD BE ONE AREA, IT COULD BE ANOTHER 13 AREA, ALL DEPENDS; RIGHT?

A SO I SAID BEFORE THAT THESE METALS TEND TO
ACCUMULATE AT THE SAME AMOUNT, PRETTY MUCH,
HETEROGENOUSLY THROUGHOUT BRAIN, AND THAT'S CORRECT.
THE LEVEL OF OXIDATIVE STRESS MIGHT BE DIFFERENT IN
DIFFERENT REGIONS BECAUSE THE DEFENSE MECHANISMS TO
COMBAT OXIDATIVE STRESS ARE NOT ANALOGOUS THROUGHOUT THE
BRAIN.

21 Q RIGHT.

A THERE ARE CERTAIN CELLS, LIKE ASTROCYTES, FOR
EXAMPLE, GLIAL CELLS, WHICH HAVE VERY HIGH LEVELS OF
GLUTATHIONE, WHICH IS VERY IMPORTANT IN COMBATING
OXIDATIVE STRESS.

ON THE OTHER HAND, NEURONS HAVE MUCH LOWER
LEVELS OF ANTIOXIDANTS, SUCH AS GLUTATHIONE. SO THAT'S
CORRECT. THE FACT THAT A CELL HAS THE SAME AMOUNT OF

1 MERCURY DOES NOT NECESSARILY MEAN THAT THE END POINT IS GOING TO BE THE SAME. IT'S GOING TO DEPEND ON A LOT OF 2 DIFFERENT PARAMETERS, AS WE DISCUSSED BEFORE. 3 SO DIFFERENT REGIONS MIGHT BE DIFFERENTIALLY 4 5 SUSCEPTIBLE TO OXIDATIVE STRESS. I STAND BY MY COMMENT. YES. 6 7 Q RIGHT. 8 AND THAT WASN'T -- THAT WASN'T DISCUSSED IN 9 YOUR REPORT, ALL THE DIFFERENT PROTECTIVE MECHANISMS OR 10 DIFFERENT REGIONS OR -- RIGHT? THAT'S JUST NOT IN YOUR 11 REPORT? 12 А I'M GLAD I COULD TALK ABOUT IT NOW. 13 0 OKAY. JUST -- I WANT TO GET THROUGH TWO THINGS REALLY 14 15 QUICKLY. 16 YOU DID TALK ABOUT THAT CECIL PAPER THAT 17 COUNSEL PUT UP, THE ONE THAT TALKS ABOUT SMALLER BRAIN VOLUMES -- I DON'T KNOW IF IT WAS CITED IN THE RECORD --18 DECREASED BRAIN VOLUME IN ADULTS WITH CHILDHOOD LEAD 19 20 EXPOSURE. DO YOU REMEMBER TALKING WITH YOUR COUNSEL? 21 I DON'T REMEMBER THE CITE. 22 А 23 0 OKAY. DO WE HAVE THAT? CAN WE THROW THAT UP REAL OUICKLY? 24 I JUST WANT TO BE CLEAR. YOU'RE AWARE, SIR, 25 26 THAT THIS IS A STUDY, A LONG-TERM STUDY, THAT LOOKED AT 27 A COHORT OF KIDS IN CINCINNATI WHO WERE EXPOSED TO HIGH 28 LEVELS OF LEAD; RIGHT? DO YOU KNOW THAT? AND THEY

1 FOLLOWED THEM TO ADULTHOOD; RIGHT? 2 I MENTIONED THAT THE MRI WAS DONE IN THE А 3 ADULTS, YES. 4 0 RIGHT. AND THESE WERE -- NONE OF THESE KIDS HAD ASD --5 OR NONE OF THESE ADULTS HAD ASD; RIGHT? 6 7 Α THEY DID HAVE A LOT OF COMORBIDITIES ACTUALLY 8 THAT HAD BEEN ASSOCIATED WITH --9 THIS WAS --0 10 Α -- WITH ASD. THIS WAS NOT AN ASD STUDY, AND THEY WEREN'T 11 Ο 12 DIAGNOSED WITH ASD; RIGHT? THEY WERE DIAGNOSED WITH A LOT OF THE 13 Α COMORBIDITIES THAT ARE PART OF ASD. 14 15 Q WHERE IS THAT IN THE STUDY? 16 YOU CAN LOOK AT THE NEUROPSYCHOLOGICAL Α 17 ASSESSMENT THAT'S DESCRIBED IN THE STUDY. IF WE -- IF --18 Q 19 SOME OF THE SYMPTOMS -- AND THEY HAVE ACTUALLY Α 20 ALSO CORRECTED FOR THE LEAD LEVELS, AND WHEN YOU CORRECT 21 FOR THE LEAD LEVELS, THOSE -- SOME OF THESE 2.2 COMORBIDITIES DISAPPEAR. 23 Q RIGHT. AS IT'S STATED IN THE CONCLUSION. YEAH. IT'S 24 Α NOT A ASD STUDY, I FULLY AGREE --25 26 0 IT'S NOT --27 -- BUT A LOT OF THE BEHAVIORS THAT THESE Α 28 INDIVIDUALS HAVE ARE INHERENT TO INDIVIDUALS WITH ASD.

1 THAT'S ALL I'M SAYING. 2 IT'S A STUDY IN ADULTS NOT WITH ASD, AND IT 0 3 WILL BECOME PART OF THE RECORD, AND HER HONOR CAN LOOK 4 AT IT MORE CLOSELY. YOU DIDN'T ACTUALLY LOOK AT WHETHER ASD IS 5 ASSOCIATED WITH LARGER OR SMALLER BRAINS. THAT'S NOT IN 6 7 YOUR REPORT EITHER. 8 NO, BUT IT'S LIKE --А 9 0 OKAY. 10 Α -- I KNOW THE SKY IS BLUE DURING THE DAY, MOST 11 OF THE TIME, IF THERE'S NO CLOUDS. 12 0 LAST -- LAST THING. 13 YOU'VE SAID THAT YOU SEPARATE YOURSELF FROM THIMEROSAL, BUT YOU ACTUALLY CITE, AND CAN WE PULL UP 14 15 SLIDE 10? YOU CITE TO SEVERAL AUTHORS WHO ARE STILL 16 TALKING ABOUT THIMEROSAL IN VACCINES AS SUPPORT FOR YOUR 17 OPINIONS IN THIS CASE, SIR, AND I PULLED OUT JUST A FEW THEY ARE IN YOUR REPORT. 18 OF THEM. 19 THE OLSAK PAPER, THESE DATED DOCUMENT. "THE EARLY POST-NATAL THIMEROSAL ADMINISTRATION 20 CAUSES LASTING BEHAVIORAL IMPAIRMENT PLUS 21 ETHYLMERCURY EXPOSURE FROM THIMEROSAL IN SOME 22 23 VACCINES HAS BEEN ASSOCIATED WITH AUTISM, " AND BJORLAND. 24 AND I DON'T HAVE TIME TO READ THEM ALL. 25 26 AND, IN FACT, YOU'VE ALSO EVEN WRITTEN ABOUT 27 THIMEROSAL AND IT BEING AN AREA TO INVESTIGATE AS A 28 POTENTIAL CAUSE OF NEUROLOGICAL HARMS; CORRECT?

1 А SO AGAIN, I'D HAVE TO READ THIS PAPER AGAIN, 2 BUT IT LOOKS LIKE MY PAPER. YES. 3 OKAY. 0 MS. FREIWALD: THAT'S ALL I HAVE THANK YOU, 4 5 SIR. THANK YOU, MA'AM. 6 THE WITNESS: 7 MR. ESFANDIARY: YOUR HONOR, IF YOU LIKE A 8 SHORT BREAK, I DON'T MIND GOING -- IT'S ON REDIRECT, A 9 VERY SHORT REDIRECT. IT SHOULDN'T MAKE MORE THAN FOUR 10 OR FIVE MINUTES. 11 WELL, WHY DON'T WE PROCEED AND THEN THE COURT: WE CAN RELEASE THE WITNESS. 12 13 MR. ESFANDIARY: VERY GOOD, YOUR HONOR. THANK 14 YOU. 15 16 REDIRECT EXAMINATION 17 MR. ESFANDIARY: DR. ASCHNER, THANK YOU FOR YOUR TIME THIS 18 0 AFTERNOON. I'M GOING TO PICK UP WHERE COUNSEL LEFT OFF. 19 20 DOCTOR, ISN'T IT TRUE THAT YOU HAVE IN FACT TESTIFIED FOR THE US GOVERNMENT AND VACCINE 21 2.2 MANUFACTURERS THAT THERE IS NO ASSOCIATION BETWEEN 23 THIMEROSAL AND ASD? 24 Α THAT'S CORRECT. OKAY. 25 Q 26 THAT WAS A LITIGATION AGAINST THE DEPARTMENT OF 27 HUMAN AND -- HUMAN SERVICES; CORRECT? 28 А I THINK -- IT'S PROBABLY A LONG STORY, BUT I 139

1 THINK THE GOVERNMENT HAS SOME FUNDS FOR VACCINE 2 LITIGATION THAT THEY'VE SET ASIDE. SO I BELIEVE IT WAS THE GOVERNMENT, NOT THE PHARMACEUTICAL COMPANIES, THAT 3 WERE SUED. YES. 4 AND IS THERE A DIFFERENCE, DOCTOR, BETWEEN 5 0 6 ETHYLMERCURY AND METHYLMERCURY IN TERMS OF THEIR ABILITY 7 TO CAUSE ASD? 8 Α APPLES AND ORANGES, YES. ETHYLMERCURY TENDS TO 9 BEHAVE A LOT MORE LIKE INORGANIC MERCURY BECAUSE THE 10 ALKALINE CHAIN, THE CH GROUPS THAT ARE ATTACHED TO THE 11 MERCURY. IT'S MUCH LONGER THAN METHYL, WHICH IS ONE 12 SINGLE CH3 GROUP. SO THAT TENDS TO BE CLEANED IN THE 13 LIVER, AND ETHYLMERCURY DOES NOT GET AS READILY INTO THE BRAIN AS METHYLMERCURY. 14 15 IS THERE ANY EVIDENCE THAT ETHYLMERCURY CAN Q CAUSE ASD? 16 17 Α I'M NOT FAMILIAR WITH THAT. I MEAN, THERE ARE 18 SOME PAPERS THAT I HAVE CITED IN MY REPORTS, BUT, YOU 19 KNOW, I FOCUSED ON MERCURY IN GENERAL, PRIMARILY 20 METHYLMERCURY. DOCTOR, COUNSEL SHOWED YOU THE ALUKO PAPER AND 21 0 SHE SHOWED YOU A SNIPPET OF PART OF YOUR DISCUSSION IN 22 23 THAT PAPER. AND THAT'S A PAPER THAT YOU AUTHORED, ISN'T THAT CORRECT, DOCTOR, THIS ONE? 24 25 Α YES. 26 0 ALL RIGHT. VERY GOOD. 27 I'D LIKE TO JUST -- AND YOU WERE TALKING ABOUT THIS WHEN COUNSEL WAS ASKING YOU ABOUT WHETHER SOME OF 28

1 THESE MECHANISMS HAVE BEEN PROVEN IN ASD. 2 I'D JUST LIKE TO TAKE A LOOK AT WHAT YOU SAID 3 ABOUT THIS SPECIFIC MECHANISM, MAPK PATHWAY, AND THE 4 ABILITY FOR METALS TO IMPACT THIS. 5 I JUST WANT TO PULL IT UP RIGHT HERE. IT SAYS RIGHT HERE, "THE DEVELOPING BRAIN IS 6 7 VULNERABLE TO TOXIC SUBSTANCES AND METAL, SUCH 8 AS LEAD, MERCURY, NICKEL, MANGANESE, AND 9 OTHERS, HAVE BEEN PROVEN TO INDUCE DISTURBANCES 10 IN THE MAPK SIGNALLING PATHWAY." DO YOU SEE THAT, DOCTOR? 11 12 А YES. FAIR TO SAY THAT YOU CONCLUDE RIGHT HERE IN 13 0 YOUR OWN PAPER THAT THIS PATHWAY HAS BEEN PROVEN TO BE 14 15 DISTURBED BY METALS; CORRECT? I THINK WHAT COUNSEL ASKED ME ON THE 16 Α YES. 17 DEFENDANTS' SIDE WAS, THOUGH, IF THAT'S BEEN PROVEN IN 18 HUMANS, IF I RECALL CORRECTLY. 19 SO I THINK I MADE THE POINT THAT IT'S BEEN 20 PROVEN IN ANIMAL STUDIES. I MEAN, I'M NOT AWARE OF ANY 21 SPECIFIC STUDY WHERE KIDS WITH AUTISM HAVE BEEN TESTED FOR THEIR MAP KINASE ACTIVITY, AGAIN, BECAUSE I DON'T 22 23 THINK THAT WOULD BE ETHICAL. AND IT SAYS HERE "FURTHERMORE, WE HIGHLIGHT THE 24 0 ROLE OF METAL TOXICITY IN THE DEVELOPMENT OF 25 26 ASD AND HOW PERTURBED MAPK SIGNALLING MAY 27 RESULT IN ASD." DO YOU SEE THAT, DOCTOR? 28

A YES.

1

2 Q IS THAT WHAT YOU WERE GETTING AT WHEN YOU WERE
3 TALKING ABOUT THE WAY IN WHICH THIS METAL -- THIS
4 PATHWAY PLAYS A ROLE IN ASD?

5 A SO ALL THE MECHANISMS THAT I DISCUSSED, OR MOST 6 OF THE MECHANISMS THAT I'VE DISCUSSED BEFORE IN TERMS OF 7 SYNAPTOGENESIS, IN TERMS RELEASE OF NEUROTRANSMITTERS, 8 THEY ALL REQUIRE NORMAL MAP KINASE SIGNALLING, AND 9 OXIDATIVE STRESS, COMBATTING OXIDATIVE STRESS, REQUIRES 10 MAP KINASE ACTIVITY.

SO WHILE YOU MAY NOT LOOK NECESSARILY AT MAP
KINASE, YOU KNOW THAT THESE OTHER EFFECTS ARE INHERENT
TO THE AUTISTIC BRAIN. SO I THINK ALL YOU HAVE TO DO IS
CONNECT A WITH B, JUST, YOU KNOW, JUST PUT A STRAIGHT
LINE BETWEEN TWO DOTS.

16 Q DOCTOR, AT THE END OF THIS -- I'M JUST GOING TO 17 CLEAR THIS -- I'M JUST GOING TO ASK YOU A QUESTION.

WHEN IT'S UNETHICAL TO DO THESE KIND OF 18 19 EXPERIMENTS ON HUMAN, IS IT STANDARD PRACTICE IN THE 20 SCIENTIFIC COMMUNITY TO THEN USE ANIMAL MODELS INSTEAD? I MEAN, A STUDY LIKE THIS WOULD NOT BE 21 Α YES. AUTHORIZED BY IRB, THE INSTITUTIONAL REVIEW BOARDS. 22 IΤ 23 WOULD BE RECOGNIZED OR AUTHORIZED BY WHAT WE CALL THE IAUCC, THE INSTITUTIONAL ANIMAL USE AND CARE COMMITTEE. 24

SO, YOU KNOW, WE CAN ARGUE ABOUT ANIMALS IN
RESEARCH AND WHETHER IT'S ETHICAL OR NOT, BUT THE
CLOSEST YOU CAN GET TO GATHERING SOME INFORMATION ABOUT
WHATEVER MECHANISM YOU MIGHT BE INTERESTED IN IS

1 PURSUING ANIMAL STUDIES.

2	Q DOCTOR, COUNSEL SHOWED YOU A PART OF THE ALUKO
3	STUDY WHERE YOU TALK ABOUT HOW THE UNDERLYING
4	PATHOGENESIS OF ASD REMAINS CONTROVERSIAL. I WANT TO
5	SHOW THE NEXT SENTENCE THAT THEY DIDN'T SHOW YOU, OKAY.
6	LET'S JUST GO DOWN TO PAGE 4. IT SAYS HERE,
7	"HOWEVER, A COMPREHENSIVE REPORT ON THE
8	RELATIONSHIP BETWEEN MERCURY AND AUTISM SHOWS
9	THAT A VAST MAJORITY, 74 PERCENT OF SUCH
10	STUDIES, INDICATES BOTH DIRECT AND INDIRECT
11	ASSOCIATION BETWEEN MERCURY AND ASD ONSET."
12	DO YOU SEE THAT, DOCTOR?
13	A I DO.
14	Q AND THIS IS IN YOUR PUBLICATION THAT YOU, IN
15	FACT, PUBLISHED BEFORE EVER GETTING INVOLVED IN THIS
16	LITIGATION, CORRECT, THIS CONCLUSION?
17	A THAT'S CORRECT.
18	Q AND HOW
19	A AND I WOULD ACTUALLY EXPAND AND SAY THAT THIS
20	IS VERY CONSISTENT WITH WHAT I'VE DONE BY MYSELF
21	COUNTING ALL THESE STUDIES AND DETERMINING THAT UPWARDS
22	OF 80 PERCENT OF ALL THE STUDIES ARE SHOWING POSITIVE
23	ASSOCIATION BETWEEN THOSE METALS AND ASD. SO I WOULD
24	LIKE TO THINK THAT THE 80 PERCENT THAT SHOW THAT THERE'S
25	A RELATIONSHIP ARE JUST AS SOUNDLY PERFORMED AS THE
26	OTHER 20 PERCENT THAT DO NOT SHOW THE ASSOCIATION. I
27	DON'T KNOW WHY WE WOULD PREFER ONE OVER THE OTHER.
28	Q THAT CONCLUSION THAT YOU PUT IN THAT PAPER,

1 THAT WAS SUBJECT TO PEER-REVIEW, CORRECT, BEFORE BEING 2 PUBLISHED IN THE ACADEMIC FIELD? 3 THE PAPER THAT YOU REFERRED TO? Α 4 0 YES. ALL MY -- I CAN'T SAY ALL, BUT 99 PERCENT OF 5 Α ALL MY PAPERS ARE PEER-REVIEWED, YES. 6 7 MR. ESFANDIARY: OKAY. THANK YOU, DOCTOR, I 8 HAVE NO FURTHER QUESTIONS. 9 THE WITNESS: THANK YOU. 10 THE COURT: MAY WE EXCUSE THE WITNESS THEN? MR. ESFANDIARY: YES, WE MAY EXCUSE THE 11 12 WITNESS. THANK YOU. 13 THE COURT: THANK YOU. THANKS, DR. ASCHNER. THANK YOU FOR YOUR PATIENCE. 14 15 THE WITNESS: THANK YOU, YOUR HONOR. THANK YOU, COUNSEL, FOR BOTH SIDES, AND HAVE FUN. 16 17 MS. FREIWALD: GOOD TO SEE YOU, DR. ASCHNER. THANK YOU. 18 19 THE WITNESS: THANK YOU. BYE BYE. THE COURT: SO IS DR. RITZ ON OUR AGENDA NEXT? 20 21 MR. ESFANDIARY: YES, YOUR HONOR. SHE'LL BE --2.2 SHE'LL TESTIFYING NEXT. 23 THE COURT: OKAY. SO WHY DON'T WE TAKE ABOUT A 24 TEN-MINUTE BREAK, PLEASE? 25 MR. ESFANDIARY: VERY GOOD, YOUR HONOR. THANK 26 YOU. 27 (RECESS) THE COURT: DR. RITZ, WELCOME BACK. JUDGE 28 144

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1 HOGUE SPEAKING. IT LOOKS LIKE OUR INTERROGATORS ARE 2 READY TO GO. I THINK WE'RE STARTING WITH THE DEFENSE 3 SIDE, MR. PETROSINELLI, RIGHT? YES, YOUR HONOR. THANK YOU. 4 MR. PETROSINELLI: 5 I'LL NOT TO BE TOO MUCH OF AN INTERROGATOR. BUT I THINK, LIKE I TOLD YOU, YOUR HONOR, THE OTHER DAY, 6 7 HOPEFULLY, WE CAN GET DONE WITHIN ABOUT 30 MINUTES AND 8 THAT PUT ME AT ABOUT EVEN TIME WITH MR. WISNER. SO I'LL 9 DO THE BEST I CAN. 10 CROSS EXAMINATION (RESUMED) 11 12 MR. PETROSINELLI: DR. RITZ, GOOD AFTERNOON. SORRY WE COULDN'T 13 0 FINISH YOU THE OTHER DAY, BUT THANK YOU FOR COMING BACK. 14 15 I JUST WANTED TO COVER REALLY TWO GENERAL 16 TOPICS WITH YOU IN THE REMAINDER OF MY EXAMINATION. Т 17 WANTED TO ASK YOU ABOUT SOME EPIDEMIOLOGICAL CONCEPTS YOU COVERED IN YOUR DIRECT EXAMINATION AND HOW THEY 18 19 RELATE TO YOUR BRADFORD HILL ANALYSIS, AND THEN I WANT 20 TO ASK YOU ABOUT YOUR OPINION ON LEAD AND ADHD, OKAY? 21 Α UM-HMM, YES. LET'S PUT UP EXHIBIT 140, WHICH IS 22 0 23 DEMONSTRATIVE THAT YOU USED DURING THE DIRECT 24 EXAMINATION. THE LAST -- IT'S THE LAST PAGE OF THAT DEMONSTRATIVE, BECAUSE I THOUGHT IT WAS USEFUL TO TALK 25 26 ABOUT SOME OF THESE CONCEPTS. 27 DO YOU REMEMBER TALKING ABOUT THIS WITH 28 MR. WISNER?

A YES.

1

2

Q OKAY.

ONE OF THE THINGS YOU TALKED ABOUT WAS THE4 CONCEPT OF RELATIVE RISK IN EPIDEMIOLOGY.

5 AND ON THIS CHART, THE RELATIVE RISK NUMBER IN 6 THE STUDIES IS THE THING THAT'S REPRESENTED BY THE RED 7 CIRCLE; IS THAT CORRECT?

8 NO. THE RELATIVE RISK IS ACTUALLY REPRESENTED Α 9 IN ENTIRETY BY THE CIRCLE IN THESE WHISKERS. THE DOT IN 10 THE MIDDLE IS REALLY ONLY THE POINT ESTIMATE, BUT IT'S 11 REALLY IMPORTANT TO LOOK AT THE WHOLE DATA IN THE SENSE 12 THAT, YOU KNOW, THE RELATIVE RISK COULD BE VARYING FROM 13 THE UPPERMOST TO THE LOWER MOST, RISK -- RELATIVE RISK 14 IN THIS WHOLE -- YEAH.

15 Q YEAH. THAT'S A GREAT CLARIFICATION. THANK16 YOU.

AND SO, YOU TESTIFIED, AND I JUST WANT TO MAKE SURE THIS IS RIGHT, THAT THE RELATIVE RISK IS THE RISK OF A DISEASE IN AN EXPOSED POPULATION DIVIDED BY THE RISK OF A DISEASE IN AN UNEXPOSED POPULATION; CORRECT? A THAT'S CORRECT.

Q AND SO, JUST -- IF YOU LOOK AT THESE TWO -- THE
TOP TWO STUDIES HERE THAT ARE IN THIS -- JUST -- I
UNDERSTAND THESE ARE JUST HYPOTHETICAL STUDIES, BUT IT
LOOKS LIKE THE POINT ESTIMATE IS ABOUT 1.3 OR SOMETHING
LIKE THAT; IS THAT RIGHT?

27 A YES.

0

28

AND SO, THAT WOULD MEAN THAT THE RELATIVE RISK,

1 THAT IS THE RISK IN THE EXPOSED POPULATION DIVIDED BY 2 THE RISK IN THE UNEXPOSED POPULATION, IN THESE STUDIES, 3 IS 1.3; CORRECT? YES. 4 Α 5 0 ALL RIGHT. LET ME ASK YOU TO LOOK AT A QUOTE FROM THE 6 7 REFERENCE MANUAL ON SCIENTIFIC EVIDENCE ABOUT THE 8 STRENGTH OF ASSOCIATION BRADFORD HILL FACTOR. 9 IT'S EXHIBIT 677, WHICH WILL COME UP IN A 10 SECOND. PAGE 602. YES, I SEE THAT. 11 Α 12 0 OKAY. HOLD ON ONE SECOND. OKAY. WE'LL BLOW 13 THIS UP A LITTLE BIT, THIS IS SECTION B. JUST BEFORE I ASK YOU ABOUT THIS, STRENGTH OF 14 15 ASSOCIATION IS INDEED ONE OF THE BRADFORD HILL FACTORS; 16 CORRECT? 17 Α YES. AND THIS -- AND THE REFERENCE MANUAL, WHEN THEY 18 0 19 DESCRIBE STRENGTH OF ASSOCIATION, THEY SAY, "THE 20 RELATIVE RISK IS ONE THE CORNERSTONES FOR CAUSAL INFERENCES. RELATIVE RISK MEASURES THE 21 STRENGTH OF THE ASSOCIATION. THE HIGHER THE 22 23 RELATIVE RISK, THE GREATER THE LIKELIHOOD THAT THE RELATIONSHIP IS CAUSAL." 24 DO YOU SEE THAT? 25 26 Α YES, I DO. LET ME -- LET'S LOOK AT YOUR STRENGTH OF 27 OKAY. 0 28 ASSOCIATION ANALYSIS FOR LEAD AND ASD IN YOUR REPORT,

1 WHICH IS EXHIBIT 4 AT PAGE 30. 2 OKAY. DOCTOR, WE'RE LOOKING AT THE SECTION OF YOUR REPORT THAT IS ON LEAD AND ASD, AND YOUR BRADFORD 3 HILL CRITERIA EVALUATION, AND THE FIRST ONE THAT WAS 4 5 LISTED IS THE STRENGTH OF THE ASSOCIATION. DO YOU SEE THAT? 6 7 Α YES. 8 0 ALL RIGHT. 9 AND AM I CORRECT THAT YOU DID NOT PROVIDE A 10 RELATIVE RISK NUMBER, A RISK RATIO, THAT RATIO WE JUST 11 TALKED ABOUT, FOR LEAD AND ASD; CORRECT? 12 Α THAT'S CORRECT. MAY I EXPLAIN WHY? WELL, I WAS GOING TO ASK YOU WHY. 13 0 YOU SAY THERE THAT MOST STUDIES DID NOT 14 15 ESTIMATE EFFECT SIZES. DO YOU SEE THAT? 16 17 Α YES. AND THAT MEANS THAT MOST OF THE STUDIES 18 0 OKAY. 19 ON LEAD AND ASD THAT YOU RELIED ON DID NOT CALCULATE AND 20 PUBLISH IN THE ARTICLE A RELATIVE RISK; CORRECT? THAT'S CORRECT. BUT YOU CAN DO THAT IN -- YOU 21 Α KNOW, YOU CAN DO THAT FROM THE DATA THAT THEY GIVE YOU 22 23 WITH THE MEANS. 0 RIGHT. 24 BUT IN THE -- IN YOUR REPORT YOU DID NOT 25 26 CALCULATE -- WE'RE LOOKING AT IT HERE. THERE IS NO 27 RELATIVE RISK NUMBER; TRUE? 28 Α IN THIS -- IN THIS ONE NOTE, NO.

1 0 LET'S GO BACK TO EXHIBIT 140, THAT DIAGRAM THAT 2 WE WERE LOOKING AT. I WANTED TO ASK YOU ONE MORE THING 3 ABOUT IT. YOU MENTIONED THE WHISKERS. I LOVE THAT PHRASE 4 THOSE ARE THE CONFIDENCE INTERVALS 5 THAT YOU USED. AROUND THAT RED CIRCLE, THE POINT ESTIMATE, THOSE ARE 6 7 CALLED CONFIDENCE INTERVALS; CORRECT? 8 YES. Α 9 0 AND USUALLY IN EPIDEMIOLOGY, THEY USE 10 95 PERCENT -- I THINK YOU TESTIFIED ON YOUR DIRECT 11 EXAMINATION, USUALLY THEY USE 95 PERCENT CONFIDENCE 12 INTERVALS; TRUE? 13 THAT'S A WAY THAT MOST STUDIES USE, BUT Α YEAH. YOU SEE SOME STUDIES THAT USE 90 PERCENT CONFIDENCE 14 15 INTERVALS, BUT MOSTLY IT'S 95, YES. 16 OKAY. Q 17 А SOME USE 99. 18 0 YEAH. 19 Α SO --20 YEAH, I THINK YOU TESTIFIED, WHICH I FOUND 0 HELPFUL TO UNDERSTAND THAT, I THINK YOU TESTIFIED THAT 21 22 WHAT THAT MEANT IS, IF YOU RAN -- LIKE, IF WE LOOK AT 23 THESE TWO STUDIES, THE TOP TWO LET'S SAY, IF YOU RAN THE EXPERIMENT, OR THE RESEARCH, A HUNDRED TIMES, 95 OF 24 25 THOSE TIMES, THE RELATIVE RISK WOULD BE BETWEEN THE 26 LOWER AND UPPER CONFIDENCE INTERVAL; TRUE? 27 Α THAT'S CORRECT. 28 AND IF ANY PART OF THE CONFIDENCE INTERVAL, 0 149

1 LIKE WE SEE HERE IN THIS DEMONSTRATIVE YOU USED, IF ANY 2 OF THE PART OF THE CONFIDENCE INTERVAL CROSSES ONE, IN EPIDEMIOLOGY WHAT THAT MEANS IS, THE EPIDEMIOLOGIST 3 WOULD SAY IT'S NOT STATISTICALLY SIGNIFICANT; CORRECT? 4 AT THE POINT PO -- P VALUE OF 0.05. 5 Α SO THE 5 PERCENT CONFIDENCE LIMIT, BUT THAT'S -- YOU KNOW, 6 7 THAT'S VERY ARBITRARY. I MEAN, THAT'S A DECISION-MAKING 8 TOOL IT'S NOT AN INFORMATION UNDERSTANDING TOOL. 9 IF YOU HAVE TO DO A YES/NO -- GIVE A YES/NO 10 ANSWER, STATISTICAL SIGNIFICANT HELPS YOU SAY YES/NO, BUT IT DOESN'T HELP YOU UNDERSTAND THE DATA VERY WELL. 11 12 I WAS JUST -- SO YOU'VE ANTICIPATED MY NEXT 0 13 OUESTION, WHICH IS: SO IF WE LOOK AT THESE TWO STUDIES, AGAIN IN THIS GRAPH THAT YOU USED, THE TOP TWO --14 15 Α UM-HMM. -- YOU WOULD SAY THE STUDY NUMBER -- I THINK 16 0 17 YOU DID SAY STUDY NUMBER 1 AND STUDY NUMBER 2 WOULD BE VIEWED AS NOT STATISTICALLY SIGNIFICANT; CORRECT? 18 19 THAT'S CORRECT. Α AND STUDY NUMBER 3 ACTUALLY WOULD BE VIEWED AS 20 0 STATISTICALLY SIGNIFICANT BECAUSE THE CONFIDENCE 21 INTERVALS DO NOT CROSS 1; CORRECT? 22 23 А CORRECT. ALL RIGHT. AND THE TOP TWO, THE ONES THAT 24 0 AREN'T STATISTICALLY SIGNIFICANT, EVEN THOUGH THAT POINT 25 26 ESTIMATE IS ABOUT 1.3, IS ABOVE 1, THAT WOULD MEAN THAT ONE, FROM LOOKING AT THOSE RESULTS, ONE CAN'T EXCLUDE 27 28 THAT THERE'S NO ASSOCIATION; TRUE?

1 A THAT'S CORRECT. ONE CAN NEVER REALLY EXCLUDE 2 THAT, BUT WHAT YOU CAN SAY IS THAT BOTH STUDIES ARE NOT 3 LARGE ENOUGH, DON'T HAVE ENOUGH SAMPLE SIZE, TO SHORTEN 4 THE WHISKERS.

5 IF BOTH STUDIES WERE LARGER AND, YOU KNOW, THE 6 POINT ESTIMATE REMAINS WHERE IT IS, THE WHISKERS WOULD 7 SHRINK, AND EVENTUALLY, THEY WOULD LOOK LIKE STUDY 3, IF 8 THAT POINT ESTIMATE IS THE TRUE ESTIMATE.

Q RIGHT.

10 A SO IT DEPENDS ON THE STRENGTHS OF THE
11 ASSOCIATION AND THE SIZE OF THE STUDY IN TERMS OF
12 STATISTICAL POWER WHETHER WE CAN ACTUALLY SHOW THAT A
1.3 IS STATISTICALLY SIGNIFICANT WITH THIS CRITERIA OF,
14 YOU KNOW, P VALUE LESS THAN .05.

Q AND IN YOUR DEPOSITION YOU MAY REMEMBER, WHEN I
ASKED YOU WHAT ROLE STATISTICAL SIGNIFICANCE PLAYED AS
YOU EVALUATED THE STUDIES IN TERMS OF THE STRENGTH OF
ASSOCIATION BRADFORD HILL CRITERIA, YOU TOLD ME IT
PLAYED VERY LITTLE ROLE.

20

9

DO YOU REMEMBER THAT?

A WELL, I DO NOT LOOK AT STATISTICAL
SIGNIFICANCE. I LOOK AT THE DATA AS A WHOLE. SO I
WOULD LOOK AT STUDY 1 AND 2 IN TERMS OF WHAT'S THE
STRENGTHS OF THE ASSOCIATION, MEANING WHAT IS THE POINT
ESTIMATE, BUT I WOULD, OF COURSE, CONSIDERED WHETHER
THESE WHISKERS INCLUDE THE NULL OR NOT.

27HOWEVER, IF YOU GIVE ME 20 STUDIES LIKE STUDY 128AND 2, AND THEY ALL INDIVIDUALLY HAVE BEEN TOO SMALL TO

1 SHOW STATISTICAL SIGNIFICANCE, IT WOULD, HOWEVER, TELL 2 ME THAT IF I RAN A META ANALYSIS, THERE IS A GOOD CHANCE THAT THE ESTIMATES ARE ABOVE 1 AND I CAN RUN THE META 3 ANALYSIS, AND THEN I HAVE MORE INFORMATION. I HAVE MORE 4 I HAVE MORE DATA, AND THOSE WHISKERS WOULD 5 SAMPLE SIZE. JUST REALLY SHRINK SO THAT YOU HAVE YOUR STATISTICAL 6 7 SIGNIFICANCE. THAT'S WHY WE DO META ANALYSIS. LET ME -- LET'S LOOK AT YOUR DEPOSITION. IT'S 8 0 PAGE 113 OF YOUR DEPOSITION TESTIMONY. 9 THIS IS 10 EXHIBIT 7, I BELIEVE. AND ASK YOU TO LOOK AT THE OUESTION THAT STARTS 11 12 AT LINE 18. I ASKED YOU, "WHEN YOU'RE EVALUATING THE 13 14 STRENGTH OF ASSOCIATION FACTOR, WHAT ROLE DOES 15 STATISTICAL SIGNIFICANCE PLAY?" AND YOU SAID, "VERY LITTLE." 16 17 DO YOU SEE THAT? 18 Α YES. 19 AND THEN I ASKED YOU WHY. 0 AND YOU SAID WHAT YOU SAID THERE, INCLUDING 20 THAT, "STATISTICAL SIGNIFICANCE IS NOTHING BUT ABUSED IN 21 MEDICAL LITERATURE AND IN THE WAY THAT PEOPLE 22 23 THINK ABOUT EVIDENCE AND DATA FROM SCIENTIFIC STUDIES." 24 DO YOU SEE THAT? 25 26 Α YES. AND I SAID A LOT MORE ABOUT IT AS WELL. 27 LET ME LOOK -- LET'S LOOK AT A COUPLE OF YOUR 0 STUDIES THAT RELATE TO AUTISM AND OTHER CHILDHOOD 28

1 CONDITIONS.

I WANT TO ASK YOU TO LOOK AT A STUDY WHERE THE 2 3 LEAD AUTHOR'S NAME IS VON EHRENSTEIN FROM 2014. DO YOU REMEMBER THAT STUDY? 4 YOU NEED TO SHOW IT TO ME BECAUSE THAT'S A 5 Α JUNIOR COLLEAGUE OF MINE. 6 7 Q OKAY. 8 AND HE TAKES FULL RESPONSIBILITY FOR THE Α 9 WRITING THAT SHE DOES. 10 THIS IS EXHIBIT -- WELL, WE CAN LOOK AT THE 0 STUDY FIRST, EXHIBIT 7 -- LET'S GO TO EXHIBIT 704 --11 12 THAT'S 703. LET'S DO THIS. SO THIS IS -- IT'S 13 ENTITLED, "IN UTERO EXPOSURE TO TOXIC AIR POLLUTANTS AND RISK OF CHILDHOOD AUTISM." THE FIRST AUTHOR LISTED IS 14 15 VON EHRENSTEIN. DO YOU SEE THAT? 16 17 Α YES. AND YOU WERE -- YOU WERE THE SENIOR AUTHOR ON 18 0 19 THIS STUDY, WERE YOU NOT? 20 YES, BECAUSE I ASSEMBLED THE DATA. HOWEVER, AS Α I SAID, THIS IS NOT A POST-DOC. THIS IS ACTUALLY A 21 2.2 PROFESSOR OF EPIDEMIOLOGY. SO THE FIRST AUTHOR IN THIS 23 CASE IS A COLLEAGUE TAKING FULL RESPONSIBILITY FOR ITS 24 CONTENT. OKAY. 25 Q 26 AND THIS STUDY YOU -- WHAT YOU AND YOUR COAUTHORS DID WAS -- WE CAN SEE FROM THE TITLE, YOU 27 28 LOOKED AT IN UTERO EXPOSURE TO AIR POLLUTANTS AND HOW

1 THAT RELATED TO RISK OF AUTISM; TRUE? 2 YES. А AND WHAT YOU DID WAS, YOU STUDIED MOTHERS WHO, 3 0 WHEN THEY WERE PREGNANT, LIVED NEAR BUFFER ZONES AROUND 4 5 AIR POLLUTANT MONITORING STATIONS, I THINK, IN LOS ANGELES; IS THAT RIGHT? 6 7 Α THAT'S CORRECT. 8 AND YOU EXAMINED A NUMBER OF DIFFERENT AIR 0 9 POLLUTANTS; TRUE? 10 YES, ALL THE ONES THAT WERE MONITORED AT THE Α TIME. 11 12 AND YOU CONCLUDED THAT SOME OF THE AIR 0 13 POLLUTANTS SHOWED AN INCREASED RISK OF AUTISM IN THE CHILDREN THAT WERE BORN TO THOSE MOTHERS AND SOME OF 14 15 THEM DID NOT. DO YOU REMEMBER THAT? 16 17 Α YEAH, PROBABLY. LET'S LOOK AT EXHIBIT 704, WHICH IS JUST 18 0 OKAY. 19 A CALL OUT FROM THIS STUDY. 20 AND LET'S -- ONE OF THE METALS -- ONE OF THE POLLUTANTS YOU STUDIED WAS COPPER. 21 DO YOU REMEMBER THAT? 22 23 Α NO. OKAY. 24 0 LET'S LOOK AT -- THIS IS FROM TABLE 2 AND THIS 25 26 SHOWS, FOR COPPER, THE ODDS RATIO OF DEVELOPING OF A LINK BETWEEN THE COPPER AND AUTISM IN THE CHILDREN WAS 27 1.09 WITH A CONFIDENCE INTERVAL 1.02 TO 1.16. 28

1 DO YOU SEE THAT? 2 Α YES. AND THAT MEANS THAT'S A STATISTICALLY 3 0 SIGNIFICANT POSITIVE ASSOCIATION; TRUE? 4 5 YES, THAT'S WHAT YOU WOULD CALL THIS. Α BUT THEN AT 3 --6 0 7 Α THERE'S A P VALUE OF .05 AS A CRITERIA. 8 RIGHT. Q 9 Α UM-HMM. 10 Ο RIGHT. AND THEN -- BUT AT 3.35 KILOMETERS, THE ODDS 11 RATIO WAS ABOUT THE SAME, 1.05, BUT THE 95 PERCENT 12 13 CONFIDENCE INTERVALS WERE .94 TO 1.18. SO THAT'S NOT STATISTICALLY SIGNIFICANT; TRUE? 14 15 Α NOT ACCORDING TO THIS CRITERION. AND IF I MAY POINT OUT, THE PROBLEM IS THAT, 16 17 THE CLOSER YOU GO INTO THE AIR MONITORING STATION, THE LESS KIDS YOU HAVE. SO YOU SEE THAT THE SAMPLE SIZE 18 HERE REDUCED BY HALF. AND WHEN THE SAMPLE SIZE REDUCES 19 20 BY HALF, THEN THIS IS WHAT YOU WOULD EXPECT TO HAPPEN, EVEN IF THE ODDS RATIO STAYED EXACTLY THE SAME. 21 2.2 Q EXACTLY. AND LET'S LOOK AT THE CONCLUSION THAT YOU AND 23 2.4 YOUR CO-AUTHORS DREW ABOUT THIS DATA. "AMONG POLLUTANTS NOT LOADING ON A FACTOR, 25 TRICHLOROETHYLENE, " WHICH IS ANOTHER THING THAT 26 27 WAS STUDIED, "AND COPPER, SLIGHTLY INCREASED RISKS IN THE 5 KILOMETER, BUT NOT IN THE 3.5 28 155

1 KILOMETER BUFFER." 2 DO YOU SEE THAT? 3 Α YES. AND SO WHEN -- AND FOR THE STATISTICALLY 4 0 5 SIGNIFICANT RESULT, THAT IS THE 5 KILOMETER BUFFER, YOU AND YOUR CO-AUTHORS CONCLUDED THERE WAS A SLIGHT 6 7 INCREASED RISK, BUT WITH THE NON-STATISTICALLY 8 SIGNIFICANT RESULT IN THE 3.5 KILOMETER BUFFER, YOU 9 DIDN'T CONCLUDE THERE WAS AN INCREASED RISK; CORRECT? 10 IT WASN'T ME. THIS WAS THE FIRST AUTHOR WHO IS Α A ASSOCIATE PROFESSOR OF EPIDEMIOLOGY, AND I CANNOT 11 12 CORRECT EVERY SINGLE WORD SHE WRITES BECAUSE SHE'S A 13 WITH A STUDENT, I WOULD HAVE CORRECTED THIS. COLLEAGUE. DR. RITZ, YOU'RE LISTED AS AN AUTHOR ON THE 14 0 15 PUBLICATION. YOU REVIEWED THE MANUSCRIPT BEFORE IT WAS SUBMITTED TO THE JOURNAL; DID YOU NOT? 16 17 YES, OF COURSE. Α 18 0 OKAY. 19 AND LET'S LOOK AT ONE MORE OF YOUR STUDIES. THIS IS A STUDY, ACTUALLY, THAT WAS PUBLISHED 20 IN THE LAST TWO WEEKS. IT'S THE -- LEAD AUTHOR, THE 21 FIRST LISTED AUTHOR, IS NAMED YEH, Y-E-H. I'M NOT SURE 22 23 EXACTLY HOW TO PRONOUNCE THAT. DO YOU KNOW HOW TO PRONOUNCE THAT NAME? 24 25 Α NO, BECAUSE SHE'S NOT MY STUDENT. 26 0 OKAY. 27 AND THIS IS A PUBLICATION IN CANCER 28 EPIDEMIOLOGY 2022 THAT JUST CAME OUT A COUPLE OF WEEKS

1 AGO, AND YOU'RE ONE OF THE AUTHORS ON IT. 2 DO YOU SEE THAT? 3 I'M A CO-AUTHOR, YES. Α AND IN THIS STUDY, YOU AND YOUR CO-AUTHORS 4 0 5 EXAMINED THE RISK OF, AS IT SAYS, CHILDHOOD BRAIN TUMORS ASSOCIATED WITH DELIVERY INTERVENTIONS, SPECIFICALLY 6 7 FORCEPS DELIVERY AND VACUUM DELIVERY. 8 DO YOU REMEMBER THAT? 9 Α YES. 10 0 OKAY. AND IF WE COULD LOOK AT THE RESULTS OF THE 11 12 STUDY, WHICH IS A CALL OUT ON EXHIBIT 706. LET'S LOOK AT THE RESULTS. 13 THE CONCLUSION WAS, "WE DID NOT OBSERVE AN 14 15 OVERALL INCREASE IN ALL CENTRAL NERVOUS SYSTEM TUMORS COMBINED WITH EITHER VACUUM DELIVERY OR 16 17 FORCEPS DELIVERY." DO YOU SEE THAT? 18 19 Α YES. AND LOOKING AT THE FORCEPS DELIVERY, THE ODDS 20 0 21 RATIO IS ACTUALLY 1.26, BUT THE CONFIDENCE INTERVAL .78 22 TO 2.03. DO YOU SEE THAT? 23 Α YES. 24 AND SO THAT'S NOT A -- ALTHOUGH THE CONFIDENCE 25 Q 26 INTERVAL -- I MEAN, ALTHOUGH THE ODDS RATIO WOULD 27 SUGGEST A 26 PERCENT INCREASED RISK, THAT'S NOT 28 STATISTICALLY SIGNIFICANT; CORRECT?

1	A NOT ACCORDING TO THE .05 CRITERIA, YES.
2	Q AND SO YOU AND YOUR CO-AUTHORS CONCLUDED THAT
3	THERE WAS YOU DID NOT OBSERVE AN OVERALL INCREASE IN
4	TUMORS FOR WITH FORCEPS DELIVERY; TRUE?
5	A THAT'S WHAT MY COLLEAGUES CONCLUDED.
6	AGAIN, THIS IS NOT A PAPER I WROTE OR WAS
7	REALLY THE FINAL CALL ON. THIS WAS A STUDENT IN DENMARK
8	WHO WAS SUPERVISED BY DR. HECK, WHO WAS AN ASSOCIATE
9	PROFESSOR AND NOW THE DEAN FOR RESEARCH AT ANOTHER
10	SCHOOL, I DIDN'T EVEN SEE THE FINAL MANUSCRIPT. SO IT'S
11	NOT MY WORDING.
12	Q LET'S LOOK AT LET'S GO BACK TO THE ACTUAL
13	STUDY, EXHIBIT 705. LET'S GO TO THE FIFTH PAGE OF THE
14	PDF. DO YOU SEE THERE'S A PARAGRAPH AT THE BOTTOM,
15	CREDIT AUTHORSHIP CONTRIBUTION STATEMENT.
16	A YES.
17	Q DO YOU SEE THAT?
18	A YES.
19	Q AN LET'S SEE WHAT DID YOU ON THE STUDY.
20	DO YOU SEE IT SAYS, "BEATE RITZ WRITING REVIEW
21	AND EDITING."
22	DO YOU SEE THAT?
23	A CORRECT, YES.
24	Q AND DID YOU, IN FACT, REVIEW AND EDIT THIS
25	MANUSCRIPT?
26	A YES. BUT NOT THE FINAL FINAL, BECAUSE THAT'S
27	THE JOB OF THE LAST AUTHOR WHO IS RESPONSIBLE FOR THE
28	STUDENT, AND THAT'S DR. HECK. OF COURSE, I WRITE AND
	158

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1 REVIEW WHILE WE WRITE THIS. I ALSO REVIEW THE RESULTS 2 WITH EVERYONE, BUT THE FINAL SAY ON THE WORDING IN THIS CASE IS DR. HECK. 3 LET'S TAKE THAT DOWN. 4 0 OKAY. THANK YOU, DOCTOR. 5 LET ME ASK YOU, DOCTOR, BUT MOVE TO MY SECOND 6 7 TOPIC, YOUR OPINION ON LEAD AND ADHD. 8 YOU -- WITH RESPECT TO THE STUDIES ON LEAD AND 9 ADHD, DO YOU AGREE WITH ME THAT MOST OF THE STUDIES DO 10 NOT INVOLVE CHILDREN WITH THE SPECIFIC CLINICAL 11 DIAGNOSIS OF ADHD? 12 А WELL, THERE ARE LOTS OF COHORT STUDIES 13 DIFFERENT FROM THE AUTISM FIELD, AND GENERALLY, IT IS HARDER IN COHORT STUDY TO GET THE NUMBERS IF YOU HAVE A 14 15 CLINICAL DEFINED SYNDROME. SO WHAT THESE STUDIES ACTUALLY DO IS THEY USE TOOLS, QUESTIONNAIRES, ASK 16 17 TEACHERS, ASK PARENTS, TO ASSESS SYMPTOMOLOGY, BUT THAT'S PERFECTLY FINE TO GET A -- TO A DIAGNOSIS OF 18 19 ADHD. 20 RIGHT. 0 THEY USE THESE OUESTIONNAIRES AND SO ON, AS YOU 21 SAY, FROM TEACHERS AND PARENTS, BUT IN MOST OF THE 22 23 STUDIES, THERE'S NO DOCTOR WHO HAS CLINICALLY DIAGNOSED THE CHILDREN WITH ADHD; CORRECT? 24 25 Α WELL, THESE INSTRUMENTS HAVE BEEN SHOWN TO HAVE 26 VERY HIGH VALIDITY WHEN YOU COMPARE THEM TO CLINICAL 27 ASSESSMENTS. YES, YOU CANNOT HAVE A CLINICIAN ASSESS 10,000 CHILDREN OR 5,000 CHILDREN. THE WAY YOU DO IT IS 28

1 YOU ASK THE PEOPLE WHO ARE AROUND THESE CHILDREN TO 2 REPORT THEIR BEHAVIORS.

BASICALLY, IT'S THE SAME AS WHAT THE PARENTS WOULD BE DOING IN A CLINICIAN'S OFFICE. THEY COME AND THE CLINICIAN AND THE NURSE ASK ABOUT THESE KIND OF BEHAVIORS, AND IT IS THAT KIND AMERISTIC REVIEW THAT USUALLY HELPS MAKE THE DIAGNOSE. SO THESE INSTRUMENTS ARE PERFECTLY FINE TO USE.

9 Q OKAY. LET'S LOOK AT A META -- I'M SORRY.
10 LET'S LOOK A SYSTEMATIC REVIEW ON THE LITERATURE ON LEAD
11 AND ADHD. THIS IS THE DONZELLI STUDY, EXHIBIT 627.

12 SO JUST LOOKING AT THE STUDY, THIS IS A STUDY 13 DONE IN 2019, SO A QUITE RECENT STUDY OR -- AND, AS THE 14 TITLE INDICATES, IT'S A SYSTEMATIC REVIEW OF THE 15 ASSOCIATION BETWEEN LEAD AND ADHD; CORRECT?

A THAT'S WHAT IT SAYS, YES.

17 Q AND YOU REVIEWED THIS STUDY AS PART OF18 RENDERING YOUR OPINIONS; TRUE?

A YES.

16

19

Q ALL RIGHT. LET'S LOOK AT WHAT THE AUTHORS -BY THE WAY, A SYSTEMATIC REVIEW, WE JUST ACTUALLY HEARD
DR. ASCHNER TESTIFY ABOUT ONE OF HIS SYSTEMATIC REVIEWS.
THAT'S WHAT IT SOUNDS LIKE, WHICH IS, BASICALLY, THE
AUTHORS SYSTEMATICALLY REVIEW THE LITERATURE ABOUT
WHATEVER TOPIC THEY ARE INTERESTED IN, AND THEN THEY TRY
TO SYNTHESIZE IT AND SUMMARIZE IT.

27THAT'S GENERALLY WHAT A SYSTEMATIC REVIEW IS;28TRUE?

1 А WELL, A SYSTEMATIC REVIEW, YES, IN A WAY, IT'S 2 TRUE, BUT YOU HAVE TO, KIND OF, DISCLOSE THE CRITERIA YOU ARE USING AND, YOU KNOW, THERE ARE SYSTEMATIC 3 REVIEWS THAT USE ONE TYPE OF CRITERIA, AND THEN THERE 4 ARE OTHERS THAT USE OTHERS. AND SYSTEMATIC REVIEWS ARE 5 ALSO DIFFERENT FROM META ANALYSES WHERE YOU'RE TRYING TO 6 7 COME UP WITH A NUMBER IN THE END THAT REFLECTS THE 8 OVERALL EFFECT SIZE OF THE STUDIES THAT YOU'VE 9 CONSIDERED VALID. SO, YEAH. 10 YOU'VE AGAIN ANTICIPATED MY NEXT QUESTION. 0 11 YOU'RE GETTING GOOD AT THIS, DOCTOR. 12 LET'S LOOK AT PAGE 3 OF THE STUDY TO SEE WHAT 13 THESE AUTHORS DID, THAT IS THE METHODOLOGY THEY AND IF WE LOOK AT THE PARAGRAPH THAT BEGINS 14 FOLLOWED. 15 WITH "MOREOVER." SO WHAT THESE AUTHORS DID IS THEY LOOKED AT THE 16 17 LITERATURE THAT EXISTED FOR THE PAST FIVE YEARS BEFORE THIS STUDY, AND THEY ISOLATED THE STUDIES WHERE THE LEAD 18 19 LEVELS WERE MEASURED DURING PREGNANCY OR EARLY 20 CHILDHOOD. DO YOU SEE THAT UNDER CRITERIA NUMBER 2? 21 22 А YES. 23 0 AND SO, IN THESE STUDIES, THAT FACTOR OF TEMPORALITY WHICH WE'VE TALKED ABOUT WOULD BE SATISFIED 24 BECAUSE THE EXPOSURE ASSESSMENT HAPPENED DURING 25 26 PREGNANCY OR EARLY CHILDHOOD AND THAT WOULD BE BEFORE 27 ADHD WAS DIAGNOSED; CORRECT? ASSUMING THAT IT WASN'T DIAGNOSED AT THE SAME 28 А

1 TIME THEY TOOK THE BLOOD SAMPLE.

2 0 RIGHT. AND THEY FOUND, IN ALL THE LITERATURE THEY 3 REVIEWED -- YOU SEE IN THE TOP PARAGRAPH, THEY REVIEWED 4 5 829 ARTICLES -- OR IDENTIFIED 829 ARTICLES, AND 17 MET THESE THREE INCLUSION CRITERIA. 6 7 DO YOU SEE THAT? 8 YEAH. А 9 ALL RIGHT. LET'S LOOK AT THE CONCLUSIONS AFTER 0 10 THE AUTHORS ANALYZED THE STUDIES, AND LET'S SEE WHAT 11 THEIR CONCLUSIONS WERE. I WANT TO ASK YOU ABOUT THEM. 12 THEIR CONCLUSIONS, AFTER REVIEWING THESE 17 13 STUDIES THAT ISOLATED THE TEMPORALITY OF THE LEAD IN THE ADHD, WAS "BASED ON THE RESULTS OF THIS REVIEW, 14 15 ADDITIONAL DATA IS NEEDED TO FULLY ASCERTAIN THE NATURE OF THE RELATIONSHIP BETWEEN LEAD 16 17 EXPOSURE AND ADHD." DO YOU SEE THAT? 18 19 YES. Α AND THEN, THEY SAID "FUTURE RESEARCH SHOULD 20 0 CONSIDER THE INFLUENCE OF ALL POTENTIALLY 21 CONFOUNDING VARIABLES AND ALSO USE A 22 23 STANDARDIZED METHOD OF ADHD DIAGNOSIS." CORRECT? 24 YES. 25 Α 26 0 AND THEN THE FINAL SENTENCE SAYS, "THE COMBINED 27 EXPOSURE TO MULTIPLE CHEMICALS OR RISK FACTORS 28 SHOULD ALSO BE EVALUATED, TOGETHER WITH THE 162

1 INFLUENCE OF GENETIC FACTORS." 2 DO YOU SEE THAT? YES. 3 Α LET'S LOOK, DOCTOR, AT THE -- I WANT TO LOOK AT 4 0 ONE MORE STUDY ON LEAD AND ADHD. 5 THE SKOGHEIM STUDY. WE'VE TALKED ABOUT THE SKOGHEIM STUDY IN A NUMBER OF 6 7 SITUATIONS. Α DO YOU HAVE -- I'M SORRY. WHAT WAS THE PURPOSE 8 9 OF THIS -- SHOWING ME THIS CONCLUSION? DOCTOR, I DON'T -- I DON'T KNOW THAT YOU NEED 10 0 TO WORRY ABOUT THE PURPOSE. I'M JUST TRYING TO GET 11 12 THROUGH THIS QUICKLY AND ASKING YOU QUESTIONS. 13 THE SKOGHEIM STUDY IS EXHIBIT 629. NOW, THIS IS A STUDY -- TWO THINGS ABOUT THIS 14 15 STUDY I WANTED TO ASK YOU ABOUT. FIRST OF ALL, THIS IS A STUDY -- IF WE COULD 16 17 BLOW UP THE TITLE PAGE WHERE THE DATE IS. THIS IS A STUDY FROM 2021. SO THIS IS AFTER 18 19 THE DONZELLI SYSTEMATIC REVIEW THAT WE JUST LOOKED AT; 20 CORRECT? YES. 21 Α AND THIS IS A STUDY WHERE THEY ACTUALLY LOOKED 22 0 23 AT CLINICALLY DIAGNOSED ADHD AS THE END POINT THEY WERE MEASURING; CORRECT? 24 YES, BUT IT'S FROM THE HEALTH SYSTEMS. 25 Α SO YOU 26 DON'T REALLY KNOW HOW IT WAS DIAGNOSED. YOU JUST KNOW 27 IT ENDED UP WITH SOME KIND OF ICD CODE IN A MEDICAL 28 RECORD.

1	Q	RIGHT.	
2		AND THEY LOOKED AT THE ASSOCIATIONS BETWEEN	
3	OR POTEN'	TIAL ASSOCIATIONS BETWEEN VARIOUS METALS,	
4	INCLUDING LEAD AND ADHD; CORRECT?		
5	A	YES.	
6	Q	LET'S LOOK AT THEIR RESULTS.	
7		THIS WOULD BE IN SUPPLEMENTAL FIGURE S3, WHICH	
8	WE'VE LOOKED AT BEFORE, I THINK, IN A DIFFERENT CONTEXT.		
9		WE'LL PULL THAT UP IN A SECOND.	
10		THIS WAS FROM SUPPLEMENTAL FIGURE S3, AND YOU	
11	SEE "PB"	ALONG THE LEFT, THAT MEANS LEAD; CORRECT?	
12	A	YES.	
13	Q	AND THESE ARE THESE QUARTILES WE'VE LOOKED AT	
14	BEFORE.		
15		THAT IS AN INCREASING EXPOSURE TO OF THE	
16	MOTHER TO LEAD; CORRECT?		
17	A	YES.	
18	Q	AND THEN, TO THE RIGHT IS THE ADHD VERSUS THE	
19	CONTROLS	, AND YOU SEE FOR THE ODDS RATIOS ARE WHAT	
20	THEY ARE	THERE, AND THERE'S THE 95 PERCENT CONFIDENCE	
21	INTERVAL		
22		THERE'S NO STATISTICALLY SIGNIFICANT	
23	DIFFERENCE; CORRECT?		
24	A	NO. BUT THE AUTHORS, AS FAR AS I REMEMBER,	
25	INTERPRE'	I THEIR RESULTS AS SHOWING A U-SHAPED	
26	RELATIONSHIP.		
27	Q	OKAY. FINAL QUESTION, DOCTOR.	
28		WE CAN TAKE THAT DOWN.	
		164	

1 YOU REFERRED TO, IN YOUR DIRECT EXAMINATION, A PUBLICATION FROM PROJECT TENDR THAT YOU WERE A SIGNATORY 2 3 TO. DO YOU REMEMBER THAT TESTIMONY? 4 5 Α YES. LET'S PULL THAT UP. THAT'S EXHIBIT 32, I 6 0 7 BELIEVE. 8 OKAY. THIS WAS THIS 2016 STATEMENT 9 CONSENSUS -- OR POSITION PAPER BY PROJECT TENDR. 10 DO YOU REMEMBER DISCUSSING THIS IN YOUR DIRECT 11 EXAMINATION? 12 А YES. 13 0 ALL RIGHT. AND ONE OF THE THINGS -- LET'S GO TO PAGE A121 14 15 OF THE STUDY. I DON'T KNOW EXACTLY WHAT PAGE IN THE PDF 16 THAT IS, BUT WE'LL FIND IT IN A SECOND. IT'S PAGE 4 IN 17 THE PDF. ONE OF THE THINGS YOU HAD POINTED OUT IN YOUR 18 19 DIRECT EXAMINATION, AMONG THE ORGANIZATIONS THAT ENDORSE OR SUPPORT THE TENDR STATEMENT WAS THE AMERICAN COLLEGE 20 21 OF OBSTETRICIANS AND GYNECOLOGIST, OTHERWISE KNOWN AS 2.2 ACOG, WHICH YOU POINTED OUT SUPPORTED THE VALUE OF THE 23 DOCUMENT AS A EDUCATIONAL TOOL. DO YOU SEE THAT? 24 YES. 25 Α 26 0 OKAY. 27 LET'S TAKE THAT DOWN. LET'S LOOK AT WHAT ACOG HAS TO SAY TODAY ABOUT 28 165

1 HEAVY METALS AND ASD.

2 THIS IS EXHIBIT 678. DOCTOR, I'M SHOWING YOU WHAT'S BEEN MARKED AS 3 EXHIBIT 678. A ACOG PUBLICATION ENTITLED "LABOR 4 INDUCTION OR AUGMENTATION AND AUTISM, " WHICH ORIGINALLY 5 WAS ISSUED IN MAY OF 2014. THAT WOULD HAVE BEEN BEFORE 6 7 THE PROJECT TENDR STATEMENT, AND YOU SEE IT'S BEEN 8 REAFFIRMED IN 2022, JUST THIS PAST MONTH. 9 Α YES. AND LET'S GO TO THE SECOND PAGE OF THE DOCUMENT 10 0 TO SEE WHAT THEIR CONCLUSION IS. 11 12 DO YOU SEE, IT'S BEEN HIGHLIGHTED, "ALTHOUGH 13 THE CAUSE OF ASD IS UNCLEAR, IT DEMONSTRATES A STRONG GENETIC PREDISPOSITION AND 14 15 MULTI-FACTORIAL INFLUENCES. A WIDE VARIETY OF EXPOSURES, INCLUDING MANY PERINATAL FACTORS 16 17 HAVE BEEN LINKED TO ASD, BUT THE SUGGESTED ASSOCIATIONS IN MANY CASES ARE WEAK, 18 19 INCONSISTENT, OR BOTH, AMONG STUDIES AND CANNOT BE EOUATED WITH A CAUSE-AND-EFFECT 20 RELATIONSHIP." 21 DO YOU SEE WHAT I JUST READ? 22 23 Α YES. MR. PETROSINELLI: THANK YOU, DOCTOR. I DON'T 24 25 HAVE ANY FURTHER QUESTIONS. 26 THE WITNESS: THAT WASN'T A QUESTION. 27 MR. PETROSINELLI: YOUR HONOR, I THINK I MADE 28 MY 30-MINUTE PROMISE. SO TRYING TO GET US OUT OF HERE 166

1 EARLY TODAY. THANK YOU. 2 THE COURT: OKAY. THANK YOU. MR. WISNER: YOUR HONOR, MAY I PROCEED WITH 3 4 REDIRECT? 5 THE COURT: YEAH. COULD I JUST SEE THE LAST SLIDE FOR A MINUTE, BECAUSE I GOT A LITTLE BEHIND IN MY 6 7 NOTETAKING? 8 MR. PETROSINELLI: I'M SORRY, YOUR HONOR, YES. 9 AND, YOUR HONOR, THIS IS -- THIS WILL BE 10 EXHIBIT -- THIS IS EXHIBIT -- I'M SORRY -- 678. 11 MR. WISNER: AND IF -- YOUR HONOR, IF IT'S OKAY 12 WITH THE COURT, I'D LIKE TO KEEP IT ON THE SCREEN JUST 13 FOR A COUPLE SECONDS, SO I COULD ASK SOME OUESTIONS ABOUT IT. 14 15 THE COURT: SURE. YOU MAY PROCEED. MR. WISNER: THANK YOU, YOUR HONOR. 16 17 REDIRECT EXAMINATION 18 19 MR. WISNER: 20 DR. RITZ, MR. PETROSINELLI JUST KIND OF READ 0 21 YOU SOME STATEMENTS FROM THIS DOCUMENT. LET ME ASK YOU 2.2 SOME OUESTIONS ABOUT IT. 23 WELL, FIRST OF ALL, DO YOU AGREE WITH THIS 24 SENTENCE HERE THAT WAS WRITTEN IN 2014? THE SENTENCE OBVIOUSLY HASN'T BEEN UPDATED. 25 Α 26 I'M NOT TOO SURPRISED BECAUSE I'M PRETTY SURE THAT THE 27 PEOPLE WHO ARE WRITING THIS STATEMENT ARE NOT EXACTLY 28 THE SAME PEOPLE WHO ARE IN THE TENDR GROUP, WHO ARE MUCH 1 MORE INFORMED.

BUT I DO AGREE THERE'S A GENETIC DISPOSITION,
AND THERE ARE MULTI-FACTORIAL INFLUENCES. WHERE THEY
GET THEIR KNOWLEDGE ABOUT, YOU KNOW, WEAK, INCONSISTENT,
ET CETERA, THEY ARE NOT EPIDEMIOLOGISTS, SO I DON'T KNOW
WHERE THEY -- WHAT THEY BASE THEIR INFORMATION ON TO
MAKE THIS KIND OF STATEMENT.

8 BUT, YES, WE ALL WISH WE HAD DONE A LOT MORE 9 STUDIES, EPIDEMIOLOGIC STUDIES, STRONG STUDIES, OVER THE 10 LAST 20 YEARS, BUT YOU HAVE TO INVEST IN THESE STUDIES, 11 AND THEY ARE COSTLY. AND THE MORE WE DO RESEARCH, THE 12 MORE WE FIND OUT. UNFORTUNATELY, YOU KNOW, WE HAVEN'T 13 FOUND EVERY FACTOR THAT CONTRIBUTES TO ASD, AND I THINK 14 BECAUSE WE DIDN'T LOOK.

15 Q AND I'M JUST LOOKING AT THIS SLIDE THAT WAS16 READ TO YOU.

17 DO YOU SEE ANY SORT OF BRADFORD HILL ANALYSIS18 BEING CONDUCTED HERE?

19 A NO.

20

Q OKAY.

21 IF WE COULD TAKE THAT DOWN, I'D APPRECIATE IT. 22 THANK YOU.

WELL, DR. RITZ, I'M GOING TO JUST, SORT OF,
KIND OF WORK BACKWARD FROM SOME OF THE THINGS THAT
MR. PETROSINELLI SHOWED YOU AND READ TO YOU AND SHOW YOU
OTHER PORTIONS THAT WERE NOT SHOWN, OKAY?

27 LET'S START OFF WITH THE DONZELLI PAPER THAT28 WAS JUST SHOWN TO YOU.

1 OKAY. DO YOU SEE THAT DOCUMENT IN FRONT OF 2 YOU, DOCTOR? 3 YEAH, BUT IT'S TINY. Α GIVE IT A SECOND. 4 0 YEAH. YOU SEE THIS -- THIS IS THAT PAPER 5 ALL RIGHT. THAT HE SHOWED YOU, THE ASSOCIATION BETWEEN LEAD AND 6 7 ATTENTION DEFICIT HYPERACTIVITY DISORDER, A SYSTEMAT 8 **REVIEW?** 9 Α YES, I SEE THAT. 10 0 OKAY. SO RIGHT HERE ON THE PAGE -- I'M GOING TO CALL 11 12 OUT WHAT THEY SAY IN THE CONCLUSION. 13 IT SAYS, "TO CONCLUDE, THE EVIDENCE FROM STUDIES ALLOWED US TO ESTABLISH THAT THERE IS 14 15 AN ASSOCIATION BETWEEN LEAD AND ADHD AND THAT EVEN LOW LEVELS OF LEAD RAISE THE RISK." 16 17 DO YOU SEE THAT? 18 Α YES, I DO. 19 IT GOES ON TO SAY, "HOWEVER, THERE'S STILL A 0 LACK OF LONGITUDICAL STUDIES ABOUT THE 20 RELATIONSHIP BETWEEN LEAD EXPOSURE AND THE 21 DEVELOPMENT OF ADHD." 22 DO YOU SEE THAT? 23 Α YES. 24 AND THEN IT SAYS, "GIVEN THE IMPORTANCE" -- LET 25 Q 26 ME PULL CALL IT OUT FULLY. ALL RIGHT. 27 "GIVEN THE IMPORTANCE FOR PUBLIC HEALTH, FURTHER RESEARCH THAT INCLUDES THE ENTIRE 28 169

1 POTENTIAL RISK FACTORS FOR ADHD IN CHILDREN, 2 MUST BE ENCOURAGED." 3 DO YOU SEE THAT? Α YES. 4 DO YOU GENERALLY ENCOURAGE FURTHER RESEARCH 5 0 INTO THE CONNECTION BETWEEN LEAD EXPOSURE AND ADHD? 6 7 Α ABSOLUTELY. 8 0 AND --9 YOU ALWAYS WANT TO KNOW MORE. YOU WANT TO KNOW Α 10 MECHANISMS. YOU WANT TO KNOW LEVELS. YOU WANT TO KNOW 11 INTERACTIONS WITH OTHER FACTORS. YOU WANT TO KNOW MORE 12 ABOUT THE MOST VULNERABLE PERIODS. EACH STUDY CAN JUST 13 TELL YOU ABOUT A SMALL PIECE OF THE PUZZLE, ALL OF THEM COME TOGETHER, AND CAN YOU ALWAYS WISH YOU WOULD KNOW 14 15 MORE, BUT, AS A PUBLIC HEALTH PERSON, YOU HAVE TO START 16 ACTING AT SOME POINT. 17 Q COUNSEL ALSO ASKED YOU ABOUT THESE 17 STUDIES. AGAIN, RIGHT HERE ON THE FIRST PAGE, IT TALKS 18 19 ABOUT THEM. 20 IT SAYS, "17 STUDIES MET THE INCLUSION 21 FIVE OF THESE STUDIES FOUND NO CRITERIA. ASSOCIATION BETWEEN LEAD EXPOSURE AND ADHD, 22 23 WHEREAS, THE REMAINING 12 STUDIES SHOWED POSITIVE ASSOCIATIONS, EVEN THOUGH NOT ALL OF 24 THEM WERE HOMOGENEOUS IN TERMS OF EXPOSURE 25 26 PERIODS CONSIDERED OR ADHD DIAGNOSIS." 27 DO YOU SEE THAT? 28 Α YES.

1 0 AGAIN, THIS VERY LOPSIDED NUMBER OF 2 STATISTICALLY SIGNIFICANT POSITIVE STUDIES RELATIVE TO 3 NULL STUDIES, AND THE FACT THAT THEY ARE SEEN IN NOT HOMOGENEOUS STUDIES, WHAT DOES THAT TELL YOU AS AN 4 5 EPIDEMIOLOGIST? WELL, IT TELLS ME THAT A PREPONDERANCE OF 6 Α 7 STUDIES ACTUALLY SHOWED POSITIVE ASSOCIATIONS IN 8 DIFFERENT POPULATIONS WITH DIFFERENT INSTRUMENTS, AND 9 DIFFERENT EXPOSURE PERIODS. SO THAT'S ALL CONTRIBUTING TO BRADFORD HILL CRITERIA OF, YOU KNOW, BEING 10 11 CONSISTENT, BUT ALSO BEING DONE IN DIFFERENT 12 ENVIRONMENTS AND WITH DIFFERENT METHODS, AND THAT'S 13 ACTUALLY A STRENGTH. NOW, I WANT TO SHOW YOU ONE OF THE PUBLICATIONS 14 0 15 THAT YOU PUBLISHED THAT WAS SHOWN TO YOU ON YOUR CROSS JUST A MINUTE AGO. THIS IS THE IN UTERO EXPOSURE TO 16 17 TOXIC AIR POLLUTANTS AND RISK OF CHILDHOOD AUTISM. DO YOU SEE THAT? 18 19 Α YES. AND YOU RECALL MR. PETROSINELLI, HE ASKED YOU 20 0 OUESTIONS AND SHOWED YOU SOME RESULTS REGARDING COPPER; 21 22 DIDN'T HE? 23 Α YES. DID HE SHOW YOU ANY OF THE RESULTS ABOUT ONE OF 24 0 THE METALS THAT'S ACTUALLY AT ISSUE HERE, SPECIFICALLY 25 26 LEAD? 27 NO. Α 28 0 LET'S TAKE A LOOK. 171

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1 SO DOWN HERE ON PAGE 15 OF THE DOCUMENT, THIS 2 IS WHERE YOU HAVE THAT COOPER RESULT. 3 DO YOU SEE THAT? YES. 4 Α THAT'S WHAT YOU DISCUSSED. 5 Ο OKAY. NOW, LET'S GO TO THE NEXT PAGE, AND DOWN HERE 6 7 WE HAVE -- I'LL DO THE HEADER FIRST. 8 RIGHT. Α 9 AND THEN YOU HAVE THE DATA FOR LEAD. 0 10 Α YES. DO YOU SEE THAT? 11 Ο 12 Α YES. I KNOW IT'S KIND OF SMALL, BUT IF YOU CAN --13 0 HOPEFULLY, YOU CAN READ IT. 14 15 Α YES. 16 WHAT I SEE HERE IS AN ODDS RATIO FOR IMPAIRED Q 17 EXPRESSIVE LANGUAGE OF 1.58. 18 THAT'S STATISTICALLY SIGNIFICANT; IS THAT 19 RIGHT? 20 YES. Α AND THEN, I ALSO SEE ANOTHER ODDS RATIO OF 1.64 21 0 2.2 FOR LESS IMPAIRED EXPRESSIVE LANGUAGE THAT'S ALSO SIGNIFICANTLY SIGNIFICANT. 23 2.4 YES. Α DO YOU SEE THAT? 25 Q 26 Α YES. 27 0 THIS STUDY REGARDING LEAD POLLUTION BEING 28 EXPOSED TO CHILDREN AND THEIR DEVELOPING OF THESE 172

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CHARACTERISTICS ASSOCIATED WITH ASD, THIS IS FROM 2014.
 IS THIS CONSISTENT WITH THE OPINIONS YOU'VE
 REACHED IN THIS CASE?

A ABSOLUTELY. YES.

5 Q AND WHAT, IF ANY, STRENGTH IS THERE IN LOOKING 6 AT A SORT OF STUDY THAT LOOKS AT AIR POLLUTION IN THIS 7 CONTEXT?

8 WELL, AIR POLLUTION IS ACTUALLY NOT DEPENDENT Α 9 ON THESE CHILDREN HAVING, YOU KNOW -- THE TIMING IS 10 CORRECT BECAUSE WE ARE MEASURING THE TIMING OF THE AIR 11 POLLUTION AT RIGHT TIME. WE ARE USING BIRTH RECORDS TO 12 IDENTIFY THE LOCATION OF THE MOTHER'S HOME AT TIME OF 13 BIRTH AND EARLY LIFE. SO THE TIMING IS DEFINITELY PRIOR TO THE DIAGNOSIS. 14

15 AND AIR POLLUTION CHANGES. SO -- AND THIS IS 16 CONTINUOUS AIR POLLUTION. SO WE HAVE THE TIMING RIGHT 17 BECAUSE WE HAVE THAT TIME DEFINED MEASURE OF LEAD, BUT IT'S ALSO LESS CONFOUNDED BY ALL SORTS OF BEHAVIORAL 18 19 FACTORS, BECAUSE THE MOTHERS LIVE THERE AT DIFFERENT 20 POINTS IN TIME. THEY HAVE THEIR PREGNANCIES IN 21 DIFFERENT POINTS IN TIME, AND, YOU KNOW, ONLY FACTORS 22 THAT CHANGE OVER TIME WOULD BE CONSIDERED CONFOUNDERS, 23 WHILE PERSONAL BEHAVIORS THAT ARE, KIND OF, STABLE WOULD 24 NOT INFLUENCE THESE ANALYSES AT ALL.

SO DIET OF THE CHILD WOULDN'T INFLUENCE WHAT
THE AIR POLLUTION METAL IS, AND, YOU KNOW, LOTS OF OTHER
FACTORS WOULDN'T EITHER.

28

4

Q ALL RIGHT. DOCTOR, I'D LIKE TO NOW GO OVER

1 ANOTHER CHART THAT WAS SHOWN TO YOU. IT WASN'T JUST 2 SHOWN TO YOU. THIS WAS A CHART THAT WAS SHOWN TO YOU ON, I THINK, TUESDAY. I'M TRYING TO REMEMBER ALL THESE 3 THEY ALL BLEND TOGETHER. BUT I WANT TO POP UP 4 DAYS. HERE, THIS WAS SHOWN TO YOU DURING YOUR TESTIMONY. 5 6 DO YOU SEE IT, DOCTOR? 7 Α YES. 8 AND THIS WAS A LIST OF STUDIES THAT COUNSEL HAD 0 9 REPRESENTED AS REFLECTING TEMPORAL STUDIES, TEMPORALITY 10 STUDIES. MEANING, IN THESE STUDIES, THE MEASUREMENT OF THE EXPOSURE TO THE LEAD PRECEDED THE DIAGNOSIS. 11 DO YOU SEE THAT? 12 YES. 13 Α 14 0 OKAY. SO IN THIS CHART, THERE IS A SORT OF 15 REPRESENTATION OF THESE THINGS, AND THEN THERE'S THIS 16 17 SORT OF YES/NO, BINARY SORT OF THING ON THE RIGHT, REGARDING A SIGNIFICANT ASSOCIATION. 18 19 DO YOU SEE THAT? 20 Α YES. AND YOU WERE ACTUALLY JUST TALKING ABOUT HOW 21 0 2.2 DANGEROUS IT TO SORT OF ENGAGE IN THAT SORT OF BINARY 23 YES/NO, WHEN IT COMES TO SIGNIFICANCE. 24 DO YOU RECALL THAT? 25 Α YES. 26 0 ALL RIGHT. WHAT I'D LIKE TO DO IS, I'D 27 ACTUALLY JUST LIKE TO SORT OF LOOK AT WHAT HAPPENS WHEN 28 YOU DIG A LITTLE DEEPER INTO THESE STUDIES AND WHAT THE 174

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1 AUTHORS THEMSELVES ARE SAYING. 2 DO LET'S START OFF WITH SKOGHEIM. THIS IS -- OH, THERE WE GO. LET'S START OFF 3 4 WITH SKOGHEIM. 5 SO THIS IS EXHIBIT 119 IN THE RECORD. AND, AS YOU CAN, DOCTOR, THIS IS THE STUDY, 6 "METAL AND ESSENTIAL ELEMENT CONCENTRATIONS DURING 7 8 PREGNANCY AND ASSOCIATIONS WITH AUTISM SPECTRUM DISORDER 9 AND ATTENTION DEFICIT HYPERACTIVITY DISORDER IN 10 CHILDREN." 11 DO YOU SEE THAT? 12 А YES. 13 ALL RIGHT. SO WE'VE GONE OVER THIS. WE 0 DISCUSSED THIS BEFORE, THAT THERE WAS THIS U-SHAPED 14 15 CURVE ASSOCIATION. 16 AND I JUST WANT TO SHOW YOU WHAT THE AUTHORS 17 THEMSELVES SAID. THIS IS ON PAGE 10 OF THE STUDY. 18 HOPEFULLY YOU CAN SEE IT. 19 YES, I SEE IT. Α 20 IT READS, "WE IDENTIFIED A NON-LINEAR U-SHAPED 0 21 ASSOCIATION WITH PRENATAL LEAD EXPOSURE IN ASD. WHILE THERE WAS NO SUCH FINDINGS FOR ADHD 22 23 DIAGNOSIS IN CHILDREN, THE NON-LINEAR U-SHAPED OBSERVED IN THE STUDY INDICATE THAT BOTH LOW 24 LEVEL AND HIGHER PRENATAL EXPOSURES TO LEAD ARE 25 26 ASSOCIATED WITH INCREASED RISK OF ASD IN 27 CHILDREN." DO YOU SEE THAT? 28

1 Α YES.

2	Q AND IT EVEN GOES ON TO EXPLAIN THAT "NON-LINEAR		
3	DOSE RELATIONSHIPS HAVE BEEN SHOWN IN SEVERAL		
4	STUDIES OF LEAD EXPOSURE IN CHILDHOOD AND		
5	NEURODEVELOPMENTAL OUTCOMES, SUCH AS IQ."		
6	DO YOU SEE THAT?		
7	A YES.		
8	Q AND THEN THEY GO ON TO SAY, JUST LOWER DOWN		
9	HERE, "WE ALSO DETECTED INCREASED RISK OF HIGHER LEVELS		
10	OF LEAD," WHICH IS IN LINE WITH THE LITERATURE.		
11	DO YOU SEE THAT?		
12	A YES.		
13	Q NOW, DOCTOR, I GUESS MY QUESTION IS, GOING BACK		
14	TO THIS CHART: WHEN YOU REVIEWED THE SKOGHEIM STUDY, IN		
15	YOUR MIND, DID IT SUPPORT YOUR CONSIDERATION OF WHETHER		
16	OR NOT THERE WAS TEMPORALITY OR NOT?		
17	A YES, IT DID.		
18	Q AND WHY IS THAT?		
19	A WELL, BECAUSE I TRUST THE AUTHORS IN THE WAY		
20	THAT THEY DESCRIBE THEIR RESULTS BECAUSE IT'S PUBLISHED		
21	IN A GOOD JOURNAL, THERE WAS PEER-REVIEW, AND THEY KNOW		
22	A LOT MORE ABOUT THEIR DATA AND THE QUALITY OF THEIR		
23	DATA, BUT I ALSO AM ABLE TO LOOK AT WHAT THEY PRESENT,		
24	AND IT WAS A NON-LINEAR RELATIONSHIP.		
25	Q OKAY.		
26	WHAT IF WE LOOK AT THIS NEXT STUDY, THE FRYE		
27	2020 STUDY.		
28	LET ME POP IT UP HERE.		
	176		

1 DO YOU SEE THIS IS A STUDY BY RICHARD FRYE AND 2 HIS COLLEAGUES, DOCTOR, DO YOU SEE THAT? 3 YES, I SEE IT. Α AND IT'S TITLED "EARLY LIFE METAL EXPOSURE 4 Q 5 DYSREGULATES CELLULAR BIO" --6 Α BIOENERGETICS. 7 0 -- "BIOENERGETICS IN CHILDREN WITH REGRESSIVE 8 AUTISM SPECTRUM DISORDER,"? 9 AND, AS I CAN HERE, THE LAST AUTHOR ON HERE IS ACTUALLY DR. ARORA. 10 11 DO YOU SEE THAT? 12 А YES. 13 OKAY. THIS IS ONE OF THOSE STUDIES THAT I DO 0 BELIEVE YOU DISCUSS IN YOUR REPORT; IS THAT RIGHT? 14 15 Α YES. 16 AND RIGHT HERE IN THE ABSTRACT, IT KIND OF Q 17 EXPLAINS WHAT THEY ARE DOING. THEY HYPOTHESIZE, THEY SAY "EARLY LIFE 18 19 DYSREGULATION AND NUTRITIONAL METALS AND/OR 20 EXPOSURE TO TOXIC METALS HAVE BEEN ASSOCIATED WITH ASD, BUT THE UNDERLYING BIOLOGICAL 21 MECHANISMS BY WHICH METALS INFLUENCE 22 23 NEURODEVELOPMENT REMAIN UNCLEAR. WE HYPOTHESIZE THAT METALS INFLUENCE 24 NEURODEVELOPMENT THROUGH DYSREGULATION OF 25 26 **BIOENERGETICS.**" 27 DO YOU SEE THAT? 28 Α YES.

1 0 BIOENERGETICS. SORRY. AND THEN DOWN HERE, THEY, KIND OF, REPORT 2 3 BRIEFLY THE RESULT ON LEAD. "GLYCOLYSIS DECREASED WITH INCREASED EXPOSURE 4 TO PRENATAL MANGANESE AND LEAD AND POST-NATAL 5 MANGANESE." 6 7 DO YOU SEE THAT? 8 YES. Α AND I JUST WANT TO GO INTO THE 9 0 ALL RIGHT. 10 STUDY. I WILL AGAIN SHOW YOU THE PARAGRAPH THEY HAVE 11 HERE ABOUT LEAD. 12 THEY SAY "REGARDLESS OF THE -- OH, THE SOURCES OF LEAD EXPOSURE ARE UBIOUITOUS IN THE 13 ENVIRONMENT FROM OLD MINE PEELINGS, LEGACY OF 14 15 LEADED GASOLINE, PAINT DEPOSITS TO SOILS AND AIR POLLUTION. REGARDLESS OF THE SOURCE OF 16 17 LEAD, A PREVIOUS TWIN STUDY SUGGESTS THAT ENVIRONMENTAL LEAD DEPOSITED INTO DECIDUOUS 18 19 TEETH DURING FETAL LIFE IS HIGHER IN INDIVIDUALS WITH ASD." 20 DO YOU SEE THAT? 21 22 А YES. 23 0 AND THAT'S ACTUALLY REFERRING TO THE ARORA STUDY THAT WE TALKED ABOUT ALREADY? 24 CORRECT. 25 Α 26 0 IT SAYS "AND THE CURRENT STUDY SUGGESTS THAT IT 27 CAN RESULT IN LONG-TERM CHANGES THAT DEGREASE GLUCOSE METABOLISM IN INDIVIDUALS WITH ASD AND 28 178

NDR."

DO YOU SEE THAT?

A YES.

1

2

3

4 Q ALL RIGHT. CAN YOU JUST EXPLAIN TO THE COURT 5 WHAT THIS STUDY IS AND WHAT YOU UNDERSTOOD IT TO BE 6 SHOWING?

7 A RIGHT. THIS IS A MECHANISTIC STUDY, NOT AN
8 EPIDEMIOLOGIC STUDY. MECHANISTIC IN A SENSE THAT THEY
9 ARE USING TISSUE -- TISSUE ANALYSES, IN THIS CASE
10 GLUCOSE METABOLISM, TO ASSESS WHAT METALS DO.

11 WHY GLYCOLYSIS, WHY BIOENERGETICS, BECAUSE WE
12 KNOW THAT THERE IS AN ORGANISM IN THE CELLS THAT'S
13 CALLED MITOCHONDRIAL THAT ACTUALLY ARE THE POWERHOUSES.
14 THEY PRODUCE ENERGY FOR THE CELL, AND THEY ARE LIKE
15 LITTLE BACTERIA. THERE PROBABLY HAVE BEEN BACTERIA
16 BEFORE THEY GOT INTO THE CELLS OF MULTICELLULAR AND
17 SINGLE-CELLULAR ORGANISMS.

BUT ALL THEY DO NOW, THESE MITOCHONDRIALS, IS
PRODUCE ENERGY FOR THE CELL, AND THEY USE GLUCOSE FOR
PRODUCING ENERGY ADP, BUT THEY CAN ALSO USE FAT. SO,
YOU KNOW, THEY CAN TURN AND USE FAT INSTEAD.

AND HERE IS A HYPOTHESIS, WE KNOW THAT MITOCHONDRIA ACTUALLY SYNCS FOR METALS. SO A LOT OF THE METALS IN THE CELL GO INTO THE MITOCHONDRIA, AND IF ENOUGH METALS GO INTO MITOCHONDRIA THAT ARE TOXIC, WE SEE THAT THE MITOCHONDRIA SWELL UP AND, EVENTUALLY, GET DESTROYED.

28

AND LEAD IS ONE OF THESE AGENTS THAT, IF

THERE'S TOO MUCH OF IT, THE MITOCHONDRIA FIRST START NOT
 FUNCTIONING ANYMORE, AND ONE OF THEIR FUNCTION IS
 GLYCOLYSIS, GLUCOSE METABOLISM, AND THEN, WHEN IT GETS
 WORSE, EVENTUALLY, THE MITOCHONDRIA WILL NOT BE
 FUNCTIONING AT ALL, AND PROBABLY HAVE THIS PHENOTYPE
 WHERE THEY SWELL UP AND DISSOLVE.

THAT, IN THE END, MEANS THAT THE CELL IS NOT
ABLE TO SURVIVE ANYMORE BECAUSE THERE'S NOT ENOUGH
ENERGY IN THE CELL IF ENOUGH MITOCHONDRIA ARE HARMED.

10AND THAT'S THE WHOLE HYPOTHESIS OF THIS PAPER,11IS TO FIGURE OUT WHAT ARE THE MECHANISM ACTUALLY THAT12METALS USE IN ORDER TO DESTROY CELLS.

AND WE KNOW THAT THE BRAIN, FOR EXAMPLE, USES MOST OF THE ENERGY, MOST OF THE GLUCOSE, IN THE BODY. SO THE CELLS OF THE BRAIN NEED THIS TYPE OF METABOLISM VERY MUCH AND THAT'S POSSIBLY ONE REASON WHY LEAD IS SO TOXIC.

18 Q GOING BACK TO THIS CHART, THE FRYE STUDY, I 19 MEAN, DOES THAT SUPPORT TEMPORALITY OR DOES IT REFUTE 20 IT?

21 A IT ACTUALLY SUPPORTS IT.

22 Q OKAY. GREAT.

YOU KNOW, IT'S FUNNY, I'VE PRE-WRITTEN THESE
REPORTS. SO IF YOU ACTUALLY DISAGREE WITH ME, I'M GOING
TO HAVE TO CHANGE THE SLIDE, BUT HOPEFULLY, I'VE
PREDICTED YOUR TESTIMONY.

27 A YES.

28 Q OKAY.

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1 LET'S TAKE A LOOK AT THE LONG STUDY FROM 2019. THIS WAS A STUDY, IT'S EXHIBIT 92, FROM 2019. 2 3 IT'S TITLED "AUTISM SPECTRUM DISORDERS, ENDOCRINE DISRUPTING COMPOUNDS AND HEAVY METALS IN AMNIOTIC FLUID, 4 5 A CASE CONTROL STUDY." DO YOU SEE THAT? 6 7 А YES. 8 0 AND, DOCTOR, THIS IS A CASE CONTROL STUDY. 9 HOW CAN IT POSSIBLY NOT SUFFER FROM A 10 TEMPORALITY ISSUE OF MEASUREMENT? 11 BECAUSE YOU HAVE SAMPLES TAKEN AT A TIME POINT Α 12 PRIOR TO CASE IDENTIFICATION. SO SOMEBODY'S STORED BODY 13 FLUIDS FOR YOU SO YOU CAN GO BACK IN TIME TO ACTUALLY MEASURE SOMETHING THAT HAPPENED PRIOR TO ONSET OF 14 15 DISEASE. IS THIS ONE OF THOSE INSTANCES WHERE A CASE 16 Q 17 CONTROL CAN ACTUALLY HAVE A, SORT OF, PROSPECTIVE DESIGN BUILT INTO IT BECAUSE OF WHEN IT WAS MEASURED? 18 PROSPECTIVE IN A SENSE OF -- IT'S STILL 19 YEAH. Α 20 RETROSPECT BECAUSE WE START FROM THE CASE, BUT WHEN YOU, KIND OF, WALK BACK IN TIME TO THE TIME WHEN THE SAMPLE 21 22 WAS TAKEN IN WHICH THE EXPOSURE IS MEASURED, AND YOU 23 KNOW THE SAMPLE WAS TAKEN DURING PREGNANCY OR EARLY CHILDHOOD AND IT WAS PUT IN A FREEZER AND THEN SOMEBODY 24 CAME AROUND, DIAGNOSED THE CASES, FOUND CONTROLS FOR THE 25 26 CASES, AND THEN WENT BACK TO THE FREEZER TO ACTUALLY 27 FIND THESE SAMPLES AND MEASURE THE EXPOSURES. SO DEFINITELY, THE EXPOSURES WOULD HAVE 28

1 HAPPENED PRIOR TO THE ONSET.

2 SO IF WE GO INTO THE STUDY, THERE'S A 0 3 DISCUSSION HERE ABOUT METALS AND, SPECIFICALLY, LEAD. THEY WRITE "EXISTING STUDIES OF AUTISM SUGGEST 4 THAT PRENATAL METAL EXPOSURE MAY BE RELATED TO 5 EXPOSURE TO LEAD DURING 6 AUTISM. 7 NEURODEVELOPMENT HAS SIGNIFICANT EFFECTS ON 8 NEUROBEHAVIORAL AND INTELLECTUAL PERFORMANCE, ALSO RESULTING IN ATTENTION HYPERACTIVITY AND 9 10 LEARNING DISORDERS. LEAD POISONING HAS BEEN SUGGESTED AS A POSSIBLE RISK FACTOR FOR AUTISM, 11 12 AS BLOOD LEVELS OF AUTISTIC CHILDREN HAVE BEEN REPORTED TO BE SIGNIFICANTLY HIGHER THAN THOSE 13 OF HEALTHY CHILDREN. PREVIOUS STUDIES HAVE 14 15 SHOWN THAT PERINATAL EXPOSURE TO MANGANESE, LEAD AND CADMIUM, FROM AIR POLLUTION INCREASED 16 17 ASD RISK. IN THE PRESENT STUDY WE OBSERVED THAT ARSENIC AND LEAD LEVELS IN AF TEND TO BE 18 19 POSITIVELY ASSOCIATED WITH ASD RISK SUGGESTING THE POSSIBLE ROLE OF PRENATAL EXPOSURE TO TOXIC 20 METALS IN ASD DEVELOPMENT." 21 DO YOU SEE THAT? 22 23 А YES. AND AF IS AMNIOTIC FLUID. SO THAT'S 24 TAKEN DURING PREGNANCY. OKAY. GOOD. 25 Q 26 SO AGAIN, IT LOOKS LIKE THESE AUTHORS IN THE 27 LONG STUDY ARE ACTUALLY REPORTING A POSITIVE ASSOCIATION 28 BETWEEN AT LEAST ARSENIC AND LEAD EXPOSURES AND ASD 182

1 RISK. YES, THAT'S WHAT THEY ARE SAYING. THAT'S HOW 2 А 3 THEY INTERPRET THEIR RESULTS. IT DOES SAY, HOWEVER, "GIVEN THAT THESE METALS 4 0 WERE DETECTABLE IN LESS THAN 34 PERCENT OF THE 5 AMNIOTIC FLUID SAMPLES, MORE STUDIES ARE NEEDED 6 7 TO EXPLORE THE ROLE OF PRENATAL HEAVY METAL 8 EXPOSURE ON THE RISK OF ASD." 9 DO YOU SEE THAT? 10 Α YES. AGAIN, DO YOU AGREE THAT IT'S A GOOD IDEA TO 11 Ο GET MORE STUDIES AND LOOK AT MORE DATA? 12 13 Α ABSOLUTELY. SO GOING BACK TO THE CHART HERE, WE HAVE THE 14 0 15 LONG STUDY FROM 2019. 16 I GUESS THE QUESTION IS, DOCTOR: DO YOU 17 BELIEVE THAT IT SUPPORTS TEMPORALITY OR REFUTES IT? ABSOLUTELY, IT SUPPORTS IT. 18 Α 19 OKAY. 0 AMNIOTIC FLUID IS PRENATAL. 20 Α OKAY. 21 0 22 BY THE NEXT STUDY ARORA, I THINK WE'VE 23 DISCUSSED THAT ONE QUITE A BIT. 24 WOULD IT BE FAIR TO SAY THAT YOU BELIEVE IT SUPPORTS TEMPORALITY? 25 26 Α YES. 27 OR, IN FACT, MAYBE EVEN ESTABLISHES IT? Q YES, IT DOES. 28 Α

1 0 OKAY. COOL NOW, THE ABDULLAH STUDY, WE HAVEN'T SPEND TOO 2 3 MUCH TIME ON IT, BUT THAT'S A STUDY THAT INVOLVED LOOKING AT THE HEAVY METALS OF CHILDREN'S TEETH COMPARED 4 TO CONTROLS; RIGHT? 5 YES. 6 Α AND UNLIKE THE ARORA STUDY, THE ABDULLAH STUDY 7 0 8 DIDN'T -- IT WASN'T ABLE TO USE TWIN PAIRS, SO IT DIDN'T 9 CONTROL FOR GENETICS; IS THAT RIGHT? 10 Α THAT'S CORRECT. ALL RIGHT. AND YOU WOULD AGREE WITH ME THE 11 0 ABDULLAH STUDY IS DEFINITELY NULL? 12 13 YES. Α OKAY. YOU WOULD NOT SAY THE ABDULLAH STUDY, 14 0 15 BECAUSE IT'S NULL, SUPPORTS TEMPORALITY; RIGHT? 16 NO. Α 17 Q BUT WOULD YOU SAY THAT IT REFUTES TEMPORALITY? FOR THAT WE NEED A LOT MORE EVIDENCE. 18 Α NO. 19 OKAY. ALL RIGHT. 0 LET'S LOOK AT THE NEXT STUDY THAT DEFENSE 20 21 COUNSEL PUT ON THIS CHART, THE ALAMPI 2021 STUDY. 2.2 THIS IS EXHIBIT 24. AND LET'S POP IT UP RIGHT 23 HERE. 24 THIS IS A STUDY TITLED "THE ASSOCIATION BETWEEN GESTATIONAL EXPOSURE TO TOXICANTS AND AUTISTIC BEHAVIORS 25 26 USING BAYESIAN QUANTILE REGRESSION." 27 DO YOU SEE THAT? 28 Α YES.

1 0 AND I'M WORRIED TO ASK YOU THIS QUESTION, BUT I 2 NEED TO. 3 IN AS FEW WORDS AND AS QUICKLY AS POSSIBLE, 4 WHAT IS A BAYESIAN REGRESSION? 5 IT'S A BAYESIAN QUANTILE REGRESSION, WHICH IS Α A -- THE LATEST METHOD USED TO ANALYZE MIXED EXPOSURES 6 7 AS -- LIKE A CONGLOMERATE OF EXPOSURES, RATHER THAN ONE 8 EXPOSURE AT A TIME. 9 0 OKAY. 10 AND YOU SEE HERE, THERE'S AN AUTHOR, ACTUALLY, BRUCE LANPHEAR. 11 12 DO YOU SEE THAT? 13 Α YES. HE'S ACTUALLY ONE THE GUYS WITH YOU -- WHO 14 0 15 WORKS WITH YOU IN TENDR; IS THAT RIGHT? THAT'S CORRECT. 16 Α 17 Q ALL RIGHT. SO THEY SAY HERE, "THAT ALTHOUGH PRENATAL 18 19 EXPOSURE TO TOXICANTS HAS BEEN ASSOCIATED WITH AUTISTIC BEHAVIORS, MOST STUDIES HAVE BEEN 20 FOCUSED ON SHIFTS IN MEAN BEHAVIOR SCORES. 21 WΕ USED BAYESIAN OUANTILE REGRESSION TO ASSESS THE 22 23 ASSOCIATIONS BETWEEN LOG2-TRANSFORMED TOXICANT CONCENTRATIONS AND AUTISTIC BEHAVIORS ACROSS 24 THE DISTRIBUTION OF BEHAVIORS." 25 26 DO YOU SEE THAT? 27 YES. Α AND IS THIS THE CLEAN WAY OF -- EASIER WAY OF 28 0 185

1 SAYING THIS IS -- THEY'RE USING THIS FANCY STATISTICAL 2 MODELLING TO SEE IF THEY CAN DIFFERENTIATE HOW THESE 3 METALS ARE AFFECTING DIFFERENT ASPECTS OF BEHAVIORS? 4 YES. Α 5 ALL RIGHT. 0 OKAY. LET'S LOOK WHAT THEY SAY. 6 7 SO AT FIRST THEY DO A LINEAR REGRESSION 8 ANALYSIS. 9 DO YOU SEE THAT, DOCTOR? 10 Α YES. AND A LINEAR REGRESSION, THAT'S MORE OF A 11 0 12 TRADITIONAL STATISTICAL REVIEW; IS THAT RIGHT? 13 YES. YES. THEY CALL IT FREQUENTATIVE. Α THAT'S EXACTLY WHAT THAT IS. 14 15 Q OKAY. 16 YEAH, ONE SIDE IS BAYESIAN, THE ONE IS Α 17 FREQUENTATIVE. 18 AND FREQUENTATIVE, THAT'S BASICALLY ODDS 0 OKAY. 19 RATIO AND THE RISK RATIOS THAT WE SEE MOST OF THE TIME 20 IN THESE STUDIES; IS THAT RIGHT? THAT'S -- YEAH, THAT'S MORE SIMPLE P VALUE IS 21 Α 2.2 95 PERCENT CONFIDENCE INTERVALS, ET CETERA, ET CETERA. 23 WHILE THE BAYESIANS ARE ALLOWING FOR PRIOR 24 KNOWLEDGE AND THEY SET THEIR -- THEY MORE CLEARLY STATE THEIR ASSUMPTIONS, AND EVEN SOMETIMES, INCLUDE PRIOR 25 26 DATA INTO THEIR ANALYSES. 27 Q I SEE. 28 WELL, WHAT THEY SAY HERE IN THE ALL RIGHT. 186

1 MORE COMMON LINEAR REGRESSION ANALYSIS IS THAT HIGHER 2 GESTATIONAL LEVELS OF LEAD, CADMIUM, DYSPANOL A, MONO 3 3 CARBOECIDEPROPYL PHTHALATE --PHTHALATE. YEAH. IT'S PHTHALATE, UM-HMM. 4 Α 5 0 OKAY. ALL THOSE CHEMICALS WERE ASSOCIATED WITH HIGHER 6 7 MEAN SRS SCORES. 8 DO YOU SEE THAT? 9 Α YES. 10 AND THOSE AT HIGHER MEAN SRS SCORES, THOSE ARE 0 11 SCORES THAT HAVE IDENTIFIED AUTISTIC BEHAVIORS; RIGHT? 12 А YES. OKAY. 13 0 AND THEN LATER ON, THEY MENTION THAT ARSENIC, 14 15 CADMIUM, LEAD, AND A BUNCH OF OTHER STUFF, HAD 16 SIGNIFICANTLY SIGNIFICANT DEVIATIONS FROM 17 HOMOSCEDASTICITY AFTER ADJUSTING FOR CONFOUNDERS. DO YOU SEE THAT? 18 19 Α YES. 20 WOULD IT BE FAIR TO SAY, THEN, THAT USING THE 0 TRADITIONAL, SORT OF, REGRESSION ANALYSIS THAT ARE USED 21 2.2 ROUTINELY, THEY FOUND THAT THERE WAS A HIGHER -- THERE 23 WAS AN ASSOCIATION BETWEEN LEAD AND ASD BEHAVIORS? 24 Α YES. 25 Q OKAY. 26 AND THEN ON THE DISCUSSION SECTION, I FOUND 27 THIS PARTICULARLY INTERESTING, THEY SAID, "WE DISCUSSED 28 A RELATIONSHIP BETWEEN GESTATIONAL EXPOSURE TO 187

1		VARIOUS TOXICANTS AND AUTISTIC BEHAVIORS
2		MEASURED WITH SRS AND PRESCHOOL AGED COMMUNITY
3		AND CHILDREN USING BAYESIAN QUANTILE
4		REGRESSION. WE FOUND THAT ASSOCIATIONS BETWEEN
5		SRS SCORES AND MATERNAL CONCENTRATIONS OF
6		CADMIUM LEAD AND SOME"
7	A	PHTHALATE.
8	Q	YEAH, THANK YOU.
9		" METABOLIZED IN BLOOD OR URINE WERE THE
10		STRONGEST, THE HIGH END, OF THAT SRS
11		DISTRIBUTION."
12		DO YOU SEE THAT?
13	A	YES.
14	Q	AND THEN THEY FINISH IT OFF WITH, "IN OTHER
15		WORDS, OUR RESULTS SUGGEST THAT CHILDREN WITH
16		THE MOST AUTISTIC-LIKE BEHAVIORS WHO ARE OF
17		GREATER CLINICAL INTEREST, APPEAR TO BE
18		PARTICULARLY SUSCEPTIBLE TO THESE TOXICANTS."
19		DO YOU SEE THAT?
20	А	YES.
21	Q	CAN YOU JUST EXPLAIN WHAT WE JUST READ AND WHAT
22	THESE AU	THORS ARE TELLING US?
23	A	SO WHAT THEY ARE DOING IS, THEY ARE USING A
24	MUCH MORI	E ADVANCED STATISTICAL METHOD TO NOT ONLY
25	SUMMARIZ	E ACROSS SO THAT THEY ARE ABLE TO PUT MULTIPLE
26	TOXINS II	NTO THE SAME MODELS, AND AT THE SAME TIME,
27	DISTINGUISH, IN THEIR ANALYSIS, BETWEEN DIFFERENT LEVELS	
28	OF THE O	UTCOME. BECAUSE WE HAVE A CONTINUOUS MEASURE

1 FOR THE OUTCOME, THERE'S SOCIAL RESPONSIVENESS SCORE. 2 SO YOU CAN BE VERY HIGH ON THE NOT-SO-GOOD RESPONSE TO SOCIAL CUES, AND YOU CAN BE VERY LOW. 3 AND WHAT THEY ARE SAYING IS, THE RELATIONSHIP 4 IS NON-LINEAR IN A SENSE THAT YOU GET MUCH HIGHER 5 ASSOCIATIONS WITH WORSE OUTCOMES AT THE HIGHER END. 6 7 AND AS AN EPIDEMIOLOGIST, WHEN YOU SEE SUCH A Q 8 TARGETED EFFECT OF METALS IN MAKING A PARTICULARLY 9 DISTINCT OUTCOME, LIKE WORSE SCORES, WHAT DOES THAT TELL 10 YOU ABOUT THE STRENGTH OF ASSOCIATION? WELL, THIS STUDY SPECIFICALLY SAYS THAT THERE 11 Α 12 IS AN ASSOCIATION AND IT'S STRONGER FOR THE PEOPLE WITH 13 THE WORST OUTCOME. BUT MORE IMPORTANTLY, THEY ARE ACTUALLY TAKING INTO ACCOUNT A LOT OF OTHER EXPOSURES 14 15 THAT ALSO MAY BE NEUROTOXIC, AND THAT'S REALLY IMPORTANT AS WELL IN THIS STUDY. 16 17 SO AGAIN, GOING BACK TO THIS CHART, BEING THAT Q 18 THIS STUDY DID LOOK AT MATERNAL BLOOD, SO IT PREDATES 19 ANY DIAGNOSIS OR CHARACTERISTICS OR BEHAVIORS; DOES THIS 20 SUPPORT TEMPORALITY? YES. 21 Α 22 0 ALL RIGHT. 23 LET'S TAKE A LOOK AT DOHERTY. NOW, THE DOHERTY STUDY IS FROM 2020, AND THIS 24 WAS PUBLISHED IN THE ISEE. 25 DO YOU SEE THAT? 26 27 YES. Α DO YOU KNOW WHAT THE ISEE IS? 28 0

1 Α YES, I'VE BEEN THE PRESIDENT OF IT FOR A FEW 2 YEARS. THAT'S THE INTERNATIONAL SOCIETY FOR 3 ENVIRONMENTAL EPIDEMIOLOGY, AND THIS IS ONE OF OUR PRIME JOURNALS THAT'S ALLOWED TO USE OUR LOGO. 4 5 0 OKAY. AND THE TITLE HERE IS "PERI-CONCEPTIONAL AND 6 7 PRENATAL EXPOSURE TO METAL MIXTURES IN RELATION TO 8 BEHAVIORAL DEVELOPMENT AT THREE YEARS OF AGE." 9 DO YOU SEE THAT? 10 Α YES. NOW, WE'VE GONE OVER THIS STUDY. 11 Ο THE 12 DEFENDANTS COVERED IT. 13 THIS STUDY DID NOT SHOW ANY ASSOCIATION -- DID NOT SHOW A POSITIVE -- OR A SIGNIFICANT ASSOCIATION 14 15 BETWEEN LEAD AND ASD; RIGHT? CORRECT. ACCORDING TO THE TOENAIL METAL 16 Α 17 CONCENTRATIONS. THAT'S RIGHT. 18 Q 19 NOW, LET ME JUST GET TO THE CONCLUSION. ALL 20 RIGHT. SOMETIMES IT DOES THIS. CAN YOU SEE IT NOW? 21 22 А YES. 23 Q OKAY. SO HERE, AFTER REFLECTING THAT THERE WAS NO ANALYSIS, THE AUTHORS COMMENT ON IT. 24 25 THEY SAY "IN ADDITION TO THESE FINDINGS, WE 26 ALSO OBSERVED ASSOCIATIONS THAT ARE NOT 27 SUPPORTED BY THE PRIOR LITERATURE, INCLUDING THE LACK OF ADVERSE ASSOCIATIONS OF LEAD." 28

1 DO YOU SEE THAT, DOCTOR? 2 YES. А WHAT ARE THEY SAYING HERE? 3 0 WELL, THEY ARE SAYING THEY ARE VERY SURPRISED 4 Α THAT IN THIS STUDY THEY ARE NOT SEEING THE EXPECTED 5 ASSOCIATION, WHICH THEY EXPECT AS POSITIVE, BETWEEN LEAD 6 7 AND THE OUTCOME. 8 SO THE AUTHORS THEMSELVES ARE SAYING, THIS IS 0 9 INCONSISTENT WITH WHAT WE'RE SEEING IN THE LITERATURE? 10 YES. AND THEY ACTUALLY KEEP GOING AND THEY ARE Α TRYING TO GIVE YOU SOME REASON WHY THAT'S THE CASE. 11 12 Q PRECISELY. AND I'M ACTUALLY GOING TO GO THROUGH THAT. 13 THEY SAY "THE EXPLANATION FOR THESE UNEXPECTED 14 15 FINDINGS IS UNCLEAR, THOUGH, THEY MAY BE PARTIALLY ATTRIBUTABLE TO RESIDUAL CONFOUNDING 16 17 BY, FOR EXAMPLE, UNMEASURED LIFESTYLE FACTORS. ADDITIONALLY, SUCH RESULTS MAY BE OWING TO 18 19 CHANCE, AS WE DID NOT CORRECT FOR MULTIPLE TESTING, OWING TO DEPENDENCE AMONGST OUTCOMES, 20 AND POTENTIAL LEAD EXPOSURES, AND BECAUSE THIS 21 WAS AN EXPLORATORY ANALYSIS." 22 23 DO YOU SEE THAT? YES. 24 Α SO, I MEAN, DOCTOR, THIS NULL FINDING, WHEN THE 25 Q 26 AUTHORS GO OUT OF THEIR WAY TO TRY TO EXPLAIN WHY IT'S 27 INCONSISTENT WITH THE REST OF THE LITERATURE, WHAT DOES THAT TELL YOU AS A RESEARCHER? 28

1 А WELL, IT TELLS ME TO TAKE THIS WITH A GRAIN OF 2 SALT BECAUSE THAT'S WHAT THE AUTHORS ARE TELLING ME. 3 OKAY. 0 SO I'M GOING TO PUT IN NULL HERE FOR DOHERTY. 4 5 IS THAT APPROPRIATE? YES. 6 Α 7 Ο OKAY. 8 FINALLY, WE HAVE THE KIM STUDY FROM 2016, AND I 9 DON'T -- WE'VE TALKED ABOUT IT, SO I DON'T NEED TO GO 10 THROUGH IT WITH YOU IN DETAIL. I GUESS THE OUESTION, DOCTOR, IS: DOES THE KIM 11 12 STUDY SUPPORT TEMPORALITY OR REFUTE IT OR IS IT NULL? 13 IT ABSOLUTELY SUPPORTS IT. Α AND WHY IS THAT, BRIEFLY? 14 0 15 Α THE EXPOSURE MEASUREMENTS WERE PRIOR TO THE 16 OUTCOME ASSESSMENT, AND THEY CLEARLY HAD ENOUGH LAG TIME 17 BETWEEN THE AGE OF 7 AND THE AGE OF 12, AND IT'S A LARGE COHORT AND IT WAS REALLY WELL DONE. IT WAS DONE IN TEN 18 19 DIFFERENT CITIES IN KOREA, AND I KNOW THE PEOPLE WHO DID 20 THIS STUDY. THEY ARE EXTREMELY GOOD SCIENTISTS AND 21 MEMBERS OF THAT INTERNATIONAL SOCIETY. 2.2 SO, DOCTOR, WHEN YOU TAKE ALL OF THESE ALL 0 THESE STUDIES THAT THE DEFENDANTS SPECIFICALLY 23 24 IDENTIFIED AS RELATING TO THE TEMPORALITY ASPECT OF LEAD AND ASD, WHEN YOU LOOK AT ALL THIS, DOES THIS CORPUS OF 25 DATA SUPPORT TEMPORALITY OR UNDERMINE IT? 26 27 WELL, IT OVERALL SUPPORTS IT. Α 28 OKAY. 0

1 NOW, DOCTOR, I'D LIKE TO BRIEFLY -- I'M ABOUT 2 TO WRAP UP HERE. I KNOW WE'VE BEEN GOING FOR A BIT. 3 I'D LIKE TO SORT OF WALK THROUGH CONCEPTUALLY HOW YOU DID THIS SO THERE'S NO AMBIGUITY BECAUSE THIS IS 4 5 POTENTIALLY THE LAST TIME I GET TO TALK TO YOU ON THIS 6 RECORD. 7 SO YOU SEE A BLACK SCREEN IN FRONT OF YOU? 8 YES. Α 9 0 OKAY. GREAT. SO I'M GOING TO -- HERE'S WHAT WE'RE GOING TO 10 WE'RE GOING TO TALK ABOUT TEMPORALITY, OKAY. 11 DO. 12 AND WE'RE GOING TO -- WE HAVE A LITTLE TIMELINE 13 HERE. AND THE IDEA HERE IS THAT, AT SOME POINT, 14 15 SOMEBODY WILL GET ASD. DO YOU SEE THAT, DOCTOR? 16 17 Α YES. AND THEN, FOR SOME OF THESE STUDIES AND, 18 0 19 OBVIOUSLY, WE JUST WENT THROUGH A BUNCH OF THEM WHERE 20 THAT WASN'T THE CASE, BUT FOR SOME OF THESE STUDIES, 21 THERE WAS A MEASUREMENT OF THE BIOMARKER THAT WAS, AT 2.2 SOME POINT, AFTER THE ASD, AND IT COULD BE EVEN SOME 23 YEARS; RIGHT? 24 Α YES. 25 Q OKAY. 26 NOW, THE QUESTION OF TEMPORALITY, RIGHT, IS 27 WHETHER OR NOT THIS BIOMARKER IS GETTING YOU AN IDEA OF 28 WHAT THE EXPOSURES WERE BEFOREHAND; RIGHT?

A YES.

2 Q AND IN EPIDEMIOLOGICAL TERMS, THIS IS OFTEN 3 CALLED A PROXY; RIGHT?

A YES.

5 Q AND SO YOU HAVE TO DECIDE, AS A EPIDEMIOLOGIST, 6 IS: ARE THESE BIOMARKERS THAT WE'RE SEEING SHOWING THAT 7 CHILDREN WITH ASD HAVE LARGE AMOUNTS OF LEAD IN THEIR 8 URINE AND BRAINS AND, YOU KNOW, TEETH AND WHATEVER, 9 RIGHT? IS THIS GETTING ME TO WHETHER OR NOT THAT 10 EXPOSURE IS A REFLEXION OF PRIOR EXPOSURES; RIGHT?

11

15

16

2.2

1

4

CORRECT. YES. CORRECT.

Q AND IN TRYING TO ASSESS THAT, THE FIRST PLACE
YOU WOULD PROBABLY LOOK IS PRECISELY AT THESE STUDIES
WHERE THERE WAS AN ASSESSMENT AT THE BEGINNING; RIGHT?

A YES, PRIOR TO ONSET.

Q THAT'S RIGHT.

17AND THERE WE HAVE ALL THE STUDIES THAT WE JUST18LOOKED AT; SKOGHEIM --

19 A KIM.

Α

20 Q -- FRYE. I'LL DO KIM IN A SECOND BECAUSE KIM 21 COMES LATER.

A OKAY.

Q WE HAVE ARORA, LONG, DOHERTY, ABDULLAH, AND
OBVIOUSLY, NOT ALL OF THESE ARE SUPPORTED; SOME OF THEM
ARE NULL.

BUT WE HAVE ALL THESE STUDIES THAT HAVE
PRENATAL EXPOSURES, AND AS WE JUST WENT THROUGH, ALL OF
THEM ACTUALLY VERY MUCH DO SUPPORT TEMPORALITY; RIGHT?

1 Α YES. OKAY. 2 0 3 WE ALSO, IF I RECALL, WE HAVE A STUDY CALLED 4 KIM; RIGHT? 5 Α YES. AND KIM LOOKED AT BIOMARKERS LATER ON IN LIFE 6 0 7 AND THEN, LATER ON IN LIFE, AND FOUND ASD BEHAVIORS; 8 RIGHT? 9 Α YES. 10 0 OKAY. SO WHEN YOU HAVE ALL THIS DATA, YOU HAVE ALL 11 12 THESE STUDIES THAT PREDATE EXPOSURE, YOU HAVE ALL THE 13 STUDIES THAT HAVE THIS BIOMARKER LATER ON IN TIME, AND YOU HAVE EVEN A LATER STUDY SHOWING, PROSPECTIVELY, THE 14 15 EFFECT OF LEAD ON ASD BEHAVIORS, DOES IT TAKE, IN YOUR 16 MIND, A LEAP OF LOGIC OR CONJECTURE TO GET TO YOUR 17 CONCLUSION ABOUT TEMPORALITY? 18 NO. Α 19 WHY IS THAT? 0 20 BECAUSE NOW MY PROXY BIOMARKER TELLS ME Α 21 SOMETHING ABOUT EXPOSURES IN THE LONG-TERM, AND THE ONLY 22 REASON WHY IT WOULDN'T IS IF I PRESUME THAT IT'S NOT A 23 LONG-TERM MARKER AND THAT EVERY ASD KID IN EVERY COUNTRY 24 AROUND THE GLOBE WOULD BE PRONE TO DO THINGS THAT WOULD 25 INCREASE THEIR LEAD LEVEL WHILE ALL THE OTHER KIDS 26 DON'T. 27 0 AND IN YOUR REVIEW AND CONSIDERATION OF THIS 28 ISSUE AND YOU LOOK AT THE PROSPECTIVE DATA, DOES IT MAKE 195

IT'S NOT THE -- IT CANNOT BE EXPLAINED JUST BY 3 А BEHAVIOR BECAUSE THE SOURCES OF LEAD IN EVERY COUNTRY, 4 IN EVERY STUDY, ARE DIFFERENT. WE DON'T ALWAYS HAVE THE 5 SAME SOURCES. 6 7 IF WE HAVE WATER AS THE SOURCE THEN, YOU KNOW, 8 IT DOESN'T MATTER WHETHER THE CHILD HAS HAND-MOUTH 9 WE EVEN SAW ONE STUDY IN ARIZONA THAT CLEARLY BEHAVTOR. 10 SHOWED THAT CHILDREN WHO HAD PICA BEHAVIOR, HAND-MOUTH 11 BEHAVIOR, WITH PICA DID NOT HAVE HIGHER LEAD LEVELS THAN 12 THE KIDS WHO DIDN'T HAVE IT. 13 SO CLEARLY, THE SOURCE OF LEAD WAS SOMETHING DIFFERENT FROM THE PICA. AND THAT'S -- YOU KNOW, IN 14 15 SOME PLACES PICA MIGHT BE IT, HAND-MOUTH BEHAVIOR MIGHT BE IT, I AGREE, BUT NOT IN EVERY PART OF THE WORLD WITH 16 17 SO MANY DIFFERENT STUDIES. THANK YOU, DOCTOR. 18 Q 19 MR. WISNER: NO FURTHER QUESTIONS AT THIS TIME. 20 MR. PETROSINELLI: YOUR HONOR, MAY I HAVE A 21 COUPLE OF OUESTIONS? 2.2 THE COURT: I WAS MUTING NOT TO SNEEZE. 23 MR. PETROSINELLI: JUST TO FOLLOW-UP ON A 24 COUPLE OF THE THINGS MR. WISNER JUST DID. COULD WE PUT UP EXHIBIT 682. 25 26 NO. 682, THE CHART. 27 28 196 **Bryce Reporting Services** (510)828-9404 - info@brycereporters.com

SENSE THAT ALL THIS IS EXPLAINED BY SOME BEHAVIOR, OR IS

IT MORE LIKELY A CAUSAL AGENT?

1

1 **RE-CROSS EXAMINATION** 2 MR. PETROSINELLI: DOCTOR, I JUST WANTED TO ASK YOU SINCE 3 0 MR. WISNER JUST ASKED YOU ABOUT THIS, BUT THEN HE WROTE 4 5 ALL OVER MY CHART, WHICH MADE ME FEEL VERY BAD. JUST TO BE CLEAR, IN THE RIGHT COLUMN, WHICH IS 6 7 WHETHER OR NOT THERE'S A STATISTICALLY SIGNIFICANT 8 ASSOCIATION BETWEEN THE EXPOSURE BEING MEASURED AND EITHER THE ASD DIAGNOSIS OR THE ASD BEHAVIOR, THAT --9 10 WHAT'S LISTED IN THAT COLUMN IS CORRECT, THAT IS SIX OF 11 THE EIGHT STUDIES DO NOT HAVE A STATISTICALLY 12 SIGNIFICANT ASSOCIATION BETWEEN THE LEAD EXPOSURE AND 13 THE DIAGNOSIS; CORRECT? THIS IS NOT THE RIGHT WAY TO LOOK AT DATA. 14 Α Ι 15 NEVER JUST COUNT STUDIES AND SAY IT'S A DECISION-MAKING 16 TOOL YES/NO. SCIENCE IS NOT DECISION-MAKING. SCIENCE 17 MEANS, IN OUR FIELD, THAT YOU'RE ESTIMATING EFFECT SIZES AND, YES, YOU GIVE CONFIDENCE INTERVALS. 18 19 I CAN LIST A HUNDRED STUDIES THAT ARE 20 NON-SIGNIFICANT, EACH AND EVERY ONE OF THEM. IF I THEN 21 DO A POOLED OR A META ANALYSIS, I MAY ACTUALLY COME UP 22 WITH THE EXACT SAME OVERALL POINT ESTIMATE THAT NOW, 23 BECAUSE I HAVE ACTUALLY SUFFICIENT SAMPLE SIZE, IS STATISTICALLY SIGNIFICANT. 24 DO THE TWO THINGS TELL ME TWO DIFFERENT THINGS? 25 26 NO. 27 DOCTOR -- DOCTOR, I APPRECIATE YOUR POSITION ON 0 28 THAT AND I UNDERSTAND IT. I JUST WANT YOU TO CONFIRM 197

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1 FOR ME THAT IT IS IN FACT ACCURATE THAT THOSE -- THE SIX OF THOSE EIGHT STUDIES DO NOT SHOW A STATISTICALLY 2 SIGNIFICANT ASSOCIATION; CORRECT? 3 YOU NEED TO SHOW ME THOSE STUDIES AND SHOW ME 4 Α WHAT YOU'RE REFERRING TO BECAUSE THIS IS JUST NOT 5 SCIENCE. 6 WELL, I DON'T HAVE TIME TO SHOW YOU SIX 7 Q OKAY. 8 STUDIES, BUT I'LL SHOW YOU ONE OF THEM, BECAUSE YOU JUST 9 TALKED ABOUT IT WITH MR. WISNER JUST AS AN EXAMPLE OF WHAT'S ON THIS CHART. 10 11 FRYE, 2020, WHICH IS FROM THE ARORA GROUP THAT 12 YOU JUST WALKED WITH MR. WISNER. THAT'S EXHIBIT 628. LET'S JUST LOOK AT THAT AS ONE EXAMPLE. 13 14 YOU SAID, WITH MR. WISNER JUST NOW, THAT 15 SUPPORTED YOUR VIEW ON TEMPORALITY; CORRECT? YES. 16 Α 17 0 OKAY. LET'S LOOK AT THE RESULTS OF THE STUDY, WHICH 18 19 IS ON PAGE 5 UNDER THE TITLE "RESULTS." 20 AND THE FIRST PARAGRAPH UNDER RESULTS -- CAN WE BLOW THAT UP. 21 NO? THEY COMPARED THE CONCENTRATION OF METALS IN 22 23 THE TEETH. WE TALKED ABOUT THE TEETH STUDY. "THERE WERE NO DIFFERENCES IN TOOTH METAL 24 CONCENTRATIONS IN THE PRENATAL OR POST-NATAL 25 26 PERIOD BETWEEN THOSE WITH AND WITHOUT THE 27 DISEASE." 28 Α NDR.

1 0 AND IT -- RIGHT. THAT'S ONE RESULT. THAT'S 2 CORRECT; RIGHT? THAT'S WHAT THEY SAY? 3 Α YES. AND THEN LET'S LOOK AT THE LEAD IN ASD RESULTS, 4 0 5 WHICH ARE IN SUPPLEMENTARY TABLE S2. LET'S BLOW UP THAT CHART AT THE TOP BECAUSE 6 7 IT'S VERY HARD TO READ. BUT THESE ARE, IN FACT, THEIR 8 RESULTS. 9 "THE METAL CONCENTRATIONS COMPARING CHILDREN 10 WITH ASD CHILDREN, CHILDREN WITHOUT ASD, 11 CHILDREN WITH DEVELOPMENTAL REGRESSION, AND THE 12 CONTROLS." DO YOU SEE THAT'S -- THIS IS THEIR RESULTS; 13 CORRECT? 14 15 Α YES, IT LOOKS LIKE IT. AND THEN LET'S HIGHLIGHT THE COLUMN TO 16 Q OKAY. 17 THE RIGHT, WHICH IS LEAD PB; RIGHT? 18 Α YES. 19 THAT'S LEAD. 0 20 AND YOU SEE IN THE HEADER TO THE CHART AT THE 21 LAST SENTENCE, SAYS "SIGNIFICANT DIFFERENCES ARE BOLDED 2.2 AND UNDERLINED." 23 DO YOU SEE THAT? BUT THEY ARE USING THAT .50 CRITERIA. 24 А YES. THEY ARE NOT GIVING YOU THE CONFIDENCE INTERVAL. 25 YOU DON'T KNOW WHAT IS WHAT. I CAN'T TELL FROM THIS. 26 27 0 OKAY. YOU CAN'T -- WHEN THEY SAY "SIGNIFICANT 28 DIFFERENCES ARE BOLDED AND UNDERLINED, " YOU CAN'T TELL 199

WHETHER THAT MEANS STATISTICAL SIGNIFICANCE; IS THAT
 WHAT YOU'RE SAYING?

A YES.

3

4

Q OKAY.

5 WHATEVER THEY MEAN BY THAT, WE CAN LOOK THE 6 WHAT THE AUTHORS SAID, THEY DIDN'T BOLD OR UNDERLINE ANY 7 OF THE LEAD RESULTS; CORRECT?

8 A THAT MAKES NO DIFFERENCE BECAUSE USING A 9 STATISTICALLY SIGNIFICANT ONLY CRITERION IS NOT SCIENCE, 10 AND THEY ARE NOT TRYING HERE TO DO WHAT THEY DID IN THE 11 OTHER STUDY, WHICH IS TO DETERMINE, YOU KNOW, LEAD 12 EXPOSURES IN CHILDREN BEING HIGHER OR LOWER WHO ARE 13 GENETICALLY RELATED.

14 HERE THEY ARE GOING AFTER MECHANISMS. SO THEY
15 ARE TRYING TO FIGURE OUT WHETHER THERE IS BIOENERGETIC
16 DIFFERENCES, NOT WHETHER OR NOT THERE ARE DIFFERENCES IN
17 LEAD, BUT WHETHER LEAD CONTRIBUTES TO THOSE BIOENERGETIC
18 DIFFERENCES.

19 Q OKAY. DOCTOR, THANK YOU VERY MUCH. I DON'T20 HAVE ANYTHING FURTHER.

21 THE COURT: ALL RIGHT. ARE WE READY TO RELEASE 22 THE WITNESS, THEN?

23MR. WISNER: YES, YOUR HONOR, PLEASE. THANK24YOU.

25 THE COURT: ALL RIGHT. THANKS AGAIN, DR. RITZ.26 AGAIN, THANKS FOR YOUR PATIENCE.

27 THE WITNESS: NO PROBLEM.

28 THE COURT: YOU'RE EXCUSED.

1 THE WITNESS: THANK YOU. THANK YOU. HAVE A 2 GOOD WEEKEND. 3 MR. PETROSINELLI: YOU TOO. THE COURT: 4 THANK YOU. 5 SO WHAT'S NEXT? MR. PETROSINELLI: I THINK, YOUR HONOR, WHAT WE 6 7 WERE GOING TO ADDRESS IS THE ISSUE OF THE DEFENSE 8 EXPERTS AND THE DAY WE HAVE SET ASIDE ON MARCH 4TH. 9 ACTUALLY, MS. FREIWALD IS GOING TO ADDRESS THAT FOR US. 10 SO I'M GOING TO SLIDE OUT OF THE CHAIR, I'M HERE WITH HER, AND LET HER COME INTO THE CHAIR. AND ALSO, HER 11 12 SCARF IS A LOT PRETTIER THAN MY TIE, I'LL TELL YOU THAT. 13 MS. FREIWALD: GOOD AFTERNOON AGAIN, YOUR HONOR. 14 15 THE COURT: HI. THANKS. MS. FREIWALD: SO WE UNDERSTAND THAT MR. WISNER 16 17 WOULD LIKE TO REVISIT THIS ISSUE. I THINK THERE'S BASICALLY TWO THINGS I WANT TO ADDRESS TO THE COURT. 18 19 I MEAN, THE FIRST ISSUE IS JUST KIND OF A 20 FUNDAMENTAL FAIRNESS ONE. 21 WE HAVE BEEN EXPECTING SINCE I, YOU KNOW, FOR 2.2 OUITE SOMETIME NOW, THAT WE WOULD HAVE AN OPPORTUNITY TO 23 HAVE THE COURT HEAR FROM OUR EXPERTS. WE AGREED TO, YOU 2.4 KNOW, VERY TIGHT EXAMINATIONS, EXPECTING THAT THERE WOULD BE THINGS THAT OUR EXPERTS COULD FILL OUT BECAUSE, 25 26 FRANKLY, YOU KNOW, TO DO EXAMINATIONS OF THE PLAINTIFF'S 27 EXPERTS WHERE YOU PUT A WHOLE LOT OF STUDIES IN FRONT OF 28 THEM THAT THEY HAVEN'T SEEN, THEY HAVEN'T CONSIDERED,

THEY HAVEN'T USED AS PART THEIR METHODOLOGY, WOULD BE
 BOTH EXTRAORDINARILY TIME-CONSUMING AND PROBABLY
 EXTRAORDINARILY TEDIOUS AND PROBABLY NOT VERY HELPFUL TO
 THE COURT.

5 SO WHAT WE THOUGHT WE WOULD BE DOING IS, YOU 6 KNOW, WHAT WE DID, WHICH IS ADDRESSING THE ISSUES THAT 7 THEIR EXPERTS ARE ADDRESSING, TRYING TO ILLUMINATE THE 8 ISSUES OF METHODOLOGY AND THE ANALYTICAL LEAPS.

9 AND WE WOULD LIKE THE OPPORTUNITY TO CONTINUE 10 ON THAT PLAN SUBSTANTIVELY. ALSO, THE REASON WE THINK 11 IT IS SO IMPORTANT IS NOT, AND I REALLY WANT TO 12 EMPHASIZE THIS, BECAUSE WE HAVE A DESIRE TO BRING 13 EXPERTS IN TO REHASH THE STUDIES THAT YOU'VE ALREADY 14 HEARD ABOUT.

15 THE THING THAT IS SO, TO ME, EXTRAORDINARY, YOU KNOW, I THINK MOST OF US HAVE BEEN DOING THIS FOR A LONG 16 17 TIME, EXTRAORDINARY ABOUT THIS LITIGATION, USUALLY THERE IS A FAIR BIT THAT IS UNDERSTOOD ABOUT THE UNDERLYING 18 19 DISEASE AND YOU'RE, KIND OF -- YOU'RE WORKING ON SOME 20 SCIENTIFIC LEVEL OF AGREEMENT ABOUT WHAT THE UNDERLYING 21 SYNDROME IS AND WHAT ITS SPECIFIC CAUSES ARE, EVEN 22 MECHANISTIC CAUSES, LIKE HEART ATTACKS, YOU KNOW, YOU 23 HAVE CHOLESTEROL, IT BREAKS OFF, ET CETERA, YOU GET A CLOT. 24

AND HERE, WE HAVE A DISEASE STATE THAT IS
REALLY POORLY UNDERSTOOD, AND TO SAY THAT THIS IS JUST A
MATTER OF WHETHER YOU ALLOCATE X PERCENT TO GENETICS OR
Y PERCENT TO ENVIRONMENT, ISN'T DOING IT JUSTICE.

1 AND THE COURT HAS HEARD FROM A CLINICAL ASD 2 PRACTITIONER, BUT NOT SOMEBODY WHO IS STEEPED IN 3 RESEARCH, HEARD FROM TWO EPI'S WHO ARE NOT ASD EXPERTS. I MEAN, DR. RITZ IS A GENERAL PHYSICIAN. SHE HASN'T 4 5 PRACTICED MEDICINE FOR AS LONG AS SHE'S BEEN IN THIS COUNTRY BECAUSE SHE'S NOT LICENSED IN THIS COUNTRY. 6 BUT 7 EVEN AT THAT, SHE'S A GENERAL DOCTOR. AND A 8 TOXICOLOGIST WHO, YOU KNOW, I THINK THE RECORD WILL 9 REFLECT, HAS ADMITTED IS NOT AN ASD EXPERT.

10 WE HAVE TWO OF THE WORLD'S LEADING ASD EXPERTS; ONE IS IN THE L.A. AREA, ONE IS IN PORTLAND. 11 AND IT 12 SEEMS TO US EXTRAORDINARILY VALUABLE FOR THE SARGON 13 OUESTIONS IS THERE SCIENTIFICALLY RELIABLE EVIDENCE, WHAT ARE THE ANALYTICAL LEAPS FOR THE COURT TO BE ABLE 14 15 TO UNDERSTAND HOW AN ASD EXPERT WOULD INTEGRATE THIS 16 DATA IN TERMS OF WHAT IT ALREADY KNOWS. WHAT DO WE 17 REALLY KNOW ABOUT THE BRAIN SCIENCE? WHAT DO WE REALLY KNOW ABOUT LARGER OR SMALLER BRAINS? 18 WHAT DO WE REALLY KNOW ABOUT AGE OF ONSET? WHAT ARE WE REALLY -- WHERE 19 20 ARE WE REALLY HEADING ON GENETICS?

AND SO OUR ASK IS THAT WE STAY WITH THE PLAN. 21 2.2 IT IS NOT TO CREATE A RECORD WHERE THERE'S ANY WEIGHING 23 OF EVIDENCE. IT'S REALLY TO TRY TO ADDRESS THIS ANALYTICAL GAP ISSUE, AND WE WOULD LIKE TO DO IT WITH, 24 YOU KNOW, SOME -- WE COULD DO IT WITH SOME VERY LIMITED 25 26 TIME CONSTRAINTS WITH OUR EXPERTS, AND WE WOULD -- WE 27 BELIEVE THAT IT WOULD BE VALUABLE TO THE COURT IN THE 28 SARGON CONTEXT.

1 THE COURT: OKAY. THANK YOU. 2 DID YOU WANT TO RESPOND, MR. WISNER? YES, YES, YOUR HONOR. 3 MR. WISNER: I JUST WANT TO START OFF FIRST WITH THE ACTUAL RECORD. 4 5 SO WHEN WE DISCUSSED THIS ORIGINALLY, WE DID NOT AGREE THAT WE WOULD HEAR FROM THE EXPERTS. 6 THE COURT SAID, AND I'LL QUOTE IT, BECAUSE I HAVE THE 7 8 TRANSCRIPT IN FRONT OF ME. IT SAID, "LET ME HEAR THE 9 PLAINTIFF'S EXPERTS AS WE PLANNED TO DO AND, AT 10 THAT POINT, LET'S TALK ABOUT WHAT COMES NEXT. AND I MAY ASK THE DEFENDANTS TO GO FOR AN OFFER 11 12 OF PROOF OR MAY JUST GO INTO EXPERT DISCOVERY OF THE DEFENSE EXPERTS IN FURTHER HEARING." 13 SO I JUST WANT TO MAKE IT CLEAR THAT ANY SORT 14 15 OF ASSERTION THAT WE HAD AN AGREEMENT THAT THE 16 DEFENDANTS WERE GOING TO TESTIFY IS NOT TRUE. WE 17 ACTUALLY SPECIFICALLY SAID WE'D GET TO THIS DAY AND HAVE THIS EXACT CONVERSATION. SO I DON'T WANT TO -- DON'T 18 19 LET MOMENTUM BE IT, BECAUSE THE MOMENTUM WAS, WE DON'T 20 KNOW, AND THAT HAS BEEN THE CASE FROM THE BEGINNING. 21 BUT I THINK, MORE IMPORTANTLY, YOUR HONOR, IS YOU KNOW, WE'VE REALLY GONE VERY FAR OUTSIDE OF THE TEN 22 23 YARD LINES OF WHAT IS SARGON, YOU KNOW. SARGON IS ASKING: ARE THE CONCLUSIONS REACHED 24 25 BY OUR EXPERTS BASED UPON CONJECTURE, LEAPS OF LOGIC, 26 ARE THEY BASED ON PEER-REVIEWED LITERATURE, AND IS THERE A REASONABLE BASIS FOR THEM TO COME TO THE CONCLUSIONS 27 THAT THEY DO? 28

WHAT THE DEFENDANTS HAVE DONE FOR ALMOST
 90 PERCENT OF THEIR CROSS EXAMINATION, AND WHAT THEY
 INTEND TO DO BY CALLING THEIR EXPERTS, IS GO INTO THE
 WOLF AND WARP OF THE MERITS. TO GO INTO THE CONTROVERSY
 THAT DR. ASCHNER SO APTLY POINTED OUT TO THE COURT TODAY
 ON CROSS EXAMINATION. YES, THERE IS A CONTROVERSY.

AND THE SUPREME COURT OF CALIFORNIA HAS BEEN
ABUNDANTLY CLEAR, THIS COURT DOES NOT DECIDE
CONTROVERSIES. IT DOESN'T. THAT'S NOT -- IT'S NOT -THAT'S NOT THE ROLE OF THE TRIAL COURT. THE TRIAL COURT
HERE IS TO EXCLUDE, AS YOUR HONOR PUT IT ONCE, VOODOO
SCIENCE.

13 AND I THINK WE HAVE A PRETTY CLEAR RECORD HERE ABOUT WHETHER OR NOT THE EXPERTS WHO ARE ON THE CHOPPING 14 15 BLOCK, RIGHT, THE ONES WHO ARE UP FOR EXCLUSION, WHETHER OR NOT THE COURT CAN ASSESS WHETHER THEIR OPINIONS ON 16 17 THE FOUR CORNERS OF THEIR REPORT, ON THE 40 HOURS OF DEPOSITION THAT HAVE HAPPENED, AND IN THE VERY LENGTHY 18 19 HEARINGS THAT WE'VE HAD HERE, IS ENOUGH TO MAKE THAT 20 CALL.

21 BY INVITING THE DEFENSE EXPERTS TO COME IN AND 22 DISAGREE WITH OUR EXPERTS, IS EFFECTIVELY WHAT IT IS, IS 23 INVITING THE COURT TO WEIGH IN ON A CONTROVERSY, TO SIT 24 IN THE SEAT OF A TRIER-OF-FACT AND IT INVITES ERROR, AND 25 I JUST DON'T THINK THAT'S THE RIGHT MOVE.

YOUR HONOR, HAS A HUNDRED-AND-SOMETHING PAGES
OF BRIEFING, THOUSANDS OF PAGES OF EXHIBITS, I THINK YOU
HAVE ENOUGH TO MAKE A DECISION ABOUT WHETHER OR NOT OUR

FOUR EXPERTS HAVE RENDERED THEIR OPINIONS BASED ON
 VOODOO SCIENCE OR NOT.

AND, YOU KNOW, MY CLIENT, YOUR HONOR, HAS 3 WAITING NINE MONTHS TO ENGAGE IN DISCOVERY. 4 WE'VE BEEN 5 WAITING SIX MONTHS TO, IN YOUR COURT, FOR THIS SARGON AND WHILE, SURE, WE CAN JUST KEEP TACKING ON 6 HEARING. 7 MORE MONTHS, I WOULD RESPECTFULLY REQUEST THAT WE NOT DO 8 THAT. I'VE BEEN EXCEPTIONALLY REASONABLE, YOUR HONOR. 9 WE HAVEN'T MOVED FOR PREFERENCE. WE HAVE BEEN -- I 10 CONSTANTLY AM TRYING TO BRING COMPROMISES TO THE COURT. WE HAVE SPENT ALL THIS MONEY AND TIME TO DO THIS. 11 Т THINK IT'S TIME TO LET US MOVE FORWARD WITH THIS CASE. 12

AND IF YOU'RE GOING TO EXCLUDE THEM, THEN WE HAVE NO MORE TO ADD TO THE RECORD AT THIS POINT. I THINK YOU CAN GO AHEAD AND ISSUE YOUR ORDER, AND THEN WE'LL TAKE IT UP ON APPEAL OR WHATEVER.

17BUT I THINK THE RECORD IS WHERE IT IS AT THIS18POINT, AND I THINK WE CAN MOVE FORWARD.

MS. FREIWALD: AND, YOUR HONOR, IF I MAY, I
JUST WANT TO BE ABUNDANTLY CLEAR. THE PURPOSE IS NOT TO
COME IN AND ASK YOU TO WEIGH, YOU KNOW, EVIDENCE OR TO
HAVE EXPERTS DISAGREE.

THERE ARE, WE SAID THIS FROM THE BEGINNING,
MAJOR LANES OF RESEARCH THAT THESE EXPERTS SIMPLY HAVE
NOT ADDRESSED OR THEY ARE REALLY NOT CAPABLE OF
ADDRESSING. I'M NOT SURE IF THIS IS A GREAT ANALOGY,
BUT IT'S A LITTLE LIKE, YOU KNOW, YOU'RE AT YOUR FAMILY
DOCTOR AND YOU HEAR WHAT IS AVAILABLE IN TREATMENT FOR

SOME DISEASE YOU HAVE, AND YOU THINK THAT IT'S THE
 WORLD. YOU'RE LOOKING AT IT THIS BIG. AND THEN YOU GO
 TO THE MAYO CLINIC AND YOU REALIZE THAT THE WORLD IS
 ACTUALLY THIS BIG OR THIS BIG.

5 AND WHAT WE HAVE HERE IS A PRESENTATION WHERE 6 YOU'RE HEARING EXPERTS WHO ARE OPINING ON THE POSSIBLE 7 WITHOUT THAT BASIC FLOOR, AND ALL WE WANT IS FOR EXPERTS 8 WHO ARE THE WORLD LEADING EXPERTS IN AUTISM TO BE ABLE 9 TO COME IN AND SAY, THIS IS WHY IT IS A HUGE ANALYTICAL 10 LEAP FROM THE PERSPECTIVE OF WHAT WE KNOW TODAY IN 11 AUTISM RESEARCH.

IF YOU WERE REALLY LOOKING AT WHAT WE KNOW 12 13 ABOUT WHAT HAPPENS IN UTERO, IF YOU REALLY WERE AN EXPERT IN WHAT HAPPENS IN THE EARLY DEVELOPMENTAL 14 15 PERIOD, IF YOU REALLY KNEW WHAT THE AREAS OF THE BRAIN 16 WERE, AND THE CONCEPT OF THE SOCIAL BRAIN, AND NOT JUST 17 GUESSING THAT THERE'S GOT TO BE SOMEPLACE ON THE BRAIN 18 THAT MATTERS. IF YOU REALLY DID LOOK AT, YOU KNOW, WHAT 19 THE EPI GENETIC STATE OF THE SCIENCE IS, AND WE THINK WE CAN DO THAT, PROBABLY, IN A COUPLE HOURS TOTAL, AND THAT 20 IT WOULD BE VERY VALUABLE AND, FRANKLY, HELP THE COURT 21 INTEGRATE WHAT YOU'RE HEARING ABOUT THIS MUCH MORE 22 23 NARROW OUESTION OF, YOU KNOW, JUST LOOKING AT 2.4 ESSENTIALLY TOXICOLOGY AND ENVIRONMENTAL SCIENCE. THE COURT: OKAY. 25 THANK YOU. 26 WELL, THIS IS MY FEELING ABOUT IT: MY FEELING ABOUT IT IS THAT IF YOU'RE OFFERING EXPERT TESTIMONY TO 27

28 TELL THE COURT HERE ARE THE ANALYTICAL LEAPS OR THE

1 LEAPS OF LOGIC, THAT I SHOULD HEAR THAT, BECAUSE I'M NOT 2 A SCIENTIST, AND I AM ABOUT 7/8THS THROUGH THINKING FAST AND SLOW, WHICH YOU PROBABLY READ WHEN IT CAME OUT, BUT 3 I'M A LITTLE BEHIND. AND SO THE FRAMING THAT YOU 4 REFERRED TO WAS RINGING A LOT OF BELLS. 5 I'M ACTUALLY 6 LISTENING TO IT ON TAPE, WHICH IS A LITTLE CHALLENGING. 7 MS. FREIWALD: I'M A BIG FAN OF BOOKS ON TAPE, 8 YOUR HONOR. 9 THE COURT: ABOUT THE TABLE, YOU KNOW. 10 BUT ANYWAY, SO I THINK THAT IS FAIR. I THINK IT'S LIMITED IN SCOPE. 11 12 AND MY OUESTION, MR. WISNER, IS: DO YOU REALLY 13 NEED TO TAKE THE DEPOSITION BEFOREHAND? I MEAN, HOW CAN I NOT? 14 MR. WISNER: I MEAN, 15 IT'S REALLY TOUGH FOR ME TO, I MEAN, THEIR EXPERT REPORTS WERE -- YOU HAVE THEM, SO YOU KNOW WHAT THEY ARE 16 17 GOING TO SAY. NO, I DON'T KNOW WHAT THEY ARE 18 THE COURT: NO. 19 SAY BECAUSE THEIR ACTUAL REPORTS -- WHAT I'M LIMITING 20 THIS TO IS, YOU KNOW, EXPERT NUMBER 1 SAYS ANALYTICAL 21 GAP NUMBER 1 IS THIS, ANALYTICAL GAP NUMBER 2 IS THIS, 2.2 LEAP OF LOGIC IS THIS. I DON'T THINK THAT'S IN THEIR 23 REPORTS. SO I THINK THAT'S WHY YOU NEED TO TAKE THEIR 24 DEPOSITION, BECAUSE YOU WANT TO KNOW WHAT THEY ARE GOING 25 26 TO SAY IN THIS HEARING, WHICH COULD BE ENTIRELY 27 DIFFERENT THAN WHAT THEY SAY, YOU KNOW, ULTIMATELY IN 28 TRIAL.

1 SO --2 MR. WISNER: I DO ACKNOWLEDGE THAT, YOUR HONOR. 3 THEIR REPORTS ARE SPECIFICALLY -- OFFER NO 4 AFFIRMATIVE OPINIONS; THEY'RE JUST CRITICISMS OF OUR 5 EXPERTS. AND SO -- AND THE PROBLEM HERE IS, IT'S GOING 6 7 TO LEAD TO, OKAY, THEY RAISE SOME CRITICISM THAT I 8 DIDN'T ANTICIPATE IN MY DIRECT. 9 THE COURT: YEAH. 10 MR. WISNER: AND THEN --THE COURT: I --11 12 MR. WISNER: -- AND THEN THEY CROSS THEM ON IT. 13 SO I HAVE TO CALL THEM BACK. THIS IS TURNING INTO A BIT OF A CONGLOMERATION OF TIME. 14 I THINK THEY --15 THE COURT: NO, NO. LET'S WALK THROUGH IT, 16 PLEASE. 17 MR. WISNER: SURE. THE COURT: 18 COUNSEL HAS OFFERED A TWO-HOUR 19 HEARING. THAT MEANS ALL YOU NEED IS A TWO-HOUR 20 DEPOSITION, OR MAYBE THREE. AND SO I DON'T THINK IT'S TERRIBLY BURDENSOME, AND I THINK IT CAN BE DONE FAIRLY 21 22 OUICKLY. AND AS I'VE SAID, I DON'T WANT TO HEAR 23 24 CRITICISM, PER SE, OF THE STUDIES OR THE CONCLUSIONS 25 THAT THESE EXPERTS HAVE TESTIFIED ABOUT THIS WEEK, 26 BECAUSE YOU COULD -- YOU COULD CERTAINLY -- EXPERTS ARE VERY GOOD AT NITPICKING OTHER EXPERTS. WE ALL KNOW 27 28 THAT.

1 WHAT I WANT TO HEAR IS: ARE THERE LEAPS OF 2 LOGIC WHICH THESE EXPERTS THINK THAT I, AS A LAYPERSON, 3 WOULD NOT RECOGNIZE. THAT'S WHAT I'M INTERESTED IN IF THERE ARE, THEN TELL ME, AND MAYBE I'LL 4 KNOWING. 5 I FREELY ADMIT I'M A LAY PERSON. UNDERSTAND IT. MR. WISNER: YOUR HONOR, I HEAR YOU. 6 7 A COUPLE THINGS TO THINK ABOUT. THEY DEPOSED 8 OUR EXPERTS FOR EIGHT, NINE HOURS AND CROSSED THEM FOR 9 SO THIS IDEA THAT I DON'T NEED TO DEPOSE THEM AN HOUR. 10 FOR MORE THAN THE AMOUNT OF TIME THEY ARE GOING TO TESTIFY TO IS JUST NOT HOW THIS WORKS. 11 12 THE COURT: I'M NOT SUGGESTING TO RESTRICT YOU. 13 I'M JUST SUGGESTING --MR. WISNER: I KNOW. I KNOW. 14 15 THE COURT: -- PRACTICAL TERMS. THIS IS A MUCH SHORTER HEARING THAN, YOU KNOW, I THINK, THAN THE OTHER 16 17 HEARINGS WE'VE HAD, BUT. 18 MR. WISNER: FAIR ENOUGH. 19 I THINK THERE'S SOME OTHER CONSIDERATIONS, YOUR 20 HONOR. 21 SO THEY COME IN AND THEY SAY, DR. RITZ OKAY. MADE AN ANALYTICAL LEAP OF LOGIC X, WHICH THEY, BY THE 22 23 WAY, HAVE ALREADY PUT THIS THEIR BRIEF, IN THEIR CROSSES AND THEIR OPENINGS, AND POTENTIALLY, AT CLOSING 24 ARGUMENT. 25 26 SO THE STATEMENT THAT THE COURT HASN'T BEEN 27 SHOWN THOSE POTENTIALLY ANALYTICAL LEAPS OF LOGIC THAT 28 THEY THINK EXIST, IN THIS INCREDIBLE RECORD, IS A BIT

1 FARFETCHED. THEY HAVE. THEY HAVE SHOWN YOU THEIR BEST 2 THEY HAD A CHANCE TO WALK DR. RITZ THROUGH ALL OF HAND. 3 HER THINGS, AND THEY WROTE A 45-PAGE BRIEF. 4 THE COURT: LET ME -- LET ME --5 MR. WISNER: I'M SORRY. 6 THE COURT: -- LET ME SAY SOMETHING A LITTLE 7 MORE. 8 MR. WISNER: OKAY. 9 THE COURT: MY TENTATIVE THINKING RIGHT NOW IS 10 TO DENY THE MOTIONS TO EXCLUDE. NOW, I HAVE TO GO THROUGH IN MUCH MORE DETAIL, 11 12 BUT IF THAT IS THE WAY THE COURT IS LEANING, THEN I 13 THINK I NEED TO ESPECIALLY LET THE EXPERTS ON THE OTHER SIDE TELL ME WHAT I'M MISSING BECAUSE I'M NOT A 14 15 SCIENTIST. I'M A JUDGE. MR. WISNER: YOUR THOROUGHNESS IS APPLAUDED. 16 Т 17 CAN'T CRITICIZE THAT. SO, FAIR ENOUGH. THE COURT: YES. 18 19 MR. WISNER: I WOULD ASK THIS, YOUR HONOR, THAT, YOU KNOW, AT LEAST IN THE INTERIM, COULD WE OPEN 20 21 DISCOVERY? 2.2 WELL, LET'S TALK ABOUT TIMING. THE COURT: 23 DID WE -- YOU SAID WE SET ASIDE A DATE, MS. 2.4 FREIWALD? MS. FREIWALD: YES, WE DID. 25 MARCH 4TH. 26 THE COURT: OKAY. SO THAT'S -- WE'RE IN FEBRUARY. 27 SO THAT'S COMING RIGHT UP FROM MY POINT OF 28 VIEW, AND I SEE A DAY BLOCKED OFF. YES. YES, I HAVE

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1 SOME THINGS ON THAT DAY, BUT I CAN MOVE THEM. YES. 2 SO MY FEELING IS, WE KEEP THAT DAY. WE'VE GOT 3 TO MAKE THE EXPERT AVAILABLE FOR A DAY OF A DEPOSITION OR -- THAT SHOULD BE ADEQUATE. MAYBE IT WILL GO 4 5 AND I WANT THE WITNESS TO BE PREPARED TO SHORTER. IDENTIFY THE LEAPS OF LOGIC IN A LISTED SORT OF FASHION 6 7 SO THAT WHEN HE OR SHE TESTIFIES, WE DON'T HAVE SURPRISE 8 ON THE PLAINTIFF'S SIDE. 9 IS THAT DOABLE? 10 MR. WISNER: WE CAN OBVIOUSLY MAKE THAT WORK, YOUR HONOR. 11 THAT SHOULDN'T BE A --12 THE COURT: NO, I'M ASKING MS. FERWALD. MS. FREIWALD: I CERTAINLY BELIEVE -- WE'LL 13 HAVE TO KEEP IT TIGHT, OBVIOUSLY, BUT SURE, WE'LL IT 14 15 WORK. 16 THE COURT: YEAH. I MEAN, BECAUSE HONESTLY I 17 DID A LITTLE POKING AROUND IN WESTLAW OVER THE LAST COUPLE OF DAYS LOOKING AT -- BECAUSE THE FEDERAL COURTS, 18 19 OF COURSE, MORE COMMONLY SEE THESE ISSUES THAN WE DO IN 20 THE STATE COURTS. AND I DID -- I WAS PERSUADED THAT THE 21 DISTRICT COURTS OFTEN HEAR FROM THE EXPERTS FOR BOTH 2.2 AND THE WAY YOU FRAMED IT WAS EXACTLY WHAT I HAD SIDES. 23 IN MIND AS WHAT I SHOULD HEAR AS A MATTER OF FAIRNESS, 24 AND I'M CERTAINLY OPEN TO IT. 25 MS. FREIWALD: WE APPRECIATE THAT, YOUR HONOR. 26 SO WE WILL -- WE ARE VERY MINDFUL OF WHAT THE CHARGE IS, 27 AND WE'LL ACT ACCORDINGLY. 28 THE COURT: OKAY.

1 MR. WISNER: YOUR HONOR, I WOULD REQUEST --2 OH, SORRY. GO AHEAD. MR. IMBROSCIO: I WOULD REQUEST IF WE COULD, SINCE 3 MR. WISNER: WE HAVE A MONTH BETWEEN NOW AND THEN, WE BE ALLOWED TO 4 START SERVING DISCOVERY REQUESTS AND START THE PROCESS. 5 IT WILL TAKE MONTHS TO GET THE DOCUMENTS, I KNOW, BUT AT 6 7 LEAST START THE PROCESS OF HAVING THAT CONVERSATION AND 8 GETTING RESPONSES GOING. 9 WELL, THIS IS NOT GOING TO BE A THE COURT: 10 CASE WHERE IF THE PLAINTIFF UNILATERALLY SENDS OUT 11 DISCOVERY REQUESTS AND -- WE'RE NOT IN THE CODE OF CIVIL 12 PROCEDURE SO MUCH, WE'RE IN THE COURT OF COMPLEX 13 LITIGATION IN LOS ANGELES. AND SO, EVEN BEFORE THAT PROCESS WOULD START, I NEED THE PARTIES TO MEET AND 14 15 CONFER ABOUT THE MOST EFFICIENT WAY TO INITIATE DISCOVERY, AND MAYBE, WE START WITH A PMK DEPOSITION TO 16 17 FIGURE OUT WHAT THERE IS TO DISCOVER BY WAY OF WRITTEN DISCOVERY. 18 19 OFTENTIMES, YOU KNOW, THE PLAINTIFF'S IN THE 20 DARK ABOUT HOW THE DEFENDANT KEEP ITS RECORDS OR WHAT 21 THERE MIGHT BE TO DISCOVER, AND IT'S VERY HARD TO 22 PROPOUND DISCOVERY WHEN YOU DON'T REALLY KNOW WHAT'S 23 THERE OR HOW THIS COMPANY WORKS. SO THIS IS NOT GOING TO -- IT'S NOT A MATTER OF 24 MY LIFTING THE STAY ON DISCOVERY AND YOU ISSUING 25 26 HUNDREDS OF INTERROGATORIES OR REQUESTS. WE'RE NOT GOING TO WORK THAT WAY. WE'RE GOING TO WORK TOGETHER, 27 AS I'M SURE YOU'RE VERY FINE LAWYERS ON THE OTHER SIDE, 28

1 AND WHO I'M SURE WILL DILIGENTLY WORK TO PULL RECORDS OUT OF THEIR CLIENTS AS APPROPRIATE. 2 IT'S NOT AN EASY JOB WHEN YOU HAVE A BIG CORPORATION. 3 I'VE JUST BEEN THROUGH THIS IN A -- IT'S 4 BEEN -- COME BACK TO ME HOW DIFFICULT IT IS WORKING 5 THROUGH ONE OF THE CASES I HAVE PRESENTLY, WHICH IS A 6 7 PREFERENCE CASE WITH A SIMILAR BODY OF EVIDENCE TO BE 8 DISCOVERED. I MEAN, A PREFERENCE CASE WITH A CLOCK TICKING AND ACTUALLY, YOU KNOW, FOLKS WHO ARE OLDER AND 9 10 DYING AS OPPOSED TO CHILDREN. 11 ANYWAY, SO I DON'T THINK SO. 12 BUT THE OUESTION IS: COULD WE START, PERHAPS, 13 THAT MEET AND CONFER PROCESS, AND MY CONCERN IS, I DON'T THINK THE DEFENDANTS ARE GOING TO HAVE THEIR HEART IN IT 14 15 UNTIL THEY HEAR FROM ME AND GET A RULING FROM ME. AND SO, I WONDER HOW PRODUCTIVE IT WOULD BE. 16 17 BUT, YEAH, I'M GOING TO ORDER THE PARTIES TO MEET AND CONFER JUST IN GENERAL ABOUT, YOU KNOW, HOW 18 19 WOULD WE EVEN BEGIN TO APPROACH DISCOVERY IN THIS CASE. AND THE PROBLEM YOU HAVE, MR. WISNER, IS YOU'VE 20 GOT A LOT OF DIFFERENT DEFENDANTS WHO ALL OPERATE IN A 21 22 DIFFERENT WAY, HAVE DIFFERENT WAYS OF KEEPING RECORDS, 23 DIFFERENT PLACES THEY KEEP THEM. I MEAN, IT'S QUITE DAUNTING. 24 AND SO, YOU NEED TO TALK TO EACH OTHER ABOUT 25 26 WHAT'S THE BEST WAY TO APPROACH THIS. I THINK IT'S 27 PROBABLY EVERYBODY SITS AROUND A TABLE TOGETHER, ALL OF THE DEFENDANTS AND THE PLAINTIFF. IT MIGHT BE EVERYBODY 28

SITS AROUND THE TABLE, AND I SIT AT THE TABLE TOO, WHICH
 I'VE DONE ON OCCASION AND, YOU KNOW, TRY TO FIND THAT
 MIDDLE GROUND WHERE WE CAN MAKE PROGRESS WITHOUT TOO
 MUCH ANGST.

5 BUT I WILL ASK THE PARTIES TO MEET AND CONFER 6 IN REALTIME, NOT IN PERSON, IN REALTIME, BETWEEN NOW AND 7 MARCH 4 TO SEE WHETHER YOU CAN COME UP WITH A CASE 8 MANAGEMENT PLAN, AND WHETHER THERE IS A REASON TO PHASE 9 DISCOVERY, FOR EXAMPLE.

I WOULD SAY THAT THIS QUESTION OF CAUSATION IS
NOT BY ANY MEANS PUT TO BED BY OUR INITIAL SET OF
HEARINGS BECAUSE WE HAVEN'T ADDRESSED KEY ISSUES LIKE
DOSE RESPONSE. I MEAN, IT HAS COME UP IN PASSING HERE
AND THERE, BUT THAT'S ANOTHER ASPECT OF CAUSATION.

YOU KNOW, THE VERY NARROW QUESTION I FRAMED
HERE: ARE THE METALS CAPABLE OF BEING A SUBSTANTIAL
FACTOR CAUSING ASD IS ALL THAT WE'VE LOOKED AT AND IT
DOESN'T, BY ANY MEANS, CLOSE THE DOOR ON GENERAL, LET
ALONE, SPECIAL CAUSATION.

SO THE OTHER THING YOU PROBABLY OUGHT TO MEET
AND CONFER ABOUT IS WHAT ELSE DOES THE PLAINTIFF HAVE TO
PRESENT BY WAY OF A SARGON HEARING OR WHAT ELSE WOULD
THE DEFENDANTS RAISE AS A REASON TO EXCLUDE, BESIDES
THIS PRELIMINARY QUESTION: WHETHER THE HEAVY METALS ARE
CAPABLE OF BEING A SUBSTANTIAL FACTOR CAUSING INJURY.
SO TALK TO AMONG YOURSELVES.
MR. WISNER: I WILL DO THAT. WE HAD PREVIOUS

27MR. WISNER: I WILL DO THAT. WE HAD PREVIOUS28DISCUSSIONS. THEY TOLD US THEY WANTED TO PHASE EVERY

LITTLE POSSIBLE THING IN THE WORLD. THEY WANTED
 ONE-SIDED DISCOVERY. IT'S FINE. WELL, WE WILL DO THE
 MEET AND CONFER.

I WILL SAY THIS, YOUR HONOR, AND I REALLY THINK
THIS IS IMPORTANT AND I -- YOU KNOW, I AM TRYING MY BEST
NOT TO GET FRUSTRATED, BUT, YOU KNOW, NOAH, MY CLIENT,
YOU KNOW, HE'S AT AN AGE IN HIS LIFE WHERE RESOURCES
MAKE A DIFFERENCE TO HOW HE'S GOING TO BE TRAINED AND
GROW UP AS A KID.

HIS AUTISM -- YOU KNOW, HAVING A JUDGMENT FOR
HIM IS REAL MEANINGFUL AND WOULD BE REAL SUBSTANTIAL
INTO HOW HIS LIFE DEVELOPS, AND IT'S NOT LIKE WE CAN
JUST SIT HERE AND DO MULTIPLE SARGON HEARINGS AND NEVER
LET US GET A DOCUMENT AND NEVER LET US CONDUCT
DISCOVERY. I THINK THAT'S GOING TO BE VERY PREJUDICIAL
TO MY CLIENT.

17 AND WE'VE TRIED OUR BEST TO BE VERY PATIENT. WE'VE SPENT SO MUCH MONEY AND TIME FOR THIS, YOUR HONOR, 18 19 BUT AT SOME POINT THERE IS A PROCESS FOR DISCOVERY, AND 20 I UNDERSTAND WE'RE IN THE COMPLEX COURT, BUT WE'RE ALSO 21 IN THE STATE OF CALIFORNIA, AND MY CLIENTS HAVE A RIGHT TO GET DISCOVERY AND TO GET THEIR CASE TRIAL. 22 AND I 23 FEEL LIKE PUTTING UP MORE ROADBLOCKS IS REALLY NOT FAIR. I'D JUST ASK THE COURT TO CONSIDER THAT AS WE 24 THINK THROUGH THIS PROCESS OVER THE NEXT MONTH. 25 26 THE COURT: I DON'T THINK THE COURT IS PUTTING 27 UP ROADBLOCKS. I'M VERY SENSITIVE TO YOUR CLIENT'S RIGHT TO TRIAL, AND AS YOU KNOW, I GET CASES TO TRIAL. 28
1 MR. WISNER: I KNOW. THE COURT: AND THAT'S MUCH OF MY MISSION. 2 3 I KNOW. MR. WISNER: THE COURT: SO YOU DON'T THINK YOU NEED TO BE 4 5 OVERLY CONCERNED; BUT ON THE OTHER HAND, I THINK THIS COULD TURN INTO ABJECT CHAOS. WHAT DID I SAY THE OTHER 6 YOU KNOW, I'M JUST TRYING TO 7 DAY, A TRAIN WRECK. 8 ORGANIZE AND MANAGE IN A WAY THAT YOU DON'T SPEND TOO MUCH MONEY THAT YOU DON'T HAVE TO. 9 WE DON'T WASTE 10 MONEY. AND I AGREE THAT, YOU KNOW, YOU NEED TO GET TO 11 12 TRIAL. I CAN GIVE YOU A TRIAL DATE, IF THAT WOULD MAKE 13 YOU FEEL BETTER. SURE. THAT WOULD BE GREAT. 14 MR. WISNER: 15 MS. FREIWALD: YOUR HONOR, LOOK, WE WOULD CERTAINLY LIKE TO THINK THAT IF WE'RE GOING TO -- DOING 16 17 THIS EXERCISE IN MARCH IS -- IS BECAUSE YOUR HONOR'S MIND IS STILL OPEN --18 19 THE COURT: ABSOLUTELY. 20 MS. FREIWALD: -- TO UNDERSTANDING THE ISSUES, 21 AND IT SEEMS TO US APPROPRIATE THAT WE SHOULD BE 22 PROCEEDING WITH THAT. I MEAN, THAT'S WHY WE'RE DOING 23 THIS, WITH THAT IN MIND; THAT YOUR HONOR IS STILL OPEN. 24 AND IT MAY ALSO BE THAT EVEN IF YOUR HONOR DECIDES TO RULE AGAINST US IN PART, OR EVEN IN WHOLE, 25 26 THAT IT IS WITH A MUCH MORE REFINED SENSE OF WHAT THE 27 ISSUES AND CHALLENGES ARE IN THE CASE, AND THAT MAY CREATE A MUCH BETTER MANAGEMENT PROCESS BECAUSE, 28

OBVIOUSLY, WHAT SHOULD BE CLEAR IS, YOU KNOW, WE ARE ALL
 OF US LIVING WITH METALS IN OUR BODY AND, FRANKLY, THEY
 ARE, YOU KNOW, YOU COULD SUE YOUR LOCAL WATER COMPANY.
 YOU COULD SUE YOUR BUILDER FOR THE SOIL YOUR HOUSE IS
 ON.

6 SO WE NEED TO BE VERY CAUTIOUS IN HOW WE 7 PROCEED. WE APPRECIATE THE FACT THAT YOU'RE WILLING TO 8 HEAR FROM OUR EXPERTS. WE WILL ABSOLUTELY -- YOU KNOW, 9 WE WILL ABIDE BY YOUR REQUEST TO MEET WITH MR. WISNER, 10 BUT WE APPRECIATE THE OPPORTUNITY TO FINISH OUT THIS 11 PROCEEDING.

12 THE COURT: ABSOLUTELY. AND I THINK WHAT THE 13 DEFENDANTS SHOULD START THINKING ABOUT IS, IDEALLY, WHAT WOULD YOU LIKE DISCOVERY TO LOOK LIKE? YOU KNOW, WHAT 14 15 WOULD BE THE BEST FORM, FORMAT, AND TIMING FOR YOUR CLIENTS, AND YOU NEED TO TALK TO YOUR CLIENTS. 16 YOU NEED 17 TO GET A LAY OF THE LAND OF WHAT DOCUMENTS THERE ARE, HOW HARD THEY ARE TO RETRIEVE, AND ALL OF THESE THINGS, 18 19 SO THAT YOU CAN TALK INTELLIGENTLY.

IN OTHER WORDS, UNDER THE CODE OF CIVIL
PROCEDURE, THE PLAINTIFF SENDS OUT DISCOVERY. DEFENDANT
LAWYERS READ IT, AND THEY OBJECT, OVERBROAD, ALL OF
THOSE WONDERFUL OBJECTIONS, VAGUE AND AMBIGUOUS.

24 BUT THAT'S ALL, KIND OF, BESIDE THE FACT. THE 25 QUESTION IS: ON A PRACTICAL LEVEL, WHAT'S RELEVANT TO 26 THE CASE, HOW HARD IS IT TO DIG OUT? AND YOU CAN'T 27 SPEAK INTELLIGENTLY ABOUT THAT UNLESS YOU REALLY 28 UNDERSTAND HOW YOUR CLIENT DOES BUSINESS, AND THAT TAKES 1 A LOT OF TIME.

SO THAT WOULD BE MY ADVICE FOR THE DEFENDANT,
TO START THINKING ABOUT THAT AND, OF COURSE, I HAVE NO
IDEA HOW I WILL RULE IN THE CASE, BUT I AM, AS YOU CAN
SEE, TAKING COPIOUS NOTES, WHICH MY PEN FINGER IS LINKED
TO CERTAIN SYNAPSES, SO THAT'S NECESSARY FOR ME TO DO
THAT JUST TO ABSORB THE INFORMATION. I THINK SOME OF
THEM ARE DEGENERATING AS WE SPEAK.

9 SO ANYWAY, I ABSOLUTELY HAVE AN OPEN MIND10 BECAUSE I'M NOT A SCIENTIST.

11 MR. IMBROSCIO: YOUR HONOR, ON THAT POINT, JUST 12 ON THE -- I THINK WE HAVE THE WHOLE DAY SET ASIDE FOR 13 THE 4TH. WE THINK WE CAN DO THE EXPERT PORTION OF IT IN 14 THE MORNING. SHOULD WE RESERVE THE AFTERNOON OR SOME 15 PORTION OF IT FOR THE CLOSING THAT WE'VE TALKED ABOUT?

16 THE COURT: GOOD IDEA. YEAH, THAT'S A GOOD 17 IDEA.

18 MS. FREIWALD: THAT MAKES SENSE. THANK YOU,19 YOUR HONOR.

THE COURT: OKAY. WELL, I APPRECIATE, AGAIN,
THE HIGH LEVEL OF ADVOCACY. I'VE LEARNED A GREAT DEAL
TODAY, AND I'LL BE CONTINUING TO THINK ABOUT THIS.

I THINK OUR NEXT GET-TOGETHER WILL BE ON MARCH
4TH, BUT I'LL REMIND YOU THAT YOU CAN USE THE BULLETIN
BOARD TO MAKE A JOINT POSTING IF SOMETHING COMES UP
WHERE YOU THINK I COULD BE HELPFUL IN BETWEEN.
IF YOU DO THE MEET AND CONFER PROCESS, AND YOU

28 THINK, GEE, YOU KNOW, MAYBE IT WOULD BE HELPFUL TO HAVE

THE JUDGE SIT IN, LET ME KNOW ON THE BULLETIN BOARD. 1 Т 2 CAN PROBABLY FIND TIME. SO I JUST GIVE YOU THAT. I WILL BE GONE FOR A WEEK, THE WEEK OF THE 14TH 3 OF FEBRUARY, BUT ANYWAY, YOU KNOW HOW TO FIND ME. 4 MS. FREIWALD: THANK YOU SO MUCH FOR ALL YOUR 5 TIME AND ATTENTION, YOUR HONOR. WE REALLY APPRECIATE 6 7 IT. 8 MR. WISNER: THANK YOU, YOUR HONOR. Т 9 I HOPE YOU APPRECIATE THAT I GENERALLY APPRECIATE IT. 10 CARE ABOUT MY CLIENTS, AND I GET FRUSTRATED WHEN I HEAR 11 THE EQUIVOCATION OF WATER COMPANIES AND FOOD 12 MANUFACTURERS THAT HAVE HIGHLY, HIGHLY TOXIC LEVELS OF 13 HERE THESE NEUROPOISONS IN BABY FOOD. IT'S NOT IN THE EVEN IN THE SAME UNIVERSE TO ME. 14 15 SO BUT I -- THAT'S WHY I WAS GAWKING WHEN WE DID THAT. I APOLOGIZE. I SHOULD BE MORE PROFESSIONAL. 16 17 THANK YOU. THE COURT: WE'RE NOT ARGUING THE MERITS OF THE 18 19 CASE TODAY, AS I'M SURE YOU KNOW. 20 BUT ANYWAY, THANK YOU SO MUCH. THANKS FOR --IT'S VERY LATE YOUR TIME, BUT IT'S ENDING EARLY ENOUGH 21 22 MY TIME, AND I APPRECIATE EVERYBODY BEING TIMELY. ALL 23 RIGHT. MS. FREIWALD: THANK YOU. 24 MR. PETROSINELLI: THANK YOU, YOUR HONOR. GOOD 25 26 NIGHT. 27 MS. FREIWALD: HAVE A WEEKEND, YOUR HONOR, 28 THANK YOU. 220

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1	THE COURT:	OKAY.	THANKS.	
2				
3				
4	{TIME NOTED:	4:23	P.M.}	
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				221

1	STENOGRAPHIC REPORTER'S CERTIFICATION	
2		
3	I, JEANESE JOHNSON, CERTIFIED SHORTHAND	
4	REPORTER, OFFICIAL REPORTER PRO TEMPORE, IN AND FOR THE	
5	STATE OF CALIFORNIA, DO HEREBY CERTIFY:	
6	THAT THE FOREGOING PROCEEDINGS WERE	
7	REPORTED STENOGRAPHICALLY BY ME;	
8	THAT THE FOREGOING IS A TRUE RECORD OF THE	
9	PROCEEDINGS TAKEN AT THAT TIME.	
10	I FURTHER CERTIFY THAT I AM NOT ATTORNEY	
11	OR COUNSEL OF ANY OF THE PARTIES, NOR AM I A RELATIVE OR	
12	EMPLOYEE OF ANY ATTORNEY OR COUNSEL OF ANY PARTY	
13	CONNECTED WITH THE ACTION, NOR AM I FINANCIALLY	
14	INTERESTED IN THE ACTION.	
15		
16		
17	IN WITNESS WHEREOF, I HAVE SUBSCRIBED MY NAME THIS	
18	6TH DAY OF FEBRUARY, 2022.	
19	(Muh X Am	
20	JEANESE JOHNSON, OSR NO. 11635, CLR	
21	CERTIFIED STENOGRAPHIC PEALTIME REPORTER OFFICIAL REPORTER PRO TEMPORE	
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26		
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		222

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	1 1 9:1 68:8 98:15 107:19 111:12 117:25 150:17, 22,26 151:23,27 152:3 208:20,21 1.02 154:28 1.05 155:12 1.09 154:28 1.16 154:28 1.16 154:28 1.18 155:13 1.26 157:21 1.3 146:25 147:3 150:26 151:13 1.58 172:17 1.64 172:21 10 57:14,22,23 64:14 68:1,7 112:4,27 114:25 115:5,8,9,18 116:1 138:15 175:17 10,000 159:28 100 61:23 64:14	 133 67:20 14 85:17 140 145:22 149:1 148 22:4 24:3 26:1 44:2 14TH 220:3 15 63:15 96:5 172:1 16 109:28 166 112:7 17 162:5,12 170:17,20 173 68:27 18 152:12 1950S 13:20 1961 18:9 1980 9:16 1981 12:4 1985 10:23 1987 12:27 1995 75:24 	2- MICROGRAMS 72:27 2.03 157:22 20 54:28 57:6 96:25 97:5 114:25 115:5,10 116:1 130:5 143:26 151:27 168:10 20'S 9:24 2004 15:5,18 2011 16:14,16 17:23 2012 12:28 13:13 2013 14:7 15:5 16:14,16 114:17 2014 114:17 153:3 166:6 167:24 173:1 2015 124:4 2016 165:8 192:8	105:1 22 126:6 23RD 120:24 24 184:22 240 96:5 25 57:10 26 126:7 129:14 157:27 28 45:19 29 120:22 3 3 50:24 60:21 124:22 150:20 151:7 155:6 161:12 187:2 3.35 155:11 3.5 155:28 156:8 30 12:2 36:23 54:28 57:7 82:25 84:7 115:15,24,25 116:1,12,17,18 145:7 148:1	140.0 140.1 165:16 215:7 40 205:17 41 12:6,7 45-PAGE 211:3 46 132:17 4:23 221:4 4TH 13:1 201:8 211:25 219:13, 24 5 5 60:28 62:18 64:14 85:17 88:12 111:21 150:6 155:28 156:5 198:19 5,000 159:28 50 64:14 199:24 50/50 102:16 103:13 500 67:16 50TH 18:9 59 128:12

		24,25	ABSORPTION	80:14
6	8	ABDULLAH	55:17	ACKNOWLEDG
6 46:22 129:15	8 114:4	184:2,7,12,14	ABSTRACT	E 107:4 209:2
60 57:7,22	8,000 18:1	ABHORRENT	46:28 124:11 177:16	ACOG 165:22, 28 166:4
602 147:10	80 102:11 103:1	45:6		ACT 212:27
60S 13:21	133:19 143:22,	ABIDE 218:9	205.0 200.20	ACTING 170:16
627 160:11	24	ABILITY 20:7		ACTION 48:22
628 198:12	829 162:5	140:6 141:4	7,9,21 20:22	51:21 222:13,14
629 163:13	860 52:9 124:10	ABJECT 217:6	21:3 144:2	
677 147:9	8:59 6:2	ABNORMAL		
678 166:2,4 167:10	9	43:26		41:23
682 196:25,26	0.21:15.64:1	ABROGATE 27:8	32:21	ACTIVE 66:25
6TH 222:18	85:17 126:11	ABROGATED	ACCEPT 33:28	ACTIVITIES
	90 149:14 205:2	27:9	ACCEPTED	ACTIVITY 68.17
	92 181:2	ABSENCE		69:4 127:1
7 6:3 85:17	94 155:13	117:26,27	107:24 110:8,25	141:22 142:10
105:4 131:1 152:10 153:11	95 61:24 114:17	ABSOLUTE	189:14	ACTUAL 158:12
192:17	149:10,11,15,24	31:28	ACCOUNTED	ADD 83:27
7/8THS 208:2	186:22	ABSOLUTELY		114:15 206:14
70 94:5	95TH 114:12	21:4 56:2 58:27	25:19 44:26	ADDING 37:22
703 153:12	99 132:14 144:5	62:14 67:4 75:7 77:6 99:27	56:10 85:5 92:16 134:17	ADDITION 47:8
704 153:11	149:17	101:10 120:19	135:15	190:25
705 158.13	9.51 31.13	170:7 173:4 183:13.18	ACCUMULATES	15:1 129:24
706 157:12	9.30 31.10	192:13 217:19	85:6 122:20,22 135:3	162:15
712 130:23	A	218:8,12 219:9	ACCURATE 9:5	
713 124:13	A-S-C-H-N-F-R	ABSORB 74:1 219:7	59:9 198:1	
74 66:9 143:9	7:9	ABSORBED		ADDRESS
78 157:21	A.M. 6:2	60:8	133:15 ACID 24:22	201:7,9,18
	A121 165:14	ABSORBERS	48:25	203:23
	AANYA 45:23,	13:21	ACIDS 11:25	ADDRESSED 206:25 215:12

ADDRESSING	ADULTS 28:3,	7:17,19 71:7,10,	183:11 184:11	ALLOWING
ADEQUACY	136:19 137:3,6	139:19 145:13	217:11	ALLUDED 77:8
101:6	ADVANCED	AGE 28:6 55:6,	AGREED 32:21 128:21 201:23	ALTERED 68:14
50:28 100:16 101:8 212:4	129:12 188:24 ADVANTAGE	19 75:21,23 106:19 107:27,	AGREEMENT 32:15 94:16	ALUKO 129:17
	24:18	28 118:17 119:1 190:8 192:17	202:20 204:15	140:21 143:2 ALUMINUM
ADHD 18:28	94:8	203:19 216:7 AGED 188:2	AGREES 69:20 AHEAD 6:22	97:18 99:7
43:27 47:16 50:20,22 57:18	ADVERSE 53:11 106:26	AGENCIES 9:13	10:12 36:16 89:4 125:10	133:24
70:20 95:16 101:22 132:4	125:4 190:28	AGENCY 66:12	126:2 206:15 213:2	AMAZING 94:4 AMBIGUITY
145:20 159:7,9, 11,19,24	ADVISE 18:24	144:20	AIR 71:25 73:10 77:11 153:13.28	193:4
160:11,15 161:27 162:14,	ADVISORY 66:26	AGENT 105:27, 28 106:25 196:2	154:5,8,12 155:17 171:17	218:23
17,23 163:5,23 164:4,18	ADVOCACY	AGENTS 179:28	173:6,8,10,15, 16,26 178:16	AMELIORATE 92:17
169:15,22 170:1,6,22,26	AF 182:18,23	AGING 54:26	182:16	AMENABLE 120:12
ADJOIN 23:11	AFFECT 42:2 44:7 60:19 74:7,	55:26 AGREE 71:15	ALAMPI 184:21	AMERICAN
ADJUNCT 14:19 15:16	12,16,17 75:3,7, 14 77:20 78:14	72:9 74:2 75:1, 3,5,10,28 77:2	ALBERT 7:24 14:8,13,16,17	AMERISTIC
ADJUSTING 187:17	99:3,13,14 126:20 132:20	80:1,381:0 82:17 83:2 85:24 27 86:4 9	15:17 ALERTNESS	AMINO 24:23
	25	20,26 89:16	44:13	AMNIO 11:25
ADMIT 76:21	AFFECTED 45:5 AFFECTING	95:28 97:21 105:26 106:2.5.	20	181:4 182:23
210:5 ADMITTED	186:3	7,15 107:7,9,19, 20,28 108:12,15	ALKALINE 140:10	AMOUNT 28:15
203:9	49:14 76:26	109:2,21 110:23,24,28	ALLEGATIONS 51:5	33:1 55:21,22 61:18 65:20
ADULT 34:7	AFFINITY 40:14 99:12	111:3,9 112:11 114:22 122:1,5,	ALLOCATE 202:27	68:14 /3:4,28 77:12 82:21
ADULTHOOD 137:1	AFFIRMATIVE 209:4	14 123:15,16, 18,19 130:8	ALLOWED 10:1	90:27 135:15,28
	AFTERNOON	137:25 159:9 167:23 168:2	169:14 190:4 213:4	210.10

126:22,28 127:6,11,13 128:21,24 129:2,18,21,25, 27 130:4,16,18 132:4 137:5,6, 10,11,12,14,25, 28 138:2,5 139:23 140:7,16 141:1,26,27 142:4 143:4,11, 23 147:28 148:3,11,19 166:1,13,17 168:13 173:1 175:21,26 177:21 178:20, 28 182:17,19, 21,28 183:8 187:23 190:15 192:25 193:15, 22 194:7 195:7, 15,23 197:9 199:4,10 203:1, 3,9,10,15 215:17 ASKS 90:20 ASPECT 22:6 192:24 215:14 ASPECTS 33:7 186:3 ASPERSIONS 129:9 ASSEMBLED 153:20 ASSENTION 204:15 ASSESS 102:5, 9 121:18 159:17,27 179:10 185:22 194:12 205:16	ASSESSING 109:25,27 ASSESSMENT 18:3 105:27 107:5 137:17 161:25 192:16 194:14 ASSESSMENTS 103:10 159:27 ASSIST 126:4 ASSOCIATE 156:11 158:8 ASSOCIATION 50:3 60:22 79:10 103:19 104:6 111:25,28 112:20 113:6 130:6 139:22 143:11,23,26 147:8,15,19,22, 28 148:5 150:28 151:11,18,24 152:14 155:4 160:15 169:6,15 170:22 174:18 175:15,21 182:27 184:24 187:23 189:10, 12 190:13,14 191:6 197:8,12 198:3 ASSOCIATIONS 53:1 69:1 103:2 104:9 131:5 164:2,3 166:18 170:24 171:7 175:8 185:23 188:4 189:6 190:26,28 ASSUME 110:2 116:7	ASSUMING 161:28 ASSUMPTIONS 186:25 ASSURE 22:25 ASTROCYTES 135:22 ATP 41:15,22 ATP 41:15,22 ATSDR 66:16, 20,28 ATTACHED 140:10 ATTACKS 202:22 ATTENTION 68:16 81:1 169:7 175:9 182:9 220:6 ATTORNEY 222:10,12 ATTRIBUTABLE 191:16 ATTRITION 88:2 AUDIO 35:24 AUGMENTATIO N 166:5 AUTHOR 124:5 129:17 153:14, 18,22 156:10, 14,21,22 158:27 177:9 185:10 AUTHOR'S 153:3 AUTHORED 46:6 67:4 140:23 AUTHORITIES	57:3 AUTHORIZED 142:22,23 AUTHORS 103:11 133:3 138:15 157:1 160:20,24 161:13,16 162:10 164:24 175:1,16 176:19 182:26 188:22 190:24 191:8,26 192:2 200:6 AUTHORSHIP 158:15 AUTISM 46:13 47:22 50:6,8,10, 15,27 51:12 60:23 61:6,12 62:12 64:3 79:17 118:20,25 119:7 138:23 141:21 143:8 152:28 153:14 154:1,13,27 159:13 166:5 171:17 175:8 177:8 181:3 182:4,6,11 207:8,11 216:10 AUTISTIC 45:8 50:5 62:26 63:5 68:17 69:5 111:14 127:18 133:10 142:13 182:12 184:25 185:20,24 187:11 188:1 AUTISTIC-LIKE 188:16 AUTOMATIC 10:15	AWARD 17:24, 26 18:6,7,11 49:10 AWARE 113:25 136:25 141:20 AXON 30:2,8 36:20 AXONAL 11:19 B BABIES 124:6, 20,23 BABY 121:28 122:18 123:16, 17,21,25 124:1 220:13 BACHELOR 9:16 BACK 14:6 31:16 41:1 42:2, 19 49:18 54:17 56:3 58:12 59:14,16 65:14 87:5,17 102:18 104:15 116:13, 25 118:14 144:28 145:14 144:28 145:14 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28 145:28
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

 BEHAVE 107:12 140:9 BEHAVIOR 39:9 91:3 116:22 185:21 196:1,4, 9,10,11,15 197:9 BEHAVIORAL 27:17 28:17 57:20 91:3,5,11, 27 126:24 127:5 132:9 138:21 173:18 190:8 BEHAVIORS 28:24 57:17 62:1 68:15,17, 24 69:5 70:13 90:5,20,21,22 91:1,9,19 127:9 133:10 137:27 160:2,6 173:23 184:25 185:20, 24,25 186:3 187:11,23 188:1,16 189:19 195:7,15 BEINGS 95:1 127:13,27 BELABOR 17:20 BELL-SHAPED 61:21 BELLS 208:5 BENCH 87:19 92:3 101:23 BESTOWED 18:5,6 BIAS 47:28 BIG 17:2 54:17 86:15 114:7 	207:2,4 208:7 214:3 BIGGER 34:17 BILE 134:14 BILLION 98:6, 11 BINARY 174:17, 22 BIND 24:22 27:4,11 BINDS 39:24,28 BIO 177:5 BIOENERGETIC 200:15,17 BIOENERGETIC 200:15,17 BIOENERGETIC S 177:6,7,26 178:1 179:11 BIOGRAPHICAL 9:8 BIOLOGICAL 21:11 25:17,18 48:3 177:21 BIOLOGY 9:22 11:1 22:7 94:3 BIOMARKER 71:19 72:17 78:19 81:11 83:4 193:21,27 195:13,20 BIOMARKERS 71:14,22 72:1, 10,13 76:7 77:1 82:20 117:4 194:6 195:6 BIOSKETCH 9:6,7,10,12 BIRTH 173:11, 13	BIT 11:11 26:22 28:25 37:11 53:10 54:22 55:4 71:14 74:21 76:5 77:2 81:19 83:6 100:7 147:13 183:23 193:2 202:18 209:13 210:28 BJORLAND 138:24 BLACK 27:25 193:7 BLAH 97:16,17 BLEND 174:4 BLL 82:12 BLOCK 14:9,23, 26 205:15 BLOCKED 211:28 BLOOD 14:2 211:28 BLOOD 14:2 211:27 22:2,4,11, 12,17,18,22,23, 28 23:24 24:1,9, 19,25 25:4,9,13, 14,27 48:3 54:2, 4 55:9,14,24,28 56:14,20,21,26 57:2,4,7,13,15, 16 59:8 72:5,9, 16 73:2,8 74:2 77:3,25 78:27 80:12,14,20 81:13,17 82:11, 13,14,27 83:6 84:8,10,14 85:17,21 86:1, 21 98:10 112:1 113:2,6,19 115:9,20,24,28
6 44:15 47:26 55:23 57:5,21 58:19 85:4 86:1 98:10 99:16 102:16 103:7 107:23 111:23 112:18 126:14 131:16,18 160:3,23 186:18 201:18 BASING 111:13 BASIS 18:8 28:18 76:8,24 93:23 97:4 113:4 204:27 BATHING 38:9 BAYESIAN 184:26 185:4,5, 22 186:16 188:3 BAYESIANS 186:23 BCL 41:27 BCLX 41:27 BEAR 53:8 BEAST 81:3 BEATE 158:20 BEAUTIFUL 6:15 44:13 61:21 BED 215:11 BED 215:11 BEGIN 118:22 214:19 BEGINNING 38:6 64:15 127:17 194:14 204:20 206:23 BEGINS 161:14 BEHALF 52:6	6 44:15 47:26 55:23 57:5,21 58:19 85:4 86:1 98:10 99:16 102:16 103:7 107:23 111:23 112:18 126:14 131:16,18 160:3,23 186:18 201:18 BASING 111:13 BEHAVIORAL 201:18 27:17 28:17 57:20 91:3,5,11, 27:17 28:17 57:20 91:3,5,11, 27:17 28:17 57:20 91:3,5,11, 27:17 28:17 57:20 91:3,5,11, 27:16 62:1 427:5 BAYESIAN 184:26 185:4,5, 184:26 185:4,5, 26:1 68:15,17, 24 69:5 70:13 90:5,20,21,22 91:1,919 127:9 133:10 137:27 160:2,6 173:23 184:25 185:20, 24,25 186:3 187:11,23 184:26 185:4,5, 24,25 186:3 184:25 185:20, 24,25 186:3 BCL 41:27 BEAST 81:3 BEAATE 158:20 BELABOR BEAUTIFUL 6:15 44:13 61:21 BELLS 208:5 BECIN 118:22 214:19 BEGIN 118:22 214:19 BEGIN 118:22 214:19 92:3 101:23 BELLS 208:5	6 44:15 47:26 BEHAVE 107:12 207:2,4 208:7 58:19 85:4 86:1 140:9 BIGGER 34:17 98:10 99:16 102:16 103:7 112:13 BEHAVIOR 39:9 107:23 111:23 91:3 116:22 185:21 196:1,4 BILE 134:14 112:18 126:14 91:3 116:22 185:21 196:1,4 BILE 134:14 12:18 126:14 197:9 BILLON 98:6, 11 BILLON 98:6, 11 201:18 BEHAVIORAL 27:17 28:17 27:12 28:17 BIND 24:22 28:18 76:8,24 77:12 8:17 BIND 24:22 27:4,11 BASING 111:13 27:12 62:4 127:5 BIOD 24:22 27:4,11 BASIS 18:8 BEHAVIORS 28:24 57:17 BIOENERGETIC 200:15,17 BAYESIAN 90:5,20,21,22 91:1,919 127:9 BIOENERGETIC 200:15,17 BAYESIANS 186:23 187:11,23 BIOENERGETIC 200:15,17 BAYESIANS 186:24 518:52,0 24:25 186:3 177:6,7,26 BEAL 41:27 BEINGS 95:1 127:13,27 BIOLOGICAL 21:11 25:17,18 BEAST 81:3 BEINS 95:1 127:13,27 BIOLOGY 9:22 11:1 22:7 94:3 BEGINNING BELLS 208:5 BIOMARKER 71:19
	 BEHAVE 107:12 140:9 BEHAVIOR 39:9 91:3 116:22 185:21 196:1,4, 9,10,11,15 197:9 BEHAVIORAL 27:17 28:17 57:20 91:3,5,11, 27 126:24 127:5 132:9 138:21 173:18 190:8 BEHAVIORS 28:24 57:17 62:1 68:15,17, 24 69:5 70:13 90:5,20,21,22 91:1,9,19 127:9 133:10 137:27 160:2,6 173:23 184:25 185:20, 24,25 186:3 187:11,23 188:1,16 189:19 195:7,15 BEINGS 95:1 127:13,27 BELABOR 17:20 BELL-SHAPED 61:21 BELLS 208:5 BENCH 87:19 92:3 101:23 BESTOWED 18:5,6 BIAS 47:28 BIG 17:2 54:17 86:15 114:7 	BEHAVE 107:12 140:9207:2,4 208:7 214:3BEHAVIOR 39:9 91:3 116:22 185:21 196:1,4, 9,10,11,15 197:9BIGGER 34:17 BILE 134:14BILLION 98:6, 11BILLION 98:6, 11BEHAVIORAL 27:17 28:17 57:20 91:3,5,11, 27 126:24 127:5 132:9 138:21 173:18 190:8BINARY 174:17, 22 27:4,11BEHAVIORS 28:24 57:17 62:1 68:15,17, 24 69:5 70:13 90:5,20,21,22 91:1,9,19 127:9 133:10 137:27 160:2,6 173:23 184:25 185:20, 24,25 186:3 187:11,23 188:1,16 189:19 195:7,15BIOCRERGETIC 200:15,17BEINGS 95:1 127:13,27BIOLOGICAL 21:11 25:17,18 48:3 177:21BEINGS 95:1 127:13,27BIOLOGICAL 21:11 22:7 94:3BEINGS 95:1 127:13,27BIOLOGY 9:22 11:1 22:7 94:3BELABOR 17:20T1:19 72:17 78:19 81:11 83:4 193:21,27 195:13,20BELLS 208:5 BENCH 87:19 92:3 101:23BIOMARKER 71:14,22 72:1, 10,13 76:7 77:1 82:20 117:4 194:6 195:6BIAS 47:28 BIG 17:2 54:17 86:15 114:7BIOSKETCH 9:6,7,10,12

177:7 182:12,14 188:3,15 194:7 196:10 199:9, 10,11 200:12 214:10 CHILDREN'S 184:4 CHINA 13:2,4 CHOICE 120:1 CHOLESTEROL 202:23 CHOLINERGIC 48:24 49:2 62:19,22,23 63:7 CHOPPING 205:14 CHROMIUM 21:23 CINCINNATI 136:27 CIRCLE 146:7,9 149:6 CIRCUMVENTRI CULAR 23:9 CITATION 69:11 CITE 132:18 133:4 136:22 138:14,15 CITED 50:1 136:18 140:18 CITIES 192:19 CIVIL 213:11 218:20 CLAIMING 52:12 127:11	72:11 146:15 CLARIFY 99:1 CLEAN 185:28 CLEANED 140:12 CLEAR 10:12, 16 30:12 51:10 52:1 58:22 66:9 82:20 84:12,21 87:7 94:14 96:19 100:9 101:11 102:1,2 116:25 119:4 126:17,21 129:11 136:25 142:17 197:6 204:14 205:8,13 206:20 218:1 CLERK 6:21,23 7:2,6,10 CLEVER 114:14 CLICK 36:8 CLICKING 89:2 CLIENT 206:3 216:6,16 218:28 CLIENT'S 216:27 CLIENTS 214:2 216:27 CLIENTS 214:2 216:27 CLIENTS 214:2 216:27 CLIENTS 214:2 216:27 CLIENTS 214:2 216:21 218:16 220:10 CLINIC 207:3 CLINICAL 15:13 51:28 106:28 159:10,15,26 188:17 203:1 CLINICALLY 61:13 159:23 162:22	CLINICIAN 51:26 95:15 121:1 159:27 160:5 CLINICIAN'S 160:4 CLINICIANS 88:8 CLOCK 63:17 87:12 214:8 CLOSE 6:18 215:18 CLOSELY 138:4 CLOSER 103:12 105:21 155:17 CLOSEST 142:27 CLOSING 210:24 219:15 CLOT 202:24 CLOUDS 138:11 CLR 222:20 CNS 25:10 CO-AUTHOR 91:14 129:16 157:3 CO-AUTHORS 155:24 156:6 157:4 158:2 COAST 71:9 COAUTHORS 153:27 CODE 163:27 213:11 218:20	COFFEE 81:26 COFFEES 81:22 COGNITION 44:11 COHERENT 52:22 COHORT 136:27 159:12, 14 192:18 COLLEAGUE 124:19 153:6,23 156:13 COLLEGE 7:25 9:25,27 14:13 165:20 COLORED 24:13 COLORED 24:13 COLORS 104:10 COLUMN 197:6, 10 199:16 COMBAT 123:1 135:19 COMBAT 123:1 135:24 COMBAT 123:1 135:24 COMBAT 123:1 135:24 COMBAT 123:1 135:24	COMMITTEE 142:24 COMMITTEES 18:25 COMMON 52:8 187:1 COMMONLY 212:19 COMMUNICATI ONS 11:4 COMMUNITY 43:13 67:15 142:20 188:2 COMORBID 50:6 62:2 90:7 127:6 COMORBIDITIE S 50:8,10,15,20 60:23 61:5,14, 27 62:5,6,12 137:7,14,22 COMPANIES 140:3 220:11 COMPANIES 140:3 220:11 COMPANY 213:23 218:3 COMPARE 38:27 56:6 159:26 COMPARE 38:27 56:6 159:26 COMPARE 38:27 56:6 159:26 COMPARE 38:27 56:7 81:3 123:3 184:4 198:22 COMPARING 135:5 199:9 COMPLEMENTA RY 20:10 COMPLETE
CLAIMING 52:12 127:11 CLARIFICATION	CLINICALLY 61:13 159:23 163:23	153:27 CODE 163:27 213:11 218:20	COMMENT 136:5 190:24 COMMENTS 8:16 35:19	RY 20:10 COMPLETE 9:25

	1		1	1
90:19 96:15 131:23 164:8 173:7 203:28 CONTINUE 39:11 202:9 CONTINUED 12:22 CONTINUES 13:11 36:27 CONTINUOUS 39:14 219:22 CONTINUOUS 85:10 173:16 188:28 CONTINUOUSL Y 85:6,23 120:22 CONTRARY 53:5 CONTRIBUTE 64:5 65:6,8 68:15 CONTRIBUTES 168:13 200:17 CONTRIBUTING 171:9 CONTRIBUTING 171:9 CONTRIBUTION 158:15 CONTROLS 164:19 181:25 184:5 199:12 CONTROLS 164:19 181:25 184:5 199:12 CONTROVERSI AL 129:22 130:5,8 143:4	CONTROVERSI ES 205:9 CONTROVERSY 205:4,6,23 CONVENIENT 76:22 CONVERSATIO N 121:25 204:18 213:7 COOL 184:1 COOPER 172:2 COPIOUS 219:5 COPPER 154:21,26,27 155:27 171:21 COPY 128:16 CORNERS 205:17 CORNERSS 205:17 CORNERSTONE S 147:20 CORPORATION 214:3 CORPUS 192:25 CORRECT 9:17, 18 10:9,10,25, 26 12:9,10 15:9, 10 19:7,9,25 29:7,8 37:3 39:12,18 40:20 42:12 45:8,9,23, 26,27 46:14,15, 19 47:23,24 48:19 52:16 62:8 65:13 67:17,18,28 68:2,3 69:12,13 71:19,20,26,27 72:1,5,18,24	73:4,11,12,14 74:13,14,18,26 75:15,16 76:26, 27 77:5 78:14 79:7,11,12,18, 19,23,24 80:26 81:25 82:16 83:15,16,21,25, 26 84:4,22 85:5, 19,20 86:18,25 87:19,22 89:13 90:1,8,23 91:1, 28 92:10 94:3, 19 95:9,13 96:22 98:1 100:12,17 101:13 103:13 106:1 108:17,27 110:23 113:13 114:19,26 115:4 117:22 118:5 119:7,13,26 120:16 122:7 123:9,10,18,23 133:15,16,17 134:15,21 135:16,28 137:20 138:28 139:24,27 140:24 141:15 143:16,17 144:1 146:7,20,21 147:3,16 148:9, 11,12,20,21 149:7,27 150:4, 18,19,22,23 151:1 154:7 156:9,12 157:28 158:23 159:24 160:15 161:27 162:24 163:20, 24 164:4,11,16, 23 173:10 178:25 184:10 185:16 190:16	191:19 194:11 197:10,13 198:3,15 199:2, 14 200:7 CORRECTED 82:3,7 115:27 137:20 156:13 CORRECTLY 78:20 110:22 129:28 141:18 CORRELATE 65:18 CORRELATED 65:20 130:16 CORTEX 28:22 44:16,17 COSTLY 168:11 COUNSEL 31:6, 21 35:2,26 79:14 81:6 88:21 96:17 100:7 103:15,25 111:1 125:18,22 126:2 134:24 136:17,21 139:19 140:21, 28 141:16 143:2 144:16 170:17 174:8 184:21 209:18 222:11, 12 COUNT 197:15 COUNTED 102:22,24 103:12,24 104:5 COUNTING 143:21 COUNTRIES 13:9 78:10	COUNTRY 113:10 114:11, 18 195:23 196:4 203:6 COUPLE 13:13, 26 17:22 23:4 30:13 31:25 32:14,24 59:12 110:14 114:15 126:17 152:27 156:28 167:13 196:21,24 207:20 210:7 212:18 COURSES 9:22, 26 12:25 COURT 6:4,8, 12,14,17,22,26 31:2,5,8,14,21 32:9 33:14,23, 25 34:23,27 35:13,17,25 36:7,12 46:4 63:14,19,23 65:1,4,26 66:1 70:26,28 71:3 87:10,14,15 88:25 89:2 96:10 103:27 104:19,23,27 105:14 110:1 125:21,25 126:2,4 129:8, 10 131:27 139:11 144:10, 13,20,23,28 167:2,5,12,15 179:4 196:22 200:21,25,28 201:4,15,18,23 202:4 203:1,14,
	72:1,5,18,24	178:25 184:10 185:16 190:16	13:978:10	202:4 203:1,14, 27 204:1 7

155:15 200:9 24:25,28 212:1,2,3 217:7 DECISION 204:13 205:21 CRITICAL 17:5 CYTOKINES 219:12 222:18 44:20 205:28 DEFER 101:9	16 (28 213:9,12) CROSS 24:1 DANGEROUS DEATH 41:24 49:16 216:20,24,26 25:13,27 71:5 DARK 213:20 134:3 49:16 218:22 19:16, 150:22 171:15 DARK 213:20 134:3 43:21 127:18 20 20:18 221:1 205:2,6 209:12 20:1 21:10 23 DECREASED 43:21 127:18 COURTS 72:4 CROSS- 20:1 21:10 20:1 21:10 23 DECREASES 28:10,15 COURTS 211:1 34:21 46:5 77:24 99:19,25 112:21 114:13 DECEMENT 61:20,26 COURTS 212:18,20,21 CROSS- 112:21 114:13 DECEMENT 61:20,26 COVER 8:19 CROSS-STOP 150:11 151:22 DECIDE 30:5 194:5 205:8 DEDICATED 133:14 145:15 16:11 155:24 162:15 DECIDE 30:5 194:5 205:8 DEFEND 10:13 203:22 217:28 CROSSES 14:2 192:26 195:11, DECIDED 13:21 DEFENDANT 213:20 218:21 20:21 21:2 217:12 DECIDES 213:20 218:21 203:22 217:28 CROSSES 14:2 DATE 13:12 DECIDES 217:25 213:20 218:21 203:22 217:28 <td< th=""></td<>
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Ī

EMPLOYEE 222:12	ENTERS 14:2 59:25	EPIDEMIOLOGI ST 20:7 88:5 100:10,11,12	139:7,13,17 144:7,11,21,25	EVALUATED 151:17 162:28
170:5	ENTIRETY	101:26 121:2 150:3 171:5	11:25 21:13,16,	152:13
ENCOURAGED 99:4 170:2	146:9	189:7 194:5	25 23:20 24:11 25:8 57:28	EVALUATION 148:4
ENCOURAGING 99:19	153:13 166:4	STS 20:24	ESSENTIALLY	EVENING 105:21
ENCYCLOPEDI	ENTRY 59:27 ENVIRONMENT	168:5	69:20 207:24 ESTABLISH	EVENT 13:22
A 119:3 FND 62:1 93:12	22:16 77:19 113:15 122:4	EPIDEMIOLOGY 91:13 146:4	169:14	EVENTUALLY 39:3-93:26
99:16 107:2 127:24 25.26	178:14 202:28	149:9 150:3 153:22 156:11,	ESTABLISHES 120:22 183:27	151:7 179:26 180:4
131:9 136:1 142:16 161:7 163:23 180:7	ENVIRONMENT AL 16:17,19,23 64:17 66:21	28 190:3 EPIGENETICS 131:19.20	ESTIMATE 146:10,25 148:15 149:6	EVERYBODY'S 130:9
188:10 189:6	178:18 190:3	132:2,5,8	150:26 151:6,8, 25 197:22	EVERYTHING'S 32:19
ENDED 163:27	207:24	EQUAL 68:1	ESTIMATED	EVIDENCE
220:21	S 171:12	EQUALLY //:4	61:18	32:27 43:19 48:7 57:15
ENDOCRINE	ENZYME 127:1	83:19	ESTIMATES 152:3	68:23 69:1 112:23 24 26
ENDORSE	ENZYMES 41:18	EQUATED 166:20	ESTIMATING 197:17	129:24 131:14 140:15 147:7
ENDOWED 14:24,27 15:18	EPI 100:8 102:2, 22 131:21 207:19	EQUIVALENT 36:23	ETHICAL 141:23 142:26	152:23 169:13 184:18 203:13, 23 206:21 214:7
ENDS 55:26	EPI'S 203:3	220:11	ETHYLMERCUR Y 79:15 81:5	EVIDENTIARY
ENERGY 39:26 41:15 43:25	EPIDEMIC 13:20	ERROR 205:24	138:22 140:6,8, 13 15	32:12 EVOLVED 22:15
62:19 179:14, 19,20 180:9,14	EPIDEMIOLOGI	ESFANDIARY 6:10 7:13 8:12,	ETIOLOGIES	23:1
ENGAGE 174:22 206:4 ENGINE 41:14	EPIDEMIOLOGI CAL 19:25,28 20:19 23 21:10	17 29:18 30:18, 28 31:7,13,18 33:4 35:6,20 36:15 46:7	67:2 ETIOLOGY 47:22 64:3 91:20	EXACT 16:27 30:19 32:28 66:7 73:9 197:22 204:18
ENTAIL 14:15	47:6 91:15	63:10,18,24 65:3,27 66:2	ETIOPATHOGE	
ENTER 26:14	103:7 145:17	70:24 76:11	NESIS 129:27	105:17 139:16
ENTERED 55:9	194:2	96:8,11 103:25	EVALUATE 47:21 102:14	145:11,16,18,24 149:11 165:1,

11,19 167:18 197:1 205:2,6	EXECUTIVE 28:24 39:9	EXPECTED 191:5	59:26 61:9 74:9 133:5 148:12 176:2 179:4	85:10 86:2,11 92:9 95:26 96:7 98:18,21 102:13
201:24,26	30:15 217:17	201:21,24	188:21 191:26	105:28 106:18, 19.20 107:10
EXAMINED 154:8 157:5	EXERT 25:20	EXPERIENCED 13:20	34:20 196:1,3	111:26 112:21 117:14 118:5
EXAMPLES 109:2 110:12	39:28 EXERTS 41:12	EXPERIMENT 149:24	EXPLAINS 177:17	120:5 121:22 122:7 129:22,25 132:20 133:6
EXCEPTION 86:12	EXHIBIT 9:1 22:3 24:3 26:1	EXPERIMENTAL 108:28 109:26	EXPLANATION 56:28 191:14	136:20 138:22 153:13,28
EXCEPTIONALL Y 206:8	33:11 44:2 45:19 66:7,8	EXPERIMENTAT	191:22	161:25 162:17, 27 164:15
EXCEPTIONS	129:14 145:22 147:9 148:1	ION 120:13	EXPLORE 183:7 EXPOSE 32:28	169:21 170:6, 22,25 171:9,16
EXCESS 61:18	149:1 152:10 153:10,11	20:13 91:21	92:27 120:3	174:11 175:21 176:4 177:4,20
EXCITED 58:13	154:18 157:12	EXPERT 51.26	EXPOSED 26:17:38:3	178:4,13 181:22 182:5.6.15.20
EXCLUDE 77:26 108:21 150:27 151:1 205:11 206:13 211:10 215:23	163:13 165:6 166:2,4 167:10 175:5 181:2 184:22 196:25 198:12	89:3 95:9,11 109:28 203:9,15 204:12 207:14, 27 208:15,20 212:3 219:13	40:12 55:7,25 61:24 65:21 66:25 72:26,28 73:9 75:20,25, 26 76:7,23	183:8 184:25 185:8,19 187:28 190:7 192:15 194:10 195:12 197:8,12
EXCLUSION 205:15	EXHIBITS 13:17	EXPERTISE 119:15:120:23	82:24 85:23 88:2 97:17	EXPOSURES 19:23 28:4
EXCLUSIVELY 67:16	EXIST 60:4 117:18 28 118:2	121:10 EXPERTS 67:5	115:20 121:27 122:6 123:17 124 [.] 2 136 [.] 27	46:13 47:9,14 53:1 64:4 70:12
EXCRETED 92.17	210:28	95:20 119:5 201:8,23,25,27	146:19 147:1 172:28	130:4 166:16 175:25 181:27
EXCRETERS	161:17	202:7,13 203:3, 10,26 204:6,9,	EXPOSURE	28 182:28 185:6 7 189:14
EXCRETION	EXISTING 182:4 EXIT 31:5	13,25 205:3,14, 21,22 206:1,22,	19:17,19 28:6, 14 42:25 47:1	191:21 193:28 194 [.] 10 27
81:16	EXPAND 12:20	24 207:6,7,8 209:5,25,26,27	48:4,23 50:3	195:21 200:12
EXCUSE 65:2 144:10,11	143:19	210:2,8 211:13 212:21 218:8	51:1 54:12 55:8 56:22 58:24	EXPRESS 98:11
EXCUSED	EXPECT 40:7 42:18 49:20	EXPLAIN 11:11	60:1,22 64:25 65:5.25 70 [.] 16	EXPRESSION 74:28 130:27
200:28	61:22 99:5,13, 20 21 109:14 16	14:14 16:21	20 72:7,10,23,	EXPRESSIVE
134:2	123:2 155:20 191:6	30:19 33:5 34:18 35:25 39:21 44:5	26 82:16,26 83:8,20,25	172:17,22

Ī

FOLKS 214:9	FOUNDED 18:9	193:7 201:27	50:8 61:5	GAWKING
FOLLOW-UP	FOURTH 12:11	204:8	FUSE 26:26	220:15
196:23	FRAME 52:22	FRUSTRATED	FUTURE 57:23	GEE 219:28
FOOD 73:10	FRAMED	216:6 220:10	111:24 112:19	GENE 64:10
220:11,13	212:22 215:15	FRYE 176:26	129:23 130:2	GENERAL
FORCEPS	FRAMING 208:4	194:20 198:11	102.20	12:15,25 21:5
158:4	FRANKLY 90:19	FULL 14:17 20:9	G	119:24 140:19
FOREGOING	114:6 201:26	153:8,23		145:15 203:4,7
222:6,8	207:21 218:2	FULLY 13:27	GABA 49:17	214:18 215:18
FORGOT	FREE 80:16 107:16 125:18	110:4 137:25		GENERALIZE
102:19	FREELY 210:5	FUN 144:16	GΔI ΔXY 29.21	
FORM 23:11	FREEZER		GALLERY 89.2	108:27
80:16 93:26	181:24,26	21:22 25:17,22		GENERALLY
107:15 218:15	FREIWALD 8:8	27:13,14 28:24	96:7	26:4 43:12 45:2
FORMAT 76:22	30:9,12 31:19,	39:10,27 40:1	GAMMA 42:28	56:7 73:21 77:4 85:11 88:9
218:15	24 32:24 34:4,5, 10.24 35:1.16	45:6 49:21 82:8	GAMMA-	107:19 109:11
FORMATION	46:1 63:20	180:2	AMINOBUTYRIC	110:27 123:5
	70:28 71:2,6	FUNCTIONING	48:25	170:5 220:9
72:21 123:21,25	87:11,16 88:27	5	GAMUT 16:5	GENERATE
125:1	89:5,6 96:2,16	FUNCTIONS	GANGLIA 44:4,	41:22
FORWARD	101:2 104:21	21:12,17 25:18	97:16	GENERATES
38:23 206:12,18	126:1,3 131:25	39:6	GAP 203:24	27:5
FORWARDS	139:4 144:17	FUNDAMENTAL	208:21	GENERATION
	201:9,13,16	201:20	GAS 114:7	
103:12 104:5,8	211:24,25	120:21.24	GASOLINE	GENES 64:13, 19 73:25 74:28
109:28 134:13	212:13,25	FUNDING 9.13	113:16 178:15	GENETIC 59.5
149:20 162:3 168:13 170:21	219:18 220:5,	120:15	GATHER 48:1	64:17 73:18
181:25 187:22,	24,27	FUNDS 66:25	106:4	74:15,22,26
26 188:4 195:7	FREQUENTATIV	140:1	GATHERED	94:6 110:8
FOUNDATION	E 186:13,17,18	FUNNEL 133:28	29:28 47:26	117:21 163:1
131:11	FRIDAY 6:2 105:3		GATHERING	166:14 168:2 207:19
FOUNDATIONA	FRONT 44-18	FUNNY 180:23	142:27	GENETICALLY
L 34:19	119:19 169:1	FURTHERING	GAVE 13:5 96:5	200:13
	1	1	1	I

GENETICS 16:11 48:12 64:27 110:27 131:21 184:9 202:27 203:20 GENICALLY 94:4 GENOTYPE 64:21 GERMANE 12:25 GESTATIONAL 184:25 187:2,28 GET- TOGETHER 219:23 GIVE 6:26 21:14 22:20 23:21 31:17 34:25 36:9,12 57:6 60:27 68:5 69:11 122:12,17 148:22 150:9 151:27 169:4 191:11 197:18 217:12 220:2 GIVING 31:4 113:23 118:19 199:25 GLAD 136:12 GLAD 136:12 GLANCED 95:14 GLIAL 132:27 135:23 GLOBE 195:24 GLUC 25:7 41:11 178:28 179:10,19	180:3,14 GLUT 24:13 GLUTAMATE 49:17 129:1 GLUTAMATERG IC 48:24 49:3 63:7 GLUTAMIC 129:1 GLUTATHIONE 135:24,27 GLYCOLYSIS 178:4 179:11 180:3 GOD 6:28 GOEL 45:23 GOOD 6:11,12, 13 7:17,18,26 8:27 12:7 17:17 18:12,23 24:27 33:23 36:15 71:7,10,12 76:9 77:5 78:22 87:10 105:19,20 109:13 110:7, 13,18 139:13 140:26 144:17, 25 145:13 152:2 161:11 176:21 182:25 183:11 192:20 201:2,13 209:27 219:16 220:25 GOODS 38:19 GOVERNMENT 139:21 140:1,3 GRADUATE 17:11 GRAIN 192:1	GRANDCHILDR EN 6:18 GRANT 16:25 17:3,7,9,10 120:24 GRANTED 10:14 13:14 17:23 GRANTS 9:13 17:2 GRAPH 150:14 GRATIFYING 14:4 GRAY 15:6,18 28:11 44:15 65:16,17 127:15 GREAT 31:18 52:26 58:21 78:19,21,22 81:1 94:8 146:15 180:22 193:9 206:26 217:14 219:21 GREATER 48:14,15 79:26 81:16,26 134:18 147:23 188:17 GREEN 26:7,21, 22,27 40:9 41:13 44:19 GROUND 215:3 GROUP 92:27 140:12 167:28 198:11 GROUPS 13:8, 10 40:15 99:12 140:10 GROW 36:28 216:9	GROWING 38:11 45:1 122:18 GROWS 55:27 GROWTH 36:1, 4,25 37:16,20 38:22 40:3,7 98:23 99:13 GTP 39:25,28 GUANOSINE 39:25 GUESS 19:4 26:7 36:22 57:22 66:26 69:18 82:18 107:2 121:16 176:13 183:16 192:11 GUESSING 207:17 GUIDE 33:9,12 60:7 GUY 35:8 GUYS 73:12 185:14 GYNECOLOGIS T 165:21 HAIR 72:5,7,8, 16 77:2,9,17,19, 20,21,24 78:1, 12,13,14,16 80:13 83:5,12, 14,15,17,19,24 84:1,2 HALF 53:12,18,	19,21 54:3,28 56:5,8,13,16 155:19,20 HAND 6:24 29:21,23 135:26 211:2 217:5 HAND-MOUTH 196:8,10,15 HANDLE 75:14, 19 108:23 HANDLING 32:13 108:22 HANDS 114:14 HANDY-DANDY 59:24 HAPPEN 26:15 91:10 94:18 155:20 HAPPENED 97:17 161:25 181:14 182:1 205:18 HAPPENING 39:24 HAPPY 124:11 HARD 120:6 124:9 128:15 199:7 213:21 218:18,26 HARDER 159:14 HARM 105:28 106:1,25,28 109:21 111:7,8 HARMED 180:9 HARMED 180:9
179:10,19	GRAIN 192:1	216:9	HALF 53:12,18,	HARMS 138:28

19:3	176:21	KILLING 89:9	210:4	LASTLY 17:18
ISEE 189.25.28	JOURNALS	KILOMETER		LATE 220.21
	190:4	155:28 156:1,5,	18:21 51:20	
161:18 162:13	JUDGE 105:4	8	64:25 91:12	
	116:19,20	KILOMETERS	168:4 186:24	LATIN 23:2
	144:28 211:15	155:11	KOREA 192:19	LAW 121:12
80:28 171:25	220:1	KIM 132:17,18		LAWYER
181:10 195:28	JUDGING 80:4	133:1,2,16,22	L	121:11,15
201:7,17,19	JUDGMENT	192.8,11	L.A. 203:11	
203:24 206:15	216:10	195:4,6	ΙΔ Β 92·4 93·20	213:28 218:22
ISSUED 166:6	JUMP 32:12	KINASE 95:3	94:8	LAY 210:5
ISSUES 19:11	133:7	130:13,16	LABELED 41.13	
31:25 59:11,19	JUNIOR 153:6	132:10 141:22		210.2
107:14.17	JURY 32:20	142:0,10,12		
120:26 202:6,8	JUSTICE 202:28	KIND 10:28	89·12 126·19	24:5.7.18 25:2.
212:19 215:12		34:7 35:2 40:4	IACK 112.22	5,20 26:1,11,13,
217:20,27	К	50:23 74:28	169:20 190:28	17,18 27:7 28:6,
ISSUING 113:28	KEEPING	77:4 79:15 83:7	LAG 192.16	14 29:2 42:25
213.23	214:22	91.7 93.22 95.6		47:1,8 48:3,22
TIEMS 107:3	KENNEDY	99:17 100:24	LANEC 100:10	49:13,16,25,27
	14:12,20 15:8	105:27 117:11,	206.24	50:3,11,17,28
	KEY 18:28	16 134:6 142:18		53:11.21.24
JAPAN 13:17,	132:26 215:12	163:27 167:20	61:3 65:12	54:3,7,11,12,15,
19,22	KID 195:23	168:7,24 172:13	172:17,22	20,23,28 55:7,8,
JEANESE 105:6	216:9	173:23 177:16	LANPHEAR	9,13,16,20,22,
222:3,20	KIDNEY 18:2	1/8:2 181:21 201:19 202:19	185:11	22 57:7,13,15
JERING 124:5,	54:16 81:20	218:24	LARGE 17:20	58:3,23 59:2,3,
20	135:2	KINDLY 74:9	18:5 55:22	7,8,25 60:9,17,
JOB 129:10		KINDS 27.16	89:12 151:3	62.3 7 13 64.26
150.27 214.5	61:25 111:14	28:24 30:3		65:20 67:17,23,
JOHNSON 105:6 222:3 20	113:19 118:25	36:26 42:26	40:11 48:8	25 68:1,5,10,14,
IOINT 240-25	127:18,24	62:1 74:12 75:6	138:6 151:5	24 69:2 /0:16,
	141:21 155:18	135:7	203:18	73:26,27,28
JOUKNAL 45:26:28:46:8	195:25 196:12	KNEW 207.15	LASTING	74:16 75:21,28
11 156:16	KIDS' 86:1,24		138:21	77:25 78:19,21
		KINOWING		00.15,20 01.13

82:11 84:7,15, 19,22,23 85:1,7 86:2,18,19 93:14 95:2 97:19 98:9 99:8, 11,13,21 102:13 104:16 108:4,5 110:17 111:10, 26 112:4,12,14, 21,28 113:6,8, 15,16,19,26 114:7 116:14,21 120:3,7 122:3 123:7,25,28 126:7 127:14 132:20,21,24 133:6,9 135:4, 10 136:19,28 137:20,21 141:8 145:20 147:28 148:3,11,19 153:3 156:21 159:7,8 160:10, 15 161:18 162:13,16 163:5 164:4,11,16 169:6,15,16,21 170:6,22 171:26 172:9,27 173:17 174:11 175:21, 25 176:4,10 178:3,5,11,13, 17,18 179:28 180:16 182:3,6, 10,16,18,28 187:2,15,23 188:6 190:15,28 191:6,21 192:24 194:7 195:15,25 196:4,11,13 197:12 199:4, 17,19 200:7,11, 17 209:7 LEAD'S 47:22 50:5 53:18	LEAD- EXPOSED 61:3 LEADED 178:15 LEADING 45:6 127:25 203:10 207:8 LEADS 21:22 LEAFLETS 23:10 LEAKING 124:15 LEANING 211:12 LEAP 195:16 207:10 208:22 210:22 LEAPS 202:8 203:14 204:25 207:28 208:1 210:1,27 212:6 LEARN 89:24 118:20 119:12 130:3 LEARNED 219:21 LEARNING 44:11 68:16 90:28 182:10 LECTURES 13:25 LEECH 55:14 LEFT 17:8 26:8, 22 29:22 36:1 40:8 42:22 111:16 139:19 164:11 LEGACY 178:14 LENGTH 35:7	53:24 LENGTHS 83:13 LENGTHY 31:26 205:18 LESSER 39:2 LEVEL 11:5 57:2,4,25 58:3, 24 65:25 72:23 76:8 85:7 87:18 92:26 106:27 111:8 112:12 114:11 115:19, 20 116:11,21 135:17 175:25 195:25 202:20 218:25 219:21 LEVELS 41:22 48:3 49:17,20 56:20,26 57:7, 13,14,15,16,26 58:4,19,20 68:25 70:11 73:2,9 74:2 75:28 77:25 78:15,28 79:10 80:19,20 81:17, 20 82:4,12,13, 14 85:17,22 86:1,14,21 88:1 98:5,10,13 111:14,26 112:1,3 113:5,7, 9,15,19,26 115:28 116:3,7 120:5 122:23, 24,25,26 123:11,13,25,28 124:6,15,23,28 129:1 135:23,27 136:28 137:20, 21 161:19 169:16 170:10 176:9 182:12,18	187:2 188:27 196:11 220:12 LICENSED 203:6 LIFE 28:7 53:13, 18,19,21,25 54:3,28 56:5,8, 16 84:20 93:25 107:25 173:13 177:4,18 178:19 195:6,7 216:7, 12 LIFESTYLE 191:17 LIFTING 213:25 LIGHT 40:20 LIKELIHOOD 147:23 LIKEWISE 15:17 LIMBIC 44:1 LIMIT 150:6 LIMITATIONS 72:13 101:12 110:9 LIMITED 131:7, 14 134:3 203:25 208:11 LIMITING 208:19 LINEAR 186:7, 11 187:1 LINES 88:13 89:25 96:19 127:8 204:23 LINK 154:27 LINKED 166:17 219:5	LIQUID 23:14 LIST 17:19 97:7 104:3 174:8 197:19 LISTED 15:16 45:15 126:10 148:5 153:14 156:14,22 197:10 212:6 LISTENING 208:6 LITERALLY 33:11 77:18 83:27 92:25 LITERATURE 20:11 32:3 35:4, 11 52:15 67:23 90:14,15 91:19, 24 95:24 100:8 101:25 102:3 103:8,10 104:13 114:21 115:5 117:24 118:20, 23 119:20 128:28 152:22 160:10,24 161:17 162:3 176:10 190:27 191:9,27 204:26 LITIGATION 45:17 46:17 102:28 139:26 140:2 143:16 202:17 213:13 LITTER 110:7 LIVE 34:4 77:13 123:22 173:19 LIVED 154:4 LIVER 54:16 140:13
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

123:4 188:5 189:18 MATTER 28:11 43:21 45:18 65:16,17,19 102:10 112:14 115:23 116:12 127:15 196:8 202:27 212:23 213:24 MATTERS 207:18 MATURE 108:10 132:26 MAYO 207:3 MAZE 91:27 MCT 24:14 MEANING 106:21 151:24 174:10 MEANINGFUL 85:18 216:11 MEANS 14:1 23:14 37:27 41:24 42:4	71:23,24 77:17, 18 79:25 81:24 82:11,13 83:9, 13 84:13 86:17, 18 126:28 128:2 173:17 181:14, 27 188:28 MEASURED 71:18 81:11 82:15 161:19 181:18,22 188:2 197:8 MEASUREMENT 67:28 68:4 78:12 85:19 174:10 181:10 193:21 MEASUREMENT S 72:3,6 73:11 77:24 82:7 192:15 MEASURES 120:7 147:21 MEASURING 71:28 72:17 77:9 82:22 83:14,17,22 85:17 28 163:24	62:16 69:25,28 70:4,9,14 91:8 99:6,9,17,20 106:24 109:20 121:3 123:1 125:13,20 126:10,16,18, 20,21,23 127:4, 12,14,21,28 128:18 129:18 130:17,23 131:6 132:3,4,12,14, 19 133:5,21,23 134:12,21 135:18 136:9 141:1 142:5,6 170:10 177:22 200:14 MECHANISTIC 19:9 21:11 45:12 51:20 88:7 89:24 90:16 91:19 92:19,21 131:10 133:11 179:7,8 202:22 MECHANISTICA LLY 93:24	18:5 MEMBRANE 26:26 41:8 98:19 MEMBRANES 23:15 MEMORIZED 95:15 MEMORY 44:20 61:2 117:3 MENOPAUSE 54:26 MENTION 19:15 187:14 MENTIONED 26:11 58:2 73:24 79:2 81:5 87:28 104:3 107:14 108:8 137:2 149:4 MERCURY 13:20,26 14:2 18:28 20:13,15 21:22 25:20 29:2,3,6 32:28 37:26 38:2,8 20:40 24 20	98:18,21 99:21 110:17 120:7,23 122:17,19,20,25 124:6,15,23,27 126:7 135:2,10 136:1 140:9,11, 19 141:8 143:8, 11 MERE 117:26 MERIT 17:24,26 52:26 120:26 135:8 MERITS 17:15 205:4 220:18 MET 162:5 170:20 META 152:2,3,7 160:9 161:6 197:21 METABOLISM 62:19 106:22 108:17,26 178:28 179:10 180:3,15 METABOLIZE 109:7 METABOLIZE
MATURE 108:10 132:26	67:28 68:4 78:12 85:19 174:10 181:10	135:18 136:9 141:1 142:5,6 170:10 177:22	54:26 MENTION 19:15 187:14	MERITS 17:15 205:4 220:18 MET 162:5
MAYO 207:3	193:21	200:14	MENTIONED	170:20
MAZE 91:27 MCT 24:14 MEANING 106:21 151:24 174:10 MEANINGFUL 85:18 216:11 MEANIS 14:1	MEASUREMENT S 72:3,6 73:11 77:24 82:7 192:15 MEASURES 120:7 147:21 MEASURING 71:28 72:17	MECHANISTIC 19:9 21:11 45:12 51:20 88:7 89:24 90:16 91:19 92:19,21 131:10 133:11 179:7,8 202:22 MECHANISTICA	20:11:58:2 73:24 79:2 81:5 87:28 104:3 107:14 108:8 137:2 149:4 MERCURY 13:20,26 14:2 18:28 20:13,15 21:22 25:20	META 152:2,3,7 160:9 161:6 197:21 METABOLISM 62:19 106:22 108:17,26 178:28 179:10 180:3,15 METABOLIZE
23:14 37:27 41:24 42:4 51:21 54:10 56:26 60:13	83:14,17,22 85:17,28 163:24 173:10	LLY 93:24 MEDIAN 114:11 MEDICAL 13:1	29:2,3,6 32:28 37:26 38:2,8 39:19,24,28 40:12 42:25	109:7 METABOLIZED 188:9
80:7 87:2 111:23 116:7 126:25 131:16, 18 148:18,23	MECHANISM 23:16 87:7 93:25,28 99:2, 25 126:5 127:19 130:13,27 132:13 134:3	152:22 163:27 MEDICINE 7:25 10:25 14:8,13 203:5 MEET 213:14	44:27 56:6,8,9, 13,16 58:4,18, 20,23 59:27 60:17 70:16 71:17 77:9,11, 17,18 78:22	METAL 47:9,14 64:4 65:5 71:17, 23,24 72:8 75:7, 9 76:8 77:20 78:24 80:12 83:3 86:11

173:26 175:7 177:4 182:5 183:7 190:7,16 198:24 199:9 METALS 8:24, 25 15:26 16:3,9, 11 18:24 21:6, 12,14,16,19,21, 26 23:28 24:5,7, 10 25:10,16,20, 26 43:9,12 44:7, 26 45:3 51:22 56:12 60:1,4,8, 10 64:26 65:23 66:24 69:25,28 73:19,22 74:7, 13 75:3,5,15,19, 20,25 76:23,26 77:5 81:11,20 98:22 99:3,6 103:2 117:22 119:18 120:8,20 121:23 122:6 123:17 124:3 126:20 127:8 129:21 130:4 134:17 135:14 141:4,15 143:23 154:20 164:3 166:1 171:25 177:19,20,22,24 179:10,23,24,25 180:12 181:4 182:3,21 183:4 184:4 186:3 189:8 198:22 215:16,24 218:2 METHOD 52:5 104:12 119:23 162:23 185:6 188:24	METHODLATIO N 132:9 METHODOLOG Y 8:22 18:13,18 19:13 20:28 21:1 101:19 102:22 113:28 116:25,26 117:12,17,20 118:18 119:10 161:13 202:1,8 METHODS 80:7 171:12 METHYL 140:11 METHYL 140:11 MICROG 80:7 13:20 79:17 81:4 120:21 131:6 132:8 140:6,14,20 MICHAEL 7:4,8 MICRO 130:27 MICROGLIAL 42:21,22 43:4 MICROGRAM 57:23,26 98:7 111:12 MICROGRAMS 57:7,14,16 61:19 68:1,7 85:22 86:27 87:1 111:20,21 112:1,4,27,28 113:20 115:8,9, 15,18,24,26 116:1,18	MICROSCOPE 52:23 MICROTUBULE S 11:21 MIDDLE 29:21 84:28 131:4 146:10 215:3 MILITARY 13:1 MILK 123:18 125:1 MILLILITER 98:8 MILLION 37:25, 26,28 61:23 68:8,9 97:28 98:4,7,9,13,14, 15 MIMIC 23:23,24 106:21 108:17, 26 MIMICKED 110:15 121:6 MIMICKING 108:21 MIMICRY 23:24 MINAMATA 13:21,24,28 MIND 63:12 94:27 139:8 176:15 195:16 212:23 217:18, 23 219:9 MINDFUL 212:26 MINE 153:6 178:14 MINIMUM 53:26 MINISCULE	68:14 MINUS 37:22, 24,27 98:2 MINUTE 31:17 36:9,13 56:20 133:2 167:6 171:16 MINUTES 31:1, 11,16 59:13 63:15 139:10 145:7 MISSED 47:28 MISSING 103:6 211:14 MISSION 217:2 MISTAKE 93:18 MITOCHONDRI A 41:14,20,21 42:3 134:13,23 179:23,24,25,26 180:1,4,9 MITOCHONDRI AL 179:13 MITOCHONDRI AL 179:13 MITOCHONDRI ALS 179:18 MIXED 123:24 185:6 MIXTURES 190:7 MN 24:11 MODELL 89:17, 18,20 91:17 MODELLING 186:2 MODELS 19:12, 13 93:18 142:20 188:26	MODERATE 53:13,19 MODES 51:21 MOLAR 37:23 MOLECULAR 7:23 11:5 14:10, 18 16:15,22,25 17:10 23:23 45:26 MOLECULE 22:26 84:28 MOLECULES 24:17 36:19,26 132:26 MOM 121:27 122:6 MOM'S 122:3 MOMENT 30:26 31:6 112:22 MOMENT 30:26 31:6 112:22 MOMENT 30:26 31:6 112:22 MONENT 44:25 206:11 216:18 217:9,10 MONITORED 154:10 MONITORED 154:5 155:17 MONKEY 93:26 MONO 187:2 MONTH 72:27 83:7,19 107:24 166:8 213:4 216:25 MONTH'S 83:25 MONTH'S 83:25
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
ORDER 11:15 12:20 17:6 22:28 47:21 51:8 56:14 105:26 126:8 180:12 206:15 214:17 ORDERS 54:4 ORGAN 22:14 ORGAN 22:14 ORGANIC 60:5 78:24 79:22 81:4 100:2 ORGANISM 131:11 179:12 ORGANISMS 179:17 ORGANISMS 179:17 ORGANIZATION S 165:19 ORGANIZE 217:9	OUTER 23:10 OUTPUT 30:2,7 39:9 OVERBROAD 218:22 OVERLY 217:5 OVERRULE 34:1 OVERRULED 96:10 OWING 191:18, 20 OXIDATION 60:4 100:2 OXIDATIVE 41:19 43:2 70:7 92:14,18 123:2 128:5 134:25,27 135:1,3,10,17, 19,25 136:5 142:9	62:17 63:26,28 96:20,21,25,27 97:3,4,10,12,20 103:11 104:2 114:24 116:2, 10,12,19,20 121:12 125:14 129:16 130:14, 15,23,25,26 132:1 133:16,19 136:16 138:19 139:1,2 140:21, 23 141:14 143:28 144:3 158:6 165:9 168:27 169:5 180:10 PAPERS 19:2,3 20:8,9,23 47:28 48:1,8 52:7,9,27 91:13 100:25,28 101:16,21,22 102:8,9,11,15, 18,27 103:1 104:1 5 116:8	PARENTHETICA L 115:14 PARENTS 159:17,22 160:3 PARKINSON'S 16:7 49:8 89:21 93:4 94:2 109:16 133:24 PARSE 118:4 PARSE 118:4 PART 12:2 14:22 26:8,21 30:15 37:25,26 39:25 62:25 65:12 68:8 79:27,28 84:23 86:16 96:11 98:9 107:4 113:27 117:20 120:18 122:4 126:24 137:14 138:3 140:22 143:2 149:28 150:2 160:17	PARTY 43:7 222:12 PASS 70:25 PASSING 215:13 PAST 15:25 161:17 166:8 PATHOGENESI S 143:4 PATHWAY 93:7 127:13 133:9 141:3,10,14 142:4 PATHWAYS 127:22 134:12 PATIENCE 104:24 144:14 200:26 PATIENT 216:17 PATIENTS
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
ORGANS 18:3 23:4.9	OXIDE 43:2	124:10 140:18 144:6	196:16 202:1 217:25	95:16 PAUSE 33:4
ORIGINAL 46:3 52:13 ORIGINALLY 166:5 204:5	P P.M. 105:7 221:4 P30 16:25	PARAGRAPH 131:5 158:14 161:14 162:4 178:10 198:20	PARHALLY 191:16 PARTICIPATE 43:6 95:25 PARTICLE 68:9	34:28 37:1 40:27 79:4 PAY 80:28 PB 164:11
OSTEOPOROSI S 55:18 OUTCOME 112:15 188:28 189:1,9,13 191:7 192:16 OUTCOMES 19:3,17 53:1 69:3 79:10 176:5 189:6 191:20	P450s 109:8 PACE 32:21 PAGES 67:16 109:28 205:26, 27 PAINT 113:17 178:15 PAIRS 184:8 PAPER 18:22 50:1 52:8,14	PARALLEL 113:17 PARAMETERS 136:3 PARDON 88:3 134:24 PARENCHYMA 22:19 PARENTAL 88:2	PARTICLES 68:9 107:17 PARTIES 213:14 214:17 215:5 222:11 PARTS 27:26,27 43:4 44:2,6,7,16 80:24 97:28 98:4,6,7,11,13, 14	199:17 PB2 24:17 PCPSC 80:8 PDF 129:14 130:24 158:14 165:15,17 PEDIATRICS 14:11,21 15:7, 15,24 PEDRAM 8:8

PEELINGS 178:14 PEER-REVIEW 144:1 176:21 PEER- REVIEWED 32:2 35:4 52:2 67:8 101:16,17 144:6 204:26 PEN 16:14 53:7 219:5 PENDING 6:26 103:27 PEOPLE 10:6 16:6 52:24 54:12 57:11 64:21 73:9 74:4, 12,23 78:12 89:10 93:15,17, 18,23 110:7 116:17 121:7 152:22 160:1 167:27,28 189:12 192:19 PERCENT 94:5 102:11 103:1 114:17 130:5 133:19 143:9, 22,24,26 144:5 149:10,11,14 150:6 155:12 157:27 164:20 183:5 186:22 202:27,28 205:2	126:26 PERFORMANCE 182:8 PERFORMED 143:25 PERI- CONCEPTIONA L 190:6 PERINATAL 166:16 182:15 PERIOD 73:1 95:21 114:24 116:5 124:27 198:26 207:15 PERIODS 123:14 170:12, 26 171:9 PERMANENT 28:18 PERSON 33:27 93:27 170:15 210:5 215:6 PERSONAL 173:23 PERSPECTIVE 37:24 57:6 77:22 78:7 207:10 PERSUADED 212:20 PERTAINED 16:23	129:27 141:26 PETRI 88:15 PETROSINELLI 145:3,4,12 166:24,27 167:8,20 168:25 171:20 196:20, 23 197:2 201:3, 6 220:25 PH.D 12:18 PH.D 10:13,23 11:7,8 13:1 PHARMACEUTI CAL 140:3 PHARMACOLO GY 7:24 14:10, 11,19 15:7 PHASE 215:8, 28 PHASES 41:25, 26 43:1 PHENOMENON 26:15 98:20 PHENOTYPE 134:6 180:5 PHENOTYPES 49:4 PHRASE 149:4 PHRASED 65:4 PHTHALATE 187:4 188:7	 PHYSIOLOGICA 19:19 26:15 55:16 PHYSIOLOGICA LLY 92:12 PHYSIOLOGY 37:14 PICA 196:10,11, 14,15 PICK 90:6 104:20 139:19 PICTURE 84:3 89:3 104:7,13 132:11 PIECE 170:13 PIGGY-BACK 24:21 26:11 PIN 36:14 88:26 PIPETTES 38:7 PITTSBURGH 39:23 PKC 95:2 126:28 PLACE 194:12 PLACES 16:26 75:12 86:14 126:8 196:15 214:23 PLAINTIFF 125:22 213:10 214:28 215:21 	PLAN 202:10 203:21 215:8 PLANNED 204:9 PLASMA 77:3 PLAY 29:16 31:6 35:23 47:1 117:22 152:15 PLAYED 151:16,19 PLAYING 35:25 PLAYS 142:4 PLENTY 57:15 70:11 77:24 PLETHORA 27:20 PMK 213:16 PO 150:5 POINT 49:13 57:26 60:9 61:20 64:24 69:16 77:8 79:14 93:12 98:15 108:1,15 110:20 112:3 113:21 127:24, 25,26 128:7 131:14 136:1 141:19 146:10, 25 149:6 150:5, 25 151:6,8,24 155:16 163:23 170:16 181:11
102:11 103:1 114:17 130:5 133:19 143:9, 22,24,26 144:5 149:10,11,14 150:6 155:12 157:27 164:20 183:5 186:22 202:27,28 205:2 PERCENTILE 114:12 PERFECT 23:26 PERFECTLY 159:18 160:8 PERFORM 50:22 94:28	PERSPECTIVE 37:24 57:6 77:22 78:7 207:10 PERSUADED 212:20 PERTAINED 16:23 PERTAINS 91:18 114:2 PERTUBATION 127:4 PERTURBED	134:6 180:5 PHENOTYPES 49:4 PHRASE 149:4 PHRASED 65:4 PHTHALATE 187:4 188:7 PHTHALATE 187:3 PHYSICAL 60:6 PHYSICIAN 203:4	PLACE 194:12 PLACES 16:26 75:12 86:14 126:8 196:15 214:23 PLAINTIFF 125:22 213:10 214:28 215:21 218:21 PLAINTIFF'S 201:26 204:9 212:8 213:19 PLAINTIFFS 35:14 101:27	98:15 108:1,15 110:20 112:3 113:21 127:24, 25,26 128:7 131:14 136:1 141:19 146:10, 25 149:6 150:5, 25 151:6,8,24 155:16 163:23 170:16 181:11 193:14,22 197:22 204:10 206:14,18 211:27 216:19 219:11 POINTED 32:25 103:17 106:17

PUBLICATION 66:10 143:14 156:15,27 165:2 166:4 PUBLICATIONS 45:16 171:14 PUBLISH 66:22 148:20 PUBLISHED 13:9 15:28 32:2 35:5 45:25 46:16,20,22 52:9 78:2 91:13 96:21,25,26 101:20 102:27 116:12 124:10 143:15 144:2 156:20 171:15 176:20 189:25 PULL 59:17 62:24 112:6,7 124:13 128:12, 14 129:14 130:23 132:18 133:1 138:14 141:5 164:9 165:6 169:26 214:1 PULLED 138:17 PULLED 138:17 PULLING 129:4 PURELY 32:22 33:6,22 PURPLE 36:17 PURPOSE 9:9 47:18 66:19 106:23 112:13 163:8,11 206:20 PURPOSES 100:16 111:5 PURSUING	143:1 PUSHES 90:27 91:27 PUT 9:10,11 27:21 35:8 37:23,28 38:8 52:21 55:4 57:1 77:22 83:5 90:18 92:7 98:2 114:4 117:17,18 119:1 126:11 136:17 142:14 143:28 145:8,22 181:24 184:21 188:25 192:4 196:25 201:27 205:11 210:23 215:11 PUTS 52:21,22 PUTTING 86:15 97:28 117:13 216:23,26 PUZZLE 170:13 Q QUALIFICATION S 7:28 8:21,28 QUALIFIED 100:19 108:25 109:19 123:6 QUALIFY 122:13 130:1 QUALIFY 176:22 QUANTILE 184:26 185:5,22 188:3 QUARTILES 164:13	QUESTION 50:12,19 58:16 65:1 69:18 90:21 93:24 96:4,11 103:20, 22,26,28 107:2 115:3,11,27 125:16 131:24, 26,28 142:17 150:13 152:11 161:10 164:27 166:26 176:13 183:16 185:1 192:11 193:26 207:23 208:12 214:12 215:10, 15,24 218:25 QUESTIONING 94:14 QUESTIONNAIR ES 159:16,21 QUESTIONS 34:19 70:24 114:28 122:14 123:6 125:11, 18,23 144:8 163:12 166:25 167:13,22 171:21 196:19, 21 203:13 QUEUE 87:13 QUICK 34:26 63:13 QUICKLY 71:13 105:24 136:15, 24 163:12 185:3 209:22 QUOTE 147:6 204:7	R RAISE 6:23 127:27 169:16 209:7 215:23 RAN 149:22,23 152:2 RANGE 128:17 133:24 RANGING 70:4 RARELY 109:12 RAT 89:28 90:27 94:23 109:14 RATE 75:26 81:25 RATIO 122:12 148:10 154:26 155:12,21 157:21,26 172:16,21 186:19 RATIONALE 135:6 RATIOS 164:19 186:19 RATS 11:26 20:14, 16 88:10, 16 89:26 109:4, 7 REACHED 52:24 173:3 204:24 REACHES 55:28	REACHING 8:23 18:19 51:8 REACTION 22:23 REACTIONS 92:10 READ 18:22 20:7,20,23 49:28 50:2 62:28 63:2 80:24,28 89:10 100:28 101:17 114:21 115:13 121:12 126:4 128:15 129:28 133:15 138:25 139:1 166:22 167:20 168:16, 25 172:14 188:21 199:7 208:3 218:22 READILY 140:13 READING 116:6 READS 175:20 READY 6:21 88:27 145:2 200:21 REAFFIRMED 166:8 REAL 136:24 216:11 REALIZE 57:8 112:20 207:3 REALTIME 215:6 222:21 REASON 8:14 20:12 38:15 39:21 40:2 53:26 56:9 58:3
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

99:18 118:8 122:27 123:25 180:16 191:11 195:22 202:10 215:8,23 REASONABLE 51:27 52:10 70:15,19 95:23 101:1 114:16 125:15 204:27 206:8 REASONS 91:14 RECALL 46:9 65:15 141:18 171:20 174:24 195:3 RECENTULATE 70:13 89:19,20 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVED 9:15 RECEIVING 27:18 RECENT 114:13 160:13 RECENTLY 87:25 130:26 RECEPTIVE 29:27 RECEPTIVE 29:27 RECEPTIVE 29:27 RECEPTORS 27:5 129:2 RECESS 31:20 63:22 104:28 144:27 RECIPIENT 18:10 RECOGNITION 17:15	RECOGNIZE 94:12 121:7 210:3 RECOGNIZED 13:23 16:26,28 142:23 RECOGNIZES 14:28 RECOLLECTIO N 104:4 124:9 RECORD 7:3 82:20 136:18 138:3 163:28 175:5 193:6 203:8,22 204:4 205:13 206:14, 17 210:28 222:8 RECORDS 173:11 213:20 214:1,22 RED 22:11,12 27:26 28:10 77:3 97:21 146:6 149:6 REDIRECT 139:8,9,16 167:4,18 REDUCE 49:19 REDUCED 57:10 127:15 155:19 REDUCES 155:19 REDUCING 93:13 REDUCTION 65:16,18,19 REDUCTIONIST 108:18	REENTER 54:24 REFER 9:21 22:16 27:9 47:16 49:4 116:13 125:14, 17 REFERENCE 104:3 147:7,18 REFERENCES 21:27 REFERRED 28:21 30:1 38:13 41:24 84:26 144:3 165:1 208:5 REFERRING 10:16 16:18 29:23 30:24 47:5 53:18 55:12 68:4 107:21 119:14 178:23 198:5 REFERS 24:12 42:8 REFINED 57:20 217:26 REFLECT 72:7 203:9 REFLECTING 174:9 190:23 REFLECTIVE 100:24 REFLECTS 117:27 161:7 REFRESH 124:17	REFRESHING 69:19 REFUTE 180:19 192:12 REFUTES 183:17 184:17 REGIONS 44:8 45:4 135:18 136:4,10 REGISTRY 66:13 REGRESS 118:28 119:6 REGRESSION 184:26 185:4,5, 22 186:7,11 187:1,21 188:4 199:11 REGRESSIVE 118:25 119:7 177:7 REGULAR 20:22 REGULARLY 20:23 112:13 REGULARLY 20:23 112:13 REGULARLY 20:23 112:13 REGULARLY 20:23 112:13 REGULATED 22:27 REGULATING 44:23 REGULATORY 111:5 REHASH 202:13 REJECTED 52:7 RELATE 28:6 101:24 119:19 127:16 145:19 125:28 RELATED 40:13	42:24 43:1 61:19 73:23 91:20 132:3 154:1 182:5 200:13 RELATES 16:2 132:9 RELATING 19:12 192:24 RELATION 190:7 RELATIONSHIP 13:11 19:4 48:2 51:27 65:23 66:27 95:26 102:12 111:10 113:16 117:4,25 120:1 121:3,4 129:21,25 130:3 143:8,25 147:24 162:16 164:26 166:21 169:21 176:24 187:28 189:4 RELATIONSHIP S 13:8 50:23 176:3 RELATIVE 116:11 146:4,5, 8,12,13,18,28 147:20,21,23 148:10,20,27 149:25 171:2 222:11 RELEASE 27:11,19 37:15 44:24 99:15 132:21 139:12 142:7 200:21 RELEASED 54:1 55:23
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RELEVANCE 19:19 RELEVANT 19:23 37:7 42:16,17 50:10 92:12 110:6 123:15,16 218:25 RELIABLE 67:1, 14 203:13 RELIANCE 97:7 RELIED 148:19 90:13 127:2 RELY 11:19 90:13 127:2 RELYING 30:21 REMAIN 130:7 177:23 REMAINDER 145:16 REMAINDER 145:16 REMAINING 170:23 REMAINS 64:3, 9 129:22 130:4 143:4 151:6 REMEMBER 66:7 67:11 89:8 96:3 97:9 101:4 112:9 113:22 124:4,8,9,14 125:2,6,7 136:21,22	REMODELING 84:20,21 REMODELLING 53:27 55:14 REMOVAL 113:16 REMOVED 113:18 RENAL 133:25 RENDER 121:18 RENDER 121:18 RENDERED 206:1 RENDERING 19:13 64:12 160:18 REPEAT 58:16 101:15 REPEAT 58:16 101:15 REPEATING 81:2 REPERCUSSIO NS 27:15 REPHRASE 115:27 REPORT 30:16, 21 33:9 45:11, 15 51:6 59:4 103:16,17 106:10,16 109:28 110:3,19 113:5,6,13 116:27 117:13	REPORTED 101:25 134:10 182:13 222:7 REPORTER 105:6 222:4,21 REPORTER'S 222:1 REPORTER'S 222:1 REPORTS 130:7 140:18 180:24 208:16, 19,23 209:3 REPRESENTATI ON 35:3 114:16 174:16 REPRESENTED 24:8 146:6,8 174:9 REPRESENTS 79:27 REPRODUCE 119:24 REPRODUCTIV E 18:2 REPUTABLE 46:11 67:13 REQUEST 206:7 213:1,3 218:9	REQUIREMENT S 95:12 REQUIRES 92:22,23 129:23 142:9 RESEARCH 11:12,15 14:13, 24 15:8,25 20:3, 22,24 21:3 46:3 50:26 51:11 52:13,20 87:21 89:13 96:24 118:20 120:16, 26,28 121:19 129:23 130:12, 15 142:26 149:24 158:9 162:20 168:11 169:28 170:5 203:3 206:24 207:11 RESEARCHER 114:14 191:28 RESERVE 219:14 RESOURCES 216:7 RESPECT 66:20 107:22 118:1 159:8	70:2 99:17 111:10 189:2 215:13 RESPONSES 106:24 109:13 213:8 RESPONSIBILIT Y 153:8,23 RESPONSIBLE 44:6 101:28 158:27 RESPONSIVEN ESS 189:1 REST 23:9 124:2 191:27 RESTING 42:22 RESTRICT 210:12 RESULT 41:23 96:24 141:27 156:5,8 172:2 178:3,27 199:1 RESULTS 31:27 32:6 96:26 97:27 98:16 99:5 150:27 157:11,13 159:1 162:14 164:6,25 171:21,24
112:9 113:22 124:4,8,9,14 125:2,6,7 136:21,22 145:27 151:15, 20 153:4 154:16,22 157:8 164:24 165:4,10 174:3 REMEMBERED 13:23 REMIND 219:24	103:16,17 106:10,16 109:28 110:3,19 113:5,6,13 116:27 117:13, 19 118:4,9,24 119:2,23 126:5 132:16,17 133:15 134:20 135:6 136:9,11 138:7,18 143:7 147:28 148:3,25 160:2 177:14 178:2 205:17	REQUEST 206:7 213:1,3 218:9 REQUESTS 213:5,11,26 REQUIRE 142:8 REQUIRED 21:17,21,23,24 37:12 41:15 91:8 116:28 117:14	RESPECT 66:20 107:22 118:1 159:8 RESPECTED 45:28 46:8 RESPECTFULL Y 206:7 RESPOND 30:5 32:10 204:2 RESPONSE 19:17 27:6,8	99:5 150:27 157:11,13 159:1 162:14 164:6,25 171:21,24 176:20 183:3 188:15 191:18 198:18,19,20 199:4,8,13 200:7 RESUMED 105:17 145:11 RETRACT 38:11,22 40:18

SENSITIVE 108:3 134:16 216:27 SENTENCE 143:5 162:26 167:24,25 199:21 SEPARATE 20:18 138:13 SERVE 135:6 SERVED 18:24 67:10 SERVICES 66:11 139:27 SERVING 213:5 SESSION 105:11 SET 87:18 106:8,10 117:20 140:2 186:24 201:8 211:23 215:11 219:12 SEVERITY 65:24	SHORTEN 151:3 SHORTER 210:16 212:5 SHORTHAND 222:3 SHOW 9:1 29:7 39:14 48:2 49:13 59:11 61:21 109:14,15 130:6 143:5,24, 26 151:12 152:1 153:5 168:25 171:14,24 175:16 178:10 190:13,14 198:2,4,7,8 SHOWED 127:17 140:21, 22 143:2 154:13 168:25 169:6 170:23 171:7,21 196:10 SHOWING 36:25 37:19 40:6 41:4 96:9, 17 128:4 142:22	99:19 113:15 127:17 128:28 143:8 154:26 SHRINK 151:7 152:6 SIDE 26:23 31:4 32:13 40:8,11 42:27 58:14 94:11 141:17 145:3 186:16 211:14 212:8 213:28 SIDES 144:16 212:22 SIGNAL 92:18 SIGNAL 92:18 SIGNAL 92:18 SIGNALLING 58:1 70:6 93:7 95:3 99:14 127:22 129:18 141:10,26 142:8 SIGNATORY 165:2 SIGNIFICANCE 25:12 49:18 106:5 151:16,22 152:1 7 15 21	172:23 182:13 187:16 SIGNIFY 106:8 SILENT 28:16 SILOS 121:8 SIMILAR 20:3 24:24 91:10 94:5 214:7 SIMPLE 186:21 SIMPLIFIED 25:2 SIMPLY 27:21 30:22 32:4 206:24 SINGLE 51:23 75:19 106:13 133:14 140:12 156:12 SINGLE- CELLULAR 179:17 SINGULAR 28:22 SINK 122:18,19	115:2 120:14 131:22 136:25 138:17 139:5 SIT 205:23 215:1 216:13 220:1 SITS 214:27 215:1 SITTING 6:14,15 SITUATED 28:12 SITUATIONS 163:7 SIXTH 37:24 SIZE 65:16 100:3 151:3,11 152:5 155:18,19 161:8 197:23 SIZES 148:15 197:17 SKETCH 9:8 SKIN 60:2,12 SKOGHEIM 163:5,6,13
SHAPE 111:17 SHAPES 28:9 SHARE 29:11	163:9 164:25 166:3 179:6 194:6 195:14 SHOWN 26:4,20	174:23 200:1 SIGNIFICANT 25:15,16 84:14 150:4,10,18,21,	SIR 8:26 9:4 10:2 16:20 19:26 35:22 37:5 42:13 47:4,	175:2,4 176:14 194:18 SKY 138:10 SLEEP 44:24
32:16,17 122:8 SHARING 8:4 88:22 SHE'LL 144:21, 22 SHIFTS 185:21 SHORT 54:3 124:27 126:9 139:8,9	27:28 36:4,22 42:27 44:9 47:9, 13 62:27 63:5 64:4 65:5 103:18 159:25 168:26,28 171:15 174:1,2, 5 176:3 182:15 210:27 211:1 SHOWS 28:14 33:2 41:11	25 151:13 155:4,14 156:5, 8 157:28 164:22 171:2 172:18,23 174:18 182:7 187:16 190:14 197:7,12,24 198:3 199:21,27 200:9 SIGNIFICANTLY 76:1 113:10	7, 12 40.27 51:15,17 52:3 53:15 55:3 56:24 64:7 66:15 67:27 68:20 69:7 72:11 76:20,23 84:13 90:18 94:14 96:3,21 100:9 101:4 102:1 103:22 110:20 112:9	SLIDE 26:21 42:27 49:11 60:9 88:12 96:2 106:12,14 113:15 114:4 126:11 138:15 167:6 168:15 180:25 201:10 SLIDES 38:28 41:2

	I	I	1	I
SLIGHT 156:6 SLIGHTLY 155:27 SLOTS 17:12 SLOW 53:27 55:15 208:3 SMALL 36:5 151:28 170:13 172:13 SMALLER 136:17 138:6 203:18 SMART 24:26 SMOKE 73:12 SMOKING 104:17 SNAIL 34:10,11 37:3,9,14,20 97:10,12,16 SNAIL 34:10,11 37:3,9,14,20 97:10,12,16 SNAIL 37:3 SNAIL 37:3 SNAIL 37:3 SNAIL 37:3 SNAIL 37:3 SNAIL 37:11 SNEEZE 196:22 SNIP 73:24 93:11 SNIPPET 140:22 SNIPS 92:15 SO-CALLED 119:6 SOCIAL 61:1 189:1,3 207:16	56:11 SOIL 71:26 73:10 218:4 SOILS 178:15 SOLEMNLY 6:25 SOLUBLE 23:14 SOLUTION 31:5 SOMA 29:25 SOMEBODY'S 181:12 SOMEPLACE 207:17 SORT 23:5 28:5 94:10 168:17,23 173:6 174:15, 17,22,27 181:17 187:21 193:3 204:14 212:6 SORTS 173:18 SOT 18:10 SOUND 101:18 116:20 SOUND 101:18 116:20 SOUNDLY 143:25 SOUNDLY 143:25 SOUNDLS 20:8 SOUNDS 160:23 SOURCE 55:8 67:14 95:6 122:7 123:23	196:4,6 SPANS 18:2 SPEAK 33:19 52:6 110:19 116:9 218:27 219:8 SPEAKING 33:26 85:11 88:9 145:1 SPECIAL 9:28 215:19 SPECIATE 80:7, 9,23,25 SPECIATE 80:7, 9,23,25 SPECIATION 78:24 79:2 80:18 81:7 SPECIES 39:20 78:22 81:4 131:15,17 SPECIFIC 11:27 23:15 31:8 41:24 50:21,25 61:11,12 98:21 99:2 112:15 117:20 130:14, 16 133:9,28 141:3,21 159:10 202:21 SPECIFICALLY 11:13 12:14 15:26 40:14 41:9 42:7 48:22 51:22 62:16 66:11 68:12 78:23 96:6 101:5 112:12	SPECIFICS 11:23 SPECIFIES 32:28 33:1 SPECTRUM 175:8 177:8 181:3 SPECULATIVE 70:1 SPEECH 109:17 SPEECH 109:17 SPELL 7:2,6,7 SPEND 16:4 63:26 184:2 217:8 SPENT 206:11 216:18 SPHERE 41:13 SPHERE 41:13 SPHERES 41:8 SPHERES 41:8 SPHERES 41:8 SPLIT 103:12 SQUISHING 40:5 SRS 187:7,10 188:2,5,10 STABLE 173:23 STAGE 106:19 107:25,28 108:2,11 STAGES 84:20 STAHLMAN 15:6,18 STAND 110:2,4 115:27 136:5	STANDARDS 57:21 STANDS 35:11 START 8:20 21:8 32:14 40:1 42:17,25 44:9 45:19 56:27 71:13 128:14 168:27 170:15 175:2,3 180:1 181:20 204:4 213:5,7,14,16 214:12 218:13 219:3 STARTED 12:3 38:9 57:8,11 STARTING 36:18 38:11 112:7 145:2 STARTS 38:22 40:18 121:23 152:11 STATE 6:4,25 7:2,21 100:2 118:21 129:11 186:24 202:25 207:19 212:20 216:21 222:5 STATED 20:6 57:3 137:24 STATEMENT 107:3 110:23,28 111:3,9,23,28 112:3,11,13,17 116:27 158:15 165:8,20 166:7
 SNIPS 92:15 SO-CALLED 119:6 SOCIAL 61:1 189:1,3 207:16 SOCIETY 17:24, 25,28 18:7,8 190:2 192:21 SODIUM 54:12 SOFT 54:16 	20:8 SOUNDS 160:23 SOURCE 55:8 67:14 95:6 122:7 123:23 178:16 196:7,13 SOURCES 60:1 67:1 86:18,19 113:19 122:6 123:22 178:12	SPECIFICALLY 11:13 12:14 15:26 40:14 41:9 42:7 48:22 51:22 62:16 66:11 68:12 78:23 96:6 101:5 113:12 117:3 132:5 157:6 171:25 182:3 189:11 192:23 204:17 209:3	108:2,11 STAGES 84:20 STAHLMAN 15:6,18 STAND 110:2,4 115:27 136:5 STANDARD 86:28 142:19 STANDARDIZE D 162:23	57:3 137:24 STATEMENT 107:3 110:23,28 111:3,9,23,28 112:3,11,13,17 116:27 158:15 165:8,20 166:7 167:27 168:7 210:26 STATEMENTS 107:8 112:16 126:5,9 167:21

STATES 16:27 60:5 STATION 32:16 155:17 STATIONS 154:5 STATISTICAL 20:4 106:5,9 150:10 151:12, 16,21 152:1,6, 15,21 186:1,12 188:24 200:1 STATISTICALLY 150:4,18,21,25 151:13 155:3,14 156:4 157:28 164:22 171:2 172:18 197:7, 11,24 198:2 200:9 STATISTICS 106:8	STICKS 55:7 STOP 18:14 21:7 29:18 STOPPED 38:10 STORED 181:12 STORES 84:22 STORY 123:7 139:28 STRAIGHT 71:9 142:14 STRAINS 93:5,8 STRANDS 77:19 STREAM 54:2 STRENGTH 147:8,14,19,22, 27 148:5 151:17 152:14 171:13 173:5 189:10 STRENGTHS	188:10 STRUCTURAL 11:2 STRUCTURE 24:23 34:15 43:26 84:26,27 STUDENT 156:13,25 158:7,28 STUDENTS 17:11 STUDIED 94:23 119:28 154:3,21 155:27 STUDIES 11:26 12:22 15:28 18:4 19:18,22 20:13 21:28 45:11,14 47:1,6 48:11,14 49:16, 28 50:1 51:21 52:23 57:11,12,	133:11 141:20 143:1,10,21,22 146:6,23,24 147:2 148:14,18 149:13,14,23 150:13 151:2,5, 17,27 152:24,28 156:19 159:8,9, 12,15,23 161:8, 18,23 162:10,13 166:19 168:9,10 169:14,20 170:17,20,21,23 171:2,3,4,7 174:8,9,10,28 176:4 177:13 182:4,14 183:6, 12 185:20 186:20 192:23 193:18,20 194:13,17,26 195:12,13 196:17 197:11, 15,19 198:2,4,8 201:27 202:13	142:21 143:3 150:16,17,20 151:7,11,23,27 153:2,4,11,19, 26 154:19 156:20 157:4,12 158:13,19 159:14 160:11, 12,13,17 161:12,18 163:5,6,13,14, 15,16,18,22 165:15 170:12 172:27 173:6 175:6,17,24 176:14,26,27 177:1 178:10, 17,24,26 179:5, 7,8 180:18 181:1,2,5,8 182:2,17,27 183:15,22 184:2,3,7,12,14, 20,21,24 189:11 16 18 24
STATUS 75:2 STAY 11:16 55:21 81:17 203:21 213:25 STAYED 39:4 155:21 STAYS 54:20 85:11 STEEPED 203:2 STENOGRAPHI C 222:1,21 STENOGRAPHI CALLY 222:7 STEPS 94:17 STICKING 29:20,22 77:1	151:10,24 STRESS 41:19 43:3 70:8 92:14, 18 123:2 128:5 134:25,27 135:2,4,10,17, 19,25 136:5 142:9 STRIKE 92:22 STRIKING 103:7 STRING 69:11 STRONG 49:25, 26 52:28 166:14 168:9 STRONGER 48:7 189:12 STRONGEST	20 61:27 64:19 68:28 69:12,15 71:16 77:23,26 78:10 80:28 82:13 85:28 86:10,16 87:6, 23 88:6 90:12, 25 91:2,15 94:12,15,28 95:7 100:15,16 101:6,7,13,15 102:23 103:1,18 106:22 108:28 109:26,27 110:5,14 119:5, 28 120:12 122:19 126:24, 26 127:2,3,20, 26 128:3 129:23 130:2,6 131:13	209:24 STUDY 10:27,28 20:15 28:2,5 31:27 32:1,2,4, 6,25,26 35:4 37:13 45:22 46:2 48:16 50:22 51:10,14 56:4 59:16 61:28 65:15 80:24 82:2 87:24 88:1 89:9 90:4,26 94:25 98:14 102:4 110:7 115:12 124:4,19 125:26 127:17 131:18 132:7,17 136:26 137:11,15,17,25 138:2 141:21	190:11,13 191:5 192:8,12,20 195:3,14 196:5, 9 198:18,23 200:11 STUDYING 12:1 50:9,14 STUFF 32:12 187:15 SUBJECT 34:21 52:4 77:1 133:11 144:1 SUBMIT 9:12 SUBMITTED 46:19,24 156:16 SUBMITTING 33:10

I

49:11,19 65:15 69:24 80:13 81:1 100:1 107:16 110:26 111:1 113:8 114:28 117:5,9 120:5 146:3 148:11 161:24 163:6 178:24 192:9 198:9,23 219:15 TALKING 33:21 39:7 42:10,11 66:4 71:16 72:16,17 76:6 77:23 78:8 83:7 85:16 87:5 98:6, 13 107:23 116:2,3 119:5 130:14 136:21 138:16 140:27 142:3 145:27 174:21 TALKS 30:20 132:18 136:17 170:18 TANKS 95:25 TAPE 208:6,7 TARGETED 189:8 TASK 41:25,26 42:28 119:19 TAUGHT 72:20 73:7 81:12 83:18 TEACH 113:14 TEACHERS 159:17,22 TECH 34:26 TECHNICAL	59:10, 19 63:10 TECHNIQUES 37:12 TECHNOLOGY 57:19 76:17 TECNIS 22:23 TEDIOUS 202:3 TEDIOUS 202:3 TELTH 53:23 178:19 184:4 194:8 198:23 TELLING 89:8 113:22 188:22 192:2 TELLS 171:6 192:1 195:20 TEMPERAMENT AL 53:7 TEMPERATURE 44:23 TEMPORAL 174:9 TEMPORALITY 102:6 161:24 162:13 174:9 176:16 180:19 181:10 183:17, 25 184:15,17 189:20 192:12, 24,26 193:11,26 194:28 195:17 198:15 TEMPORE 222:4,21 TEN 31:16 37:22,24,26 84:2 85:22 98:2 101:3 122:21 124:10 126:15 192:18 204:22	TEN-MINUTE 144:24 TEND 56:10 75:6 109:7 135:14 182:18 TENDR 165:2,9, 20 166:7 167:28 185:15 TENTATIVE 211:9 TENTH 37:27 68:8 98:4 TENURED 14:17 TERETOGENIC 109:4 TERMINAL 26:26 36:27 38:21 TERMINALS 11:18 TERMINALS 11:18 TERMS 28:17 37:12,14 39:9 41:4 44:23,26 49:9 52:28 64:11,26 76:6 89:24 90:16 94:6 95:22 98:9 101:18 118:5, 13,22 132:7 140:6 142:6,7 151:11,17,23 170:25 194:2 203:16 210:15 TERRIBLY 209:21 TEST 97:15	TESTED 141:21 TESTIFIED 74:11 139:21 146:17 149:10, 20,21 209:25 TESTIFIES 34:20 212:7 TESTIFY 34:9, 13 160:22 204:16 210:11 TESTIFYING 144:22 TESTIMONY 6:25 21:9 33:8, 12 135:9 152:9 165:4 174:5 180:26 207:27 TESTING 191:20 THALAMUS 44:4,12 THALIDOMIDE 109:3,5 THEORETICALL Y 82:24 THEORIES 70:1 129:2 THESIS 11:7,8 THIMEROSAL 138:14,16,20, 22,27 139:23 THING 23:22 33:10 38:19,27 59:2,6 60:11 78:8 79:19,22 88:19 94:26,27 96:14 98:28 100:4 105:25 111:7 116:7	125:3 134:7 138:12 146:6 149:2 155:26 174:17 202:15 215:20 216:1 THINGS 10:4,6 12:24 22:24 23:6,12,23 29:20,22,26 32:14,24 58:2 59:3 76:9,24 78:15 81:10 87:8 91:26 100:21 102:3, 21,25 105:23 107:15 110:25 114:23 119:22 126:17 127:7 128:1 136:14 146:3 163:14 165:14,18 168:24 174:16 195:24 196:24 197:25 201:18, 25 210:7 211:3 212:1 218:18 THINKING 118:21 208:2 211:9 218:13 219:3 THOROUGHNE SS 211:16 THOUGHT 44:21 105:25 145:25 202:5 THOUSANDS 64:21 205:27 THREE-MINUTE 63:13 THRESHOLD 86:28 111:2
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

162:22 VARIETY 9:26 62:27 63:6 166:15 VARY 107:27 VARYING 146:12 VAST 45:13 143:9 VENTURE 73:3 110:16 VERSION 9:6 VERSION 9:6 VERSUS 45:4 107:16 118:4 134:18 164:18 VESICLES 26:20,21,24,25 27:1 VESSEL 22:11 VESSEL 22:11 VETTED 32:20 VIABLE 11:16 VICINITY 52:9 VIDEO 14:1 29:5,7,10,17 30:27 31:26 32:28 33:3 34:3 35:23,26 40:26 76:13 96:18,24, 27 97:4	VISIBLE 87:12 88:23 VISUAL 11:25 VISUALLY 33:2 34:17 VOCALIZE 109:18 VOLUME 28:2, 11,15 39:2 40:11 65:18 70:6 127:15,18 136:19 VOLUMES 136:19 VOLUMES 136:18 VON 153:3,15 VOODOO 205:11 206:2 VULNERABILITI ES 117:21 VULNERABLE 141:7 170:12 W WAITING 206:4, 5 WALK 22:6 24:6 26:3 36:2 41:3 53:17 181:21 193:3 209:15 211:2 WALKED 109:42	 WARP 205:4 WARRANTED 133:12 WASHING 78:12 WASTE 217:9 WASTE 217:9 WASTING 94:7 WATER 71:25 73:10 78:11,13 81:12 86:14 123:21,24 196:7 218:3 220:11 WAYS 43:8,11 75:9 214:22 WEAK 166:18 168:4 WEAR 100:10, 28 WEEK 209:25 220:3 WEEK 209:25 220:3 WEEK 209:25 220:3 WEEKS 156:21, 28 WEIGH 205:23 206:21 WEIGHING 203:22 WEST 71:9 WESTLAW 212:17 	 WHITE 26:28 WIDE 166:15 WINDOW 82:16 86:2 WINDOWS 23:3, 6 WISNER 7:16 32:10,11 33:16, 24 34:9,12,25 125:22 145:8,28 167:3,11,16,19 196:19,24 197:4 198:9,12,14 200:23 201:16 204:2,3 208:12, 14 209:2,10,12, 17 210:6,14,18 211:5,8,16,19 212:10 213:1,3 214:20 215:27 217:1,3,14 218:9 220:8 WISTAR 88:9, 15,16 89:28 WISTAR 88:9, 15,16 89:28 WISTAR 88:9, 15,16 89:28 WITHDRAWAL 61:1 WOLF 205:4 WONDERFUL 218:23 WONDERING 115:2 WORD 125:7 156:12 	 WORK 7:23 12:3,19 13:12, 17,25 15:2 16:2, 5 17:1,15 18:1, 21 31:12,17 75:9 88:9,11,14, 15,16 89:7,12 91:28 92:19,21 93:19,22,25 99:20,21 100:24 106:4 119:11 120:6,19,21 121:8 126:19 131:17 168:24 212:10,15 213:27 214:1 WORKED 12:23 WORKING 9:27 82:10 202:19 214:5 WORKS 22:7 94:3 185:15 210:11 213:23 WORLD 124:2,3 196:16 207:2,3, 8 216:1 WORM 94:5,20, 23 109:16 WORMS 94:28 WORMY 88:19 WORRIED 185:1
35:23,26 40:26 76:13 96:18,24, 27 97:4 VIDEOGRAPHIC 32:27 VIEW 198:15 211:28 VIEWED 150:18, 20 VISCOELASTIC 54:25	26:3 36:2 41:3 53:17 181:21 193:3 209:15 211:2 WALKED 198:12 WANG 103:11 WANTED 77:8 145:15,17 149:2 163:15 197:3 215:28 216:1	WEIGHING 203:22 WEST 71:9 WESTLAW 212:17 WHEREOF 222:17 WHISKERS 146:9 149:4 151:4,6,26 152:5	 WONDERING 115:2 WORD 125:7 156:12 WORDING 158:11 159:2 WORDS 18:28 65:9 109:25 126:13 185:3 188:15 218:20 	23 109:16 WORMS 94:28 WORMY 88:19 WORRIED 185:1 WORRY 163:11 WORSE 180:4 189:6,9 WORSENS 65:9 WORSENS 65:9

WORTH 83:25	54:6 55:1,10
WRAP 63:25	57:7 76:3,18
66:5 69:22	96:25 97:5
193:2	114:15,25
WRECK 217:7	115:5,10,25
WRITE 119:3	116:1,12,17
158:28 159:1	118:10 120:22
182:4	161:17 168:10
WRITES 156:12	190:2,8 193:23
WRITING 129:7	YEH 156:22
153:9 158:20	YELLOW 26:9
107.27	28:10 44:13
WRITTEN 75:11	YES/NO 150:9,
138.26 167.24	10 174:17,23
213:17	197:16
WRONG 38:12	YESTERDAY
52:18	115:25 116:13
WROTE 109:25	YORK 6:16,19
110:2 130:25	YOUNG 44:28
158:6 197:4	107:23 108:5
211:3	119:12
v	
XENOBIOTICS	ZINC 24:11,20
108:12,24	75:13 76:25
XI'AN 13:13	ZN 24:11
XINJIANG 13:2	ZONES 154:4
Y	
VADD 004.00	
YARD 204:23	
YEAR 120:24	
YEARLY 18:8	
YEARS 9:26	
12:2,6,7 17:8	