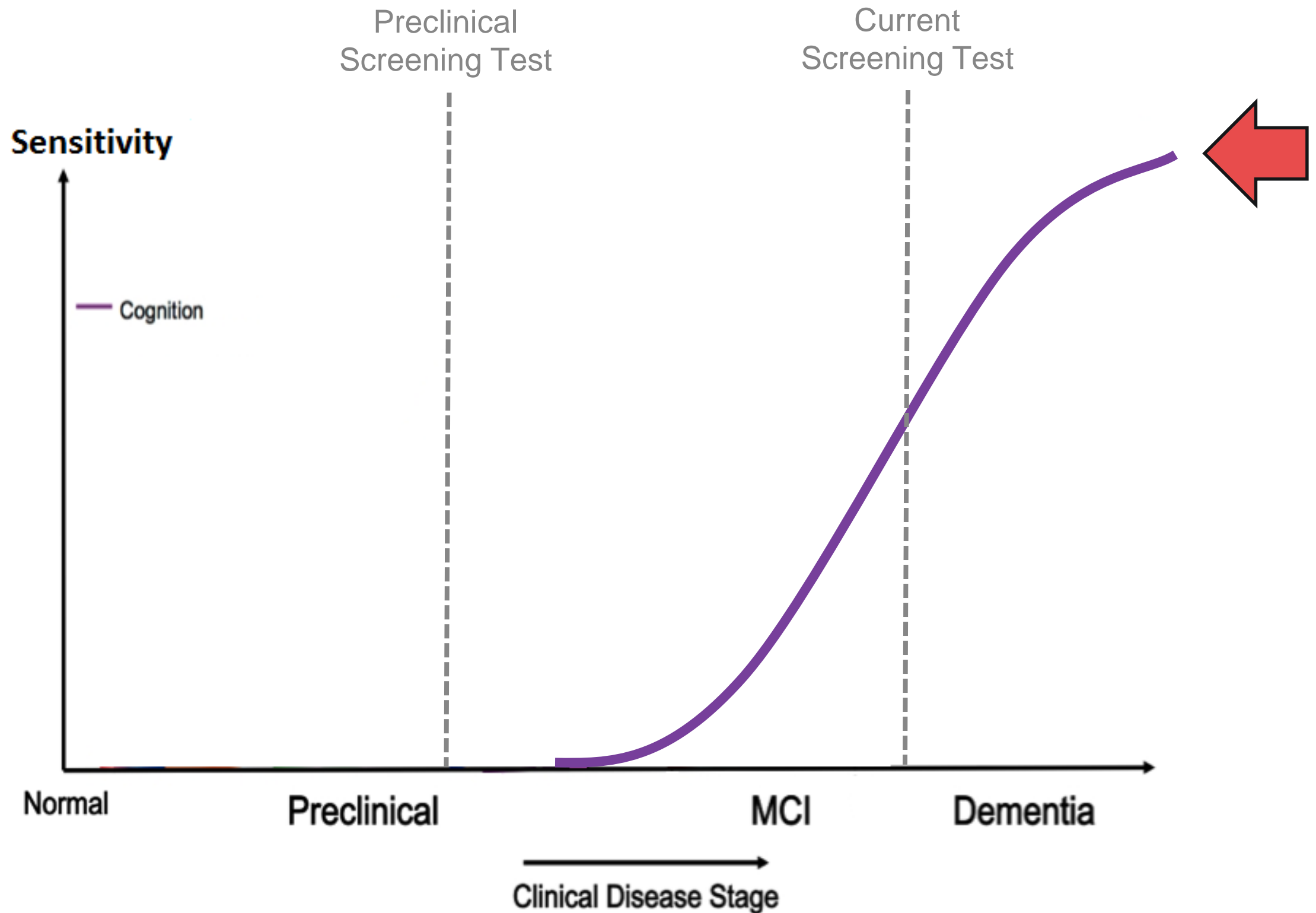




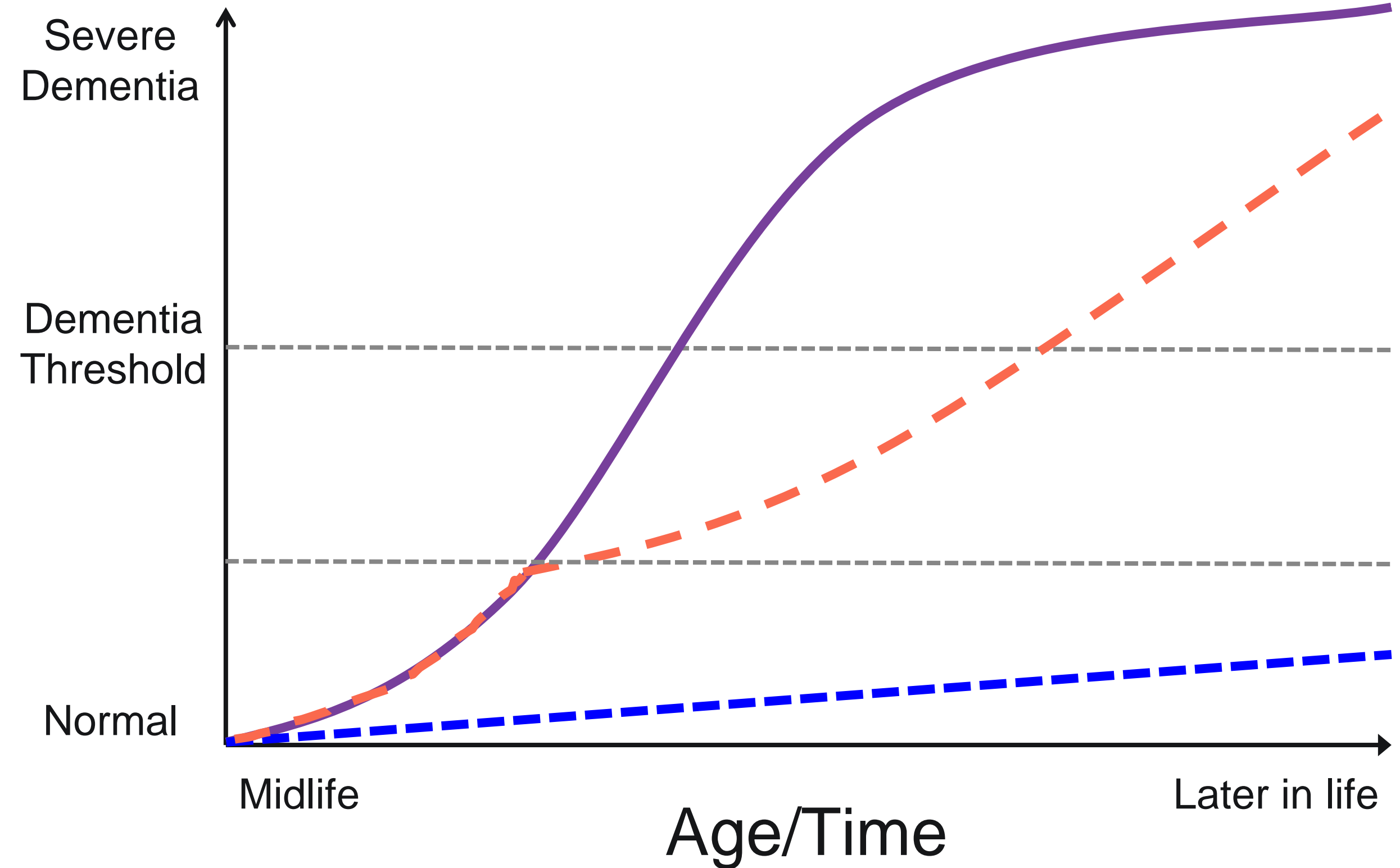
# Technology Enablement of Digital Biomarkers for the Futurization of AD Research

Rhoda Au, Ph.D.  
4-20-18

# A New Strategy



# The Impact

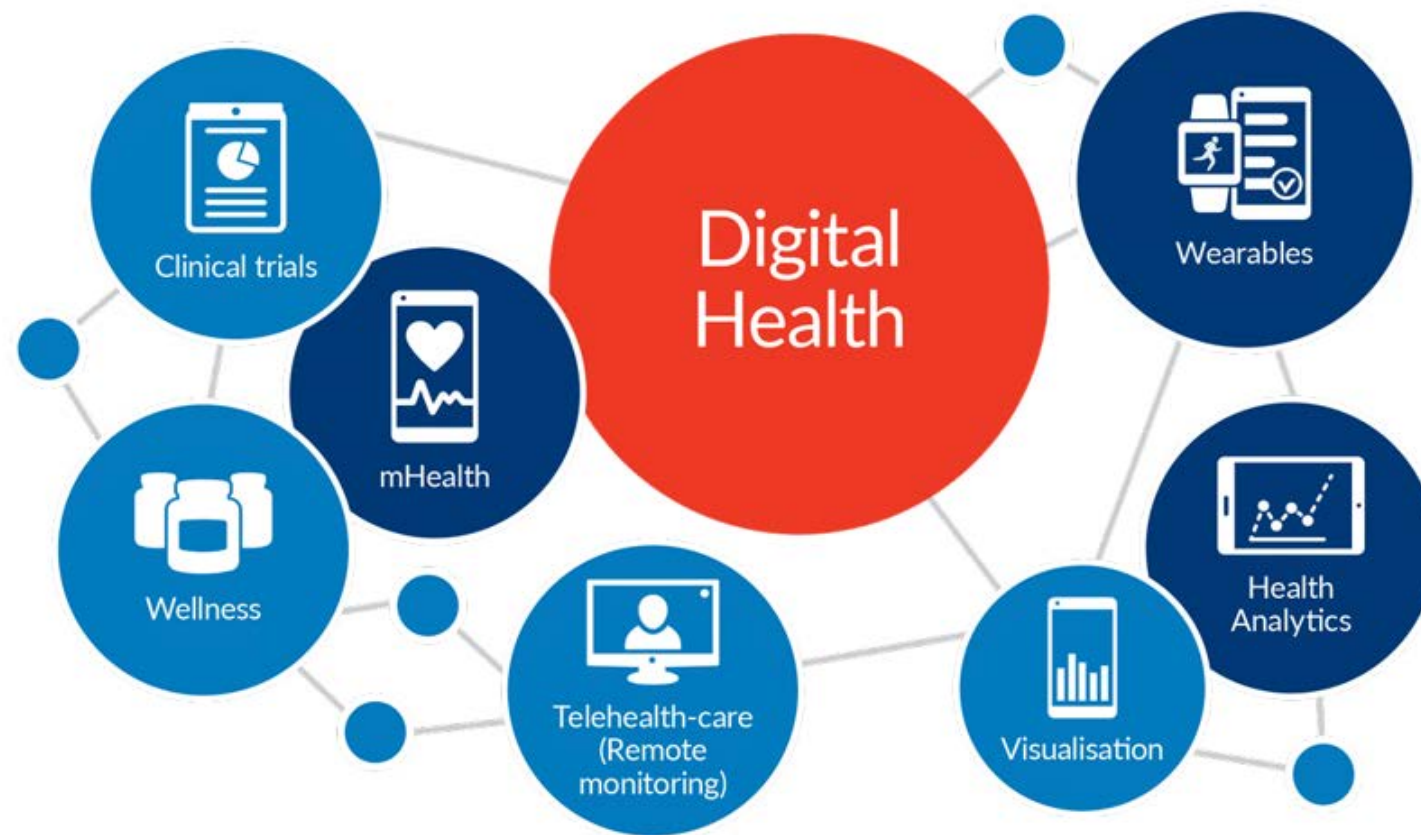




# Converting Ideas into Reality



# FDA Digital Health Initiative



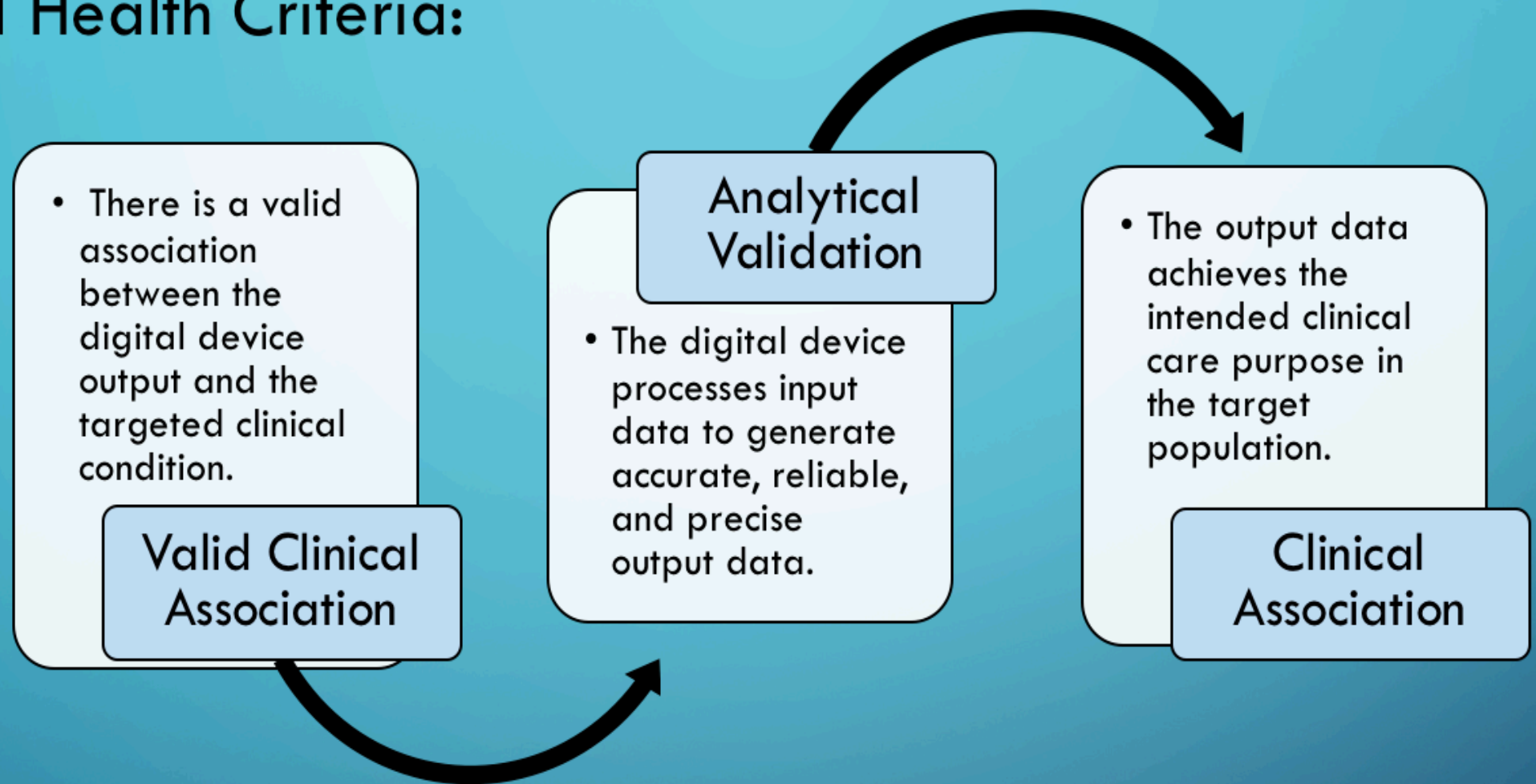
The FDA has implemented the *Digital Health Innovation Action Plan*

Promote the development and use of digital health technologies



# Digital Health Initiative

- FDA Digital Health Criteria:



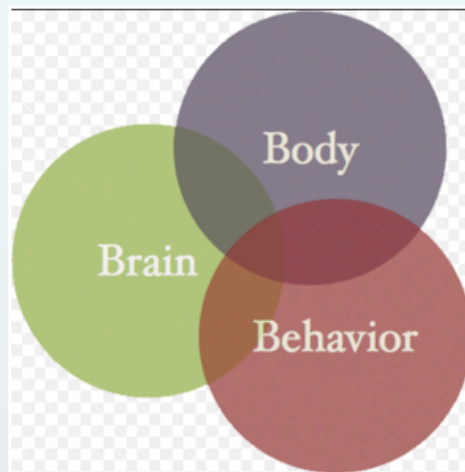
Digital health technologies may act as susceptibility/risk biomarkers

# Digital Biomarkers

## DIGITAL BIOMARKERS

### Background

- Behavioral activity markers offer an alternative tool for detecting normal cognitive aging to MCI transitions.



### Methods

- Average talk time/day collected through small wearable digital recording devices.
- Data examined by speech detection algorithms.



### Results

- MCI subjects used more words during conversations and exhibited longer daily talking time than normal subjects.
- MCI subjects exhibit subtle language processing deficits that are sensitive to transitions to MCI.





# Digital Assessment & Cognitive Training

## DIGITAL BIOMARKERS

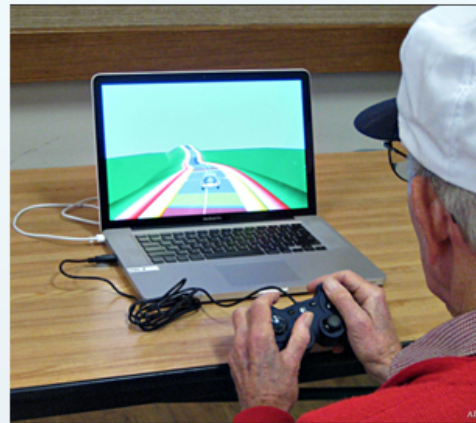
### Background

- The aging population exhibits multitasking difficulties and cognitive control deficits.



### Methods

- Multitasking performance assessed with a custom-designed 3-D video game (NeuroRacer).



### Results

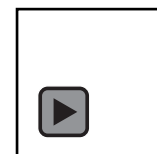
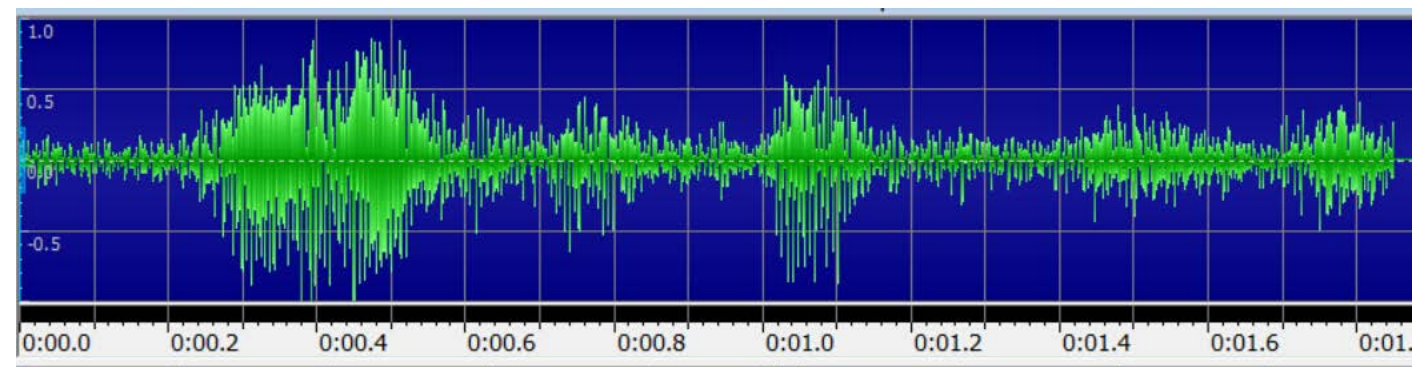
- Highlighted plasticity of the prefrontal cognitive control system.
- Showed digital technology can be used to assess cognitive abilities across lifespan, evaluate neural mechanisms and serve as a tool for cognitive enhancement.



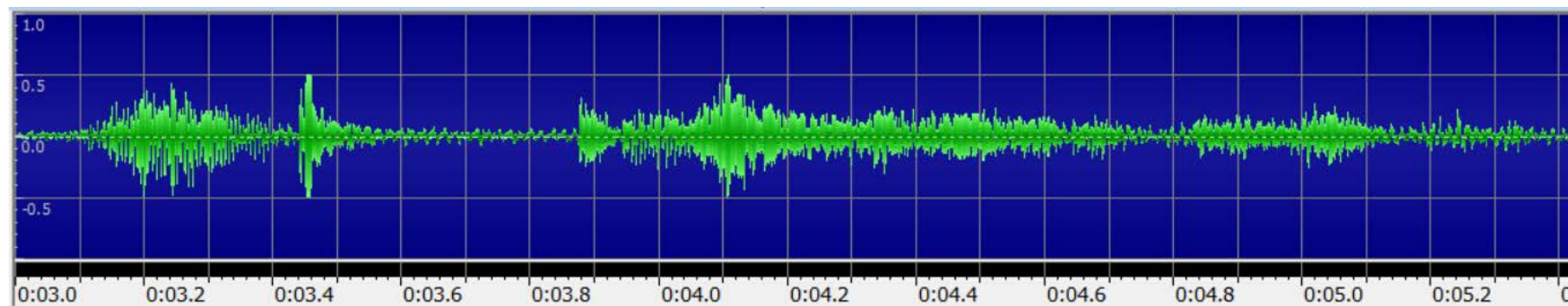
Source: Anguera, J. A., Boccanfuso, J., Rintoul, J. L., Al-Hashimi, O., Faraji, F., Janowich, J., ... Gazzaley, A. (2013). Video game training enhances cognitive control in older adults. *Nature*, 501(7465), 97–101. <http://doi.org/10.1038/nature12486>

# FHS Digital Voice

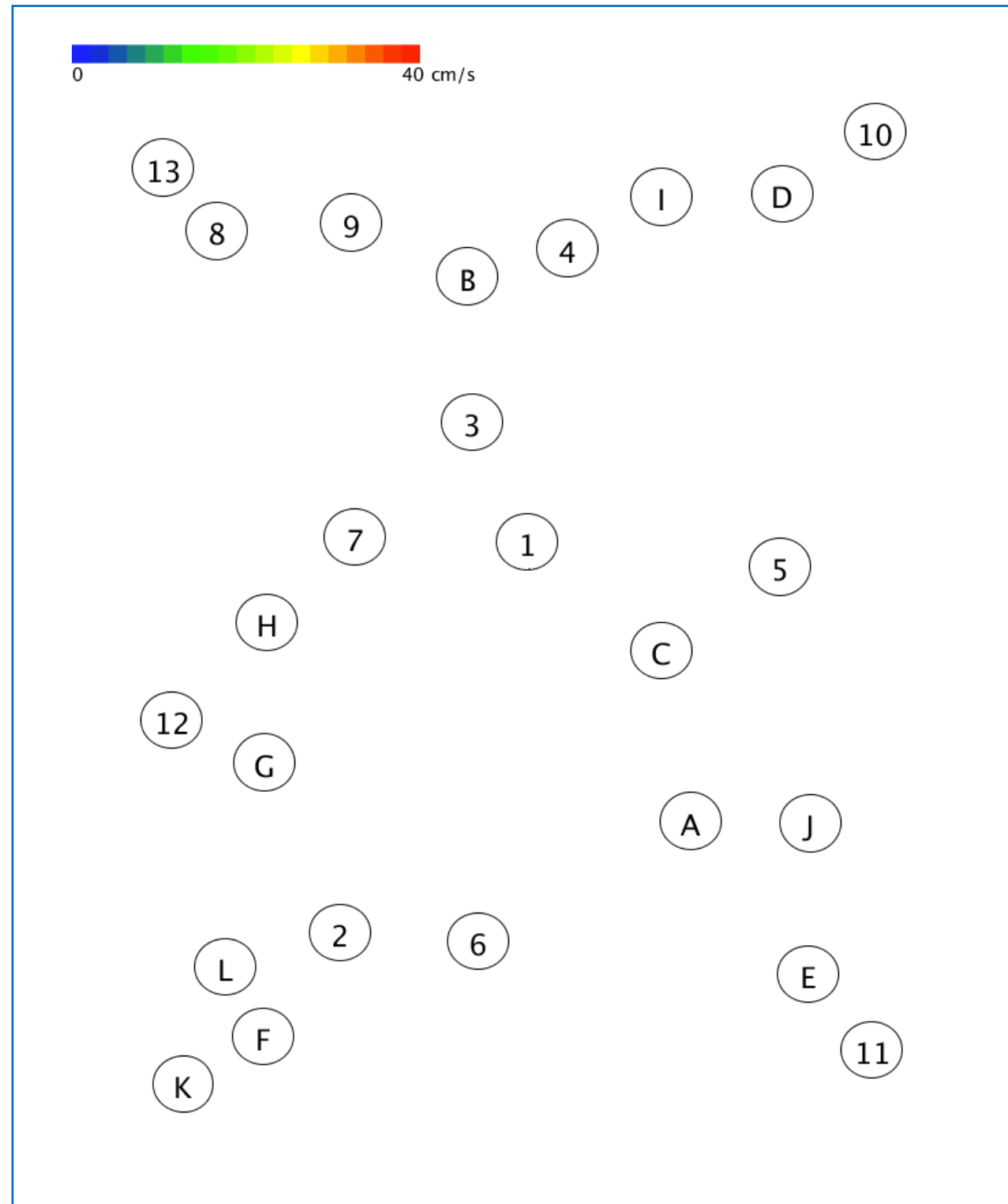
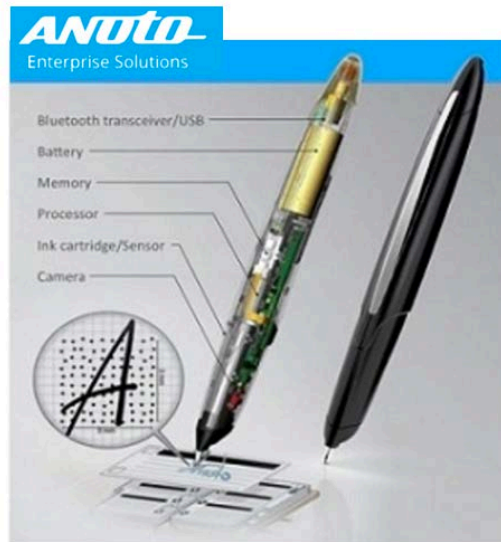
Not Demented: 2009



Mild Cognitive Impairment:2015



# FHS Digital Drawing



# Digital Pen

## Supportive Research

### LEARNING CLASSIFICATION MODELS OF COGNITIVE CONDITION FROM SUBTLE BEHAVIORS IN THE DIGITAL CLOCK DRAWING TEST SOUILLARD-MANDAR ET AL. (2015)

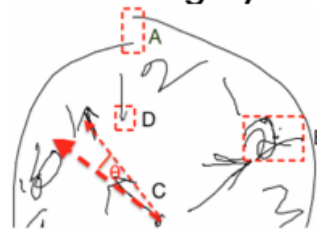
#### Background

- Clock Drawing Test
  - screening tool for cognitive impairment
  - commonly used to help diagnose cognitive dysfunction (AD, PD)
- Researchers at MIT/Lahey developed software to analyze data acquired using a digitized ballpoint pen
  - >900 variables



#### Methods

- 2169 digital clock tests organized into 4 categories
  - memory impairment disorders (AD/MCI)
  - vascular cognitive disorders
  - PD
  - cognitively normal
- Compared screening and diagnosis accuracy of machine learning (ML) compared to 8 manual scoring systems (MSS)



#### Significance

- Screening:
  - ML: 0.89-0.93 AUC
  - MSS: 0.70-0.73
- Diagnosis:
  - ML: 0.79-0.83 AUC
  - MSS: 0.65-0.69
- Conclusion:
  - Detect cognitive impairment earlier
  - Detect treatment efficacy





# Digital Pen

## Supportive Research

### AGE AND GRAPHOMOTOR DECISION MAKING ASSESSED WITH THE DIGITAL CLOCK DRAWING TEST: THE FRAMINGHAM HEART STUDY PIERS ET AL. (2017)

#### Background

- Challenge in differentiating performance in cognitively normal individuals
- Age remains the biggest predictor of dementia/AD
- dCDT provides means for detecting change in a higher risk non-demented population



#### Methods

- FHS participants (n=1791)
  - stroke & dementia free
  - dCDT to command and copy with hands set for "10 after 11."
- Six age groups were constructed (28-98).



#### Results

- Age groups differences (copy & command):
  - total time to completion
  - total pen stroke count
  - higher-order decision making latencies
- Digital metrics can detect differences in those at risk but still asymptomatic for AD





# Digital Pen

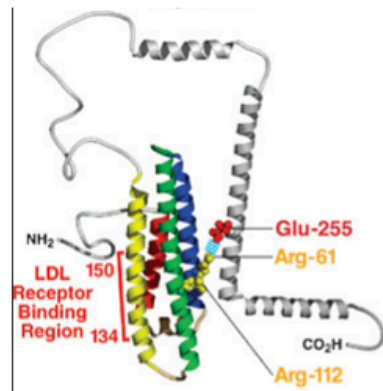
## Preliminary Findings

### DETECTING SUBTLE COGNITIVE IMPAIRMENT ASSOCIATED WITH GENETIC APOE ALZHEIMER'S DISEASE RISK: A PRELIMINARY STUDY

PENNEY, SOUILLARD-MANDAR, AU AND DAVIS

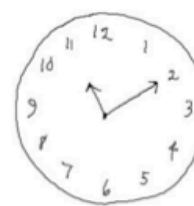
#### Background

- Apolipoprotein E4 allele (ApoE4) is a well-known genetic risk factor for AD
- Can dCDT detect subtle cognitive differences in those with and without AD genetic risk?



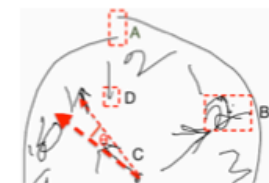
#### Methods

- 1243 dementia-free FHS participants (n=1243)
  - Dementia free
  - ApoE and divided into:
    - high AD risk (ApoE4+)
    - low AD risk (ApoE4-)
- Administered dCDT (copy & command)
- Applied Machine learning (ML)



#### Results

- Compared to ApoE4-, ApoE4+:
  - Command
    - lower drawing efficiency
    - longer average latency
  - Copy
    - worse information processing
    - highest longest latencies
    - higher long latency count
- ML algorithms can identify dCDT metrics that indicate poorer cognitive efficiency in people at higher AD genetic risk but asymptomatic for disease



# Digital Pen

## Preliminary Findings

### COGNITIVE EFFECTS OF TRAUMATIC BRAIN INJURY ASSESSED WITH THE DIGITAL CLOCK DRAWING TEST: A PRELIMINARY STUDY MCCLINTOCK ET AL.

#### Background

- Investigate cognitive changes associated with a history of traumatic brain injury (TBI) using the digital Clock Drawing Test (dCDT).



#### Methods

- FHS Generation 3 participants (n=713)
  - Retrospective medical record review for TBI and no TBI
  - administered dCDT (copy & command)
  - MRI measures:
    - hippocampal volume
    - white matter hyper intensity volume (WMH)



#### Results

- TBI participants had:
  - smaller hippocampal volume
  - greater WMH
- TBI participants on dCDT had:
  - longer total times to completion
  - Longer pre-2<sup>nd</sup> hand latencies (command condition only)
- History of TBI has chronic effects on behavioral and neuroimaging indices associated with preclinical AD
  - dCDT is able to detect subtle cognitive changes.





# New Technology Development dNP Platform



清华大学  
Tsinghua University





# New Technology Development dNP Platform



清华大学  
Tsinghua University



# New Technology Development dNP Platform



## Logical Memory: Recognition (WMS)

Circle the participant's response. "No Guess" = 6; however, strongly encourage participant to make a guess.

I'm going to ask you some questions about that story. one, of the three choices in each question, is correct.

|                         | Response1      | Response2          | Resp |
|-------------------------|----------------|--------------------|------|
| Was the story about:    | a woman        | a man              |      |
| Was her name:           | Annie Thomas   | Anna Thompson      |      |
| Was she from the:       | Southwest      | South Boston       |      |
| Was she:                | a secretary    | a housekeeper      | or a |
| Did she work in:        | a private home | a railroad station | an   |
| Was she held up on:     | Main Street    | Beacon Street      | o    |
| Did it happen:          | that morning   | the night before   | or t |
| Was she robbed:         | of \$5.00      | \$ 15.00           |      |
| Did she have:           | no children    | two children       | or   |
| Did the police:         | arrest her     | arrest the robber  | or g |
| Had they not eaten for: | 2 hours        | 2 days             |      |

SCORE:

Score

Next

FINISH

BA

## Verbal Fluency

Check here if test NOT completed ☐

F

I will say a letter of the alphabet. Then I want you to give me as many words that begin with that letter as quickly as you can. For instance, if I say "B," you might give me bad, bottle, bed. However, I do not want you to use words that are proper names such as Boston or Brian. Also, I do not want you to use the same word again with a different ending, such as bake, baking, baked. Any questions?The first letter is F. Give me as many words as you can that begin with F.Begin.

IF THE PARTICIPANT MAKES TWO OF THE SAME ERRORS CONSECUTIVELY, CUE HIM/HER:  
Remember we want words that start with the letter "F"  
or Remember, no proper names  
or Remember, don't use the same word with different endings.

| F          |  | Voice to text |                |
|------------|--|---------------|----------------|
| 0-15(sec)  | Write all words produced by participant in order |               |                |
|            | WrongLetter                                      |               | Correct Number |
|            | BrokenRule                                       |               |                |
|            | Perseveration                                    |               |                |
|            | OtherError                                       |               |                |
|            | SelfCorrection                                   |               |                |
| 16-30(sec) | Write all words produced by participant in order |               |                |
|            | WrongLetter                                      |               | Correct Number |
|            | BrokenRule                                       |               |                |
|            | Perseveration                                    |               |                |
|            | OtherError                                       |               |                |
|            | SelfCorrection                                   |               |                |
| 31-45(sec) | Write all words produced by participant in order |               |                |
|            | WrongLetter                                      |               | Correct Number |
|            | BrokenRule                                       |               |                |

## Boston Naming Test

Record all participant responses verbatim in the appropriate column (e.g., if the phonemic cue is given, subsequent verbalizations should be written in the Phonemic Cue column for that item). Circle the appropriate score for each item. Circle all errors that were present for a particular item in the lower (shaded) portion of that item's row. Record in seconds the time of FINAL response. See Scoring Manual for complete scoring instructions.

I'm going to show you some pictures, and I'd like you to tell me the one word that best names the object in ea

IF PERSON GIVES AN ANSWER THAT IS CLOSE, BUT NOT CORRECT (E.G., "HARNESS" FOR "YOKE"), SAY,  
Can you tell me another word for that?  
Can you be more specific? (E.G., "BOAT" FOR "CANOE")

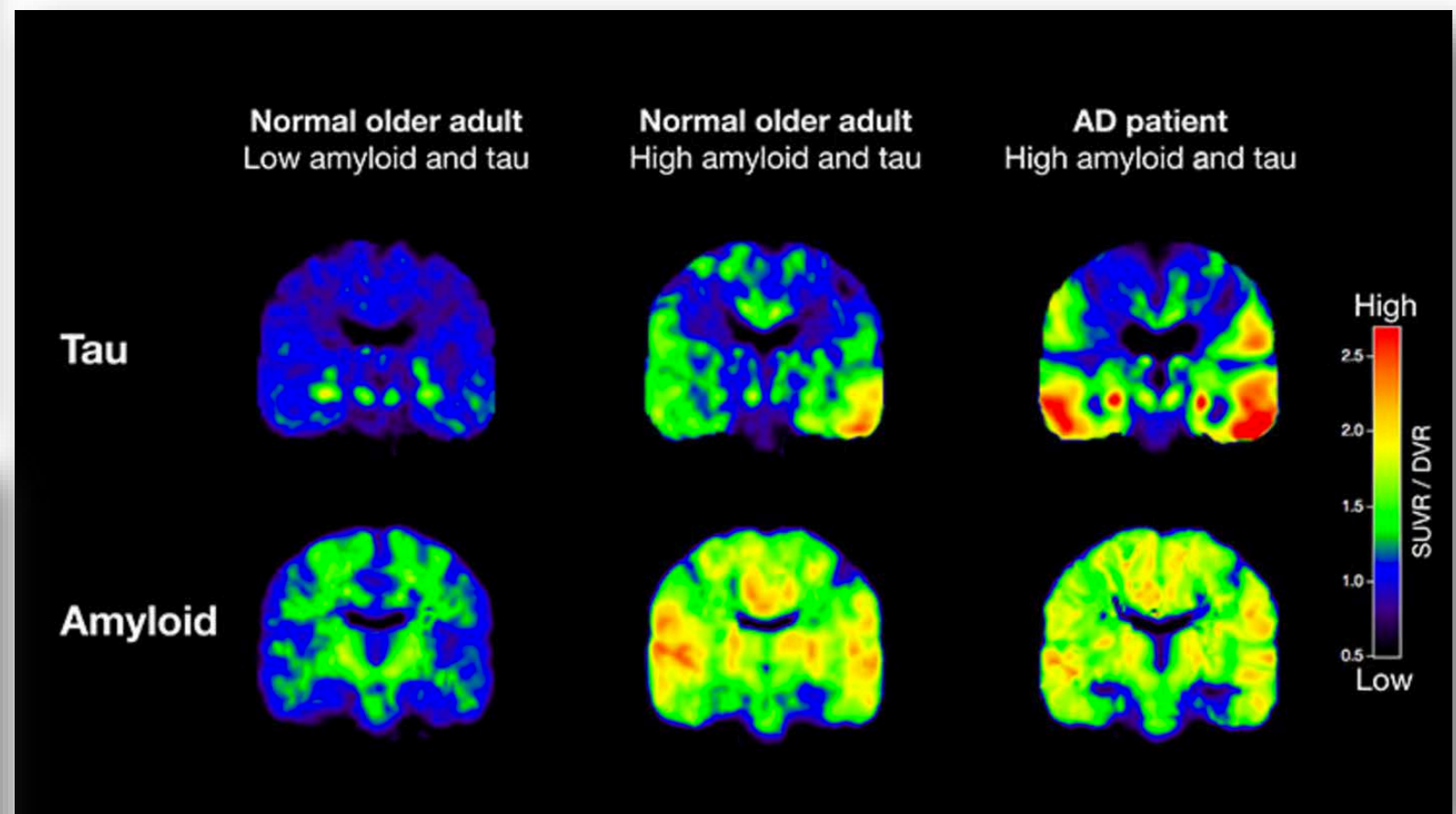
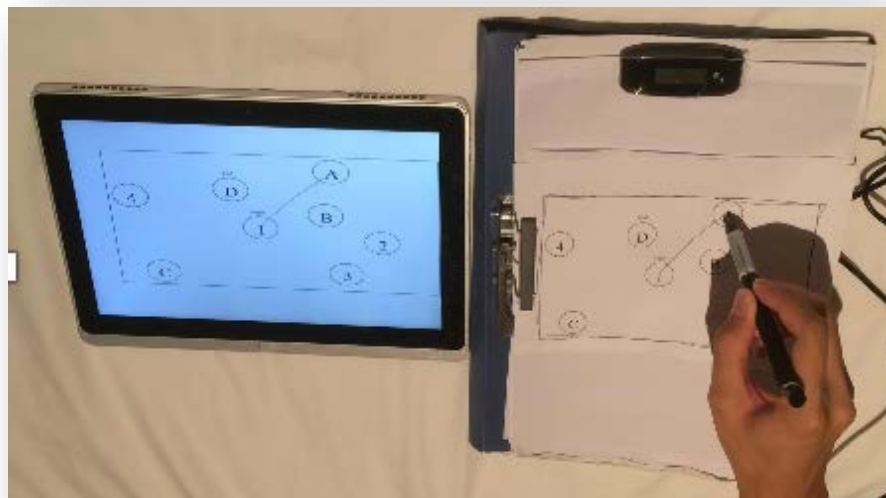
The following words are acceptable; however, if the phonemic cue is given, it should be for the word that is wr  
"spyglass" in place of "telescope"  
"settee" in place of "bench"  
"toadstool" in place of "mushroom"  
"spigot" for "faucet"

Semantic cue is given at 10 seconds.  
Phonemic cue is given at 20 seconds.  
TIME LIMIT for response is 40 seconds

|   |          |           |               |   |               |            |     |   |
|---|----------|-----------|---------------|---|---------------|------------|-----|---|
| No Cue<br>Circle 0 if incorrect<br>Circle 1 if correct with no cues<br>Circle 2 if correct immediately upon presentation; leave Time blank. |          |           |               | Semantic Cue<br>Circle 0 if incorrect<br>Circle 1 if correct with Semantic cue<br>Leave blank if Semantic cue not given |               |            |     |   |
| 1. Tree   | 0        | 1         | 2             | Something that grows  | 0             | 1          | Tr  | 0 |
|   |          |           |               |   |               |            |     |   |
| Errors:<br>Circle all that apply  | No error | Circumloc | Perseveration | Semantic Par.   | Phonemic Par. | Perceptual |     |   |
| 2. House  | 0        | 1         | 2             | A kind of building  | 0             | 1          | Hou | 0 |
|   |          |           |               |   |               |            |     |   |
| Errors:<br>Circle all that apply  | No error | Circumloc | Perseveration | Semantic Par.   | Phonemic Par. | Perceptual |     |   |
| 3. Scissors   | 0        | 1         | 2             | Used for cutting  | 0             | 1          | Sci | 0 |
|   |          |           |               |   |               |            |     |   |
| Errors:<br>Circle all that apply  | No error | Circumloc | Perseveration | Semantic Par.   | Phonemic Par. | Perceptual |     |   |
| 4. Comb   | 0        | 1         | 2             | Used for fixing hair  | 0             | 1          | Co  | 0 |



# Digital Cognitive Biomarkers

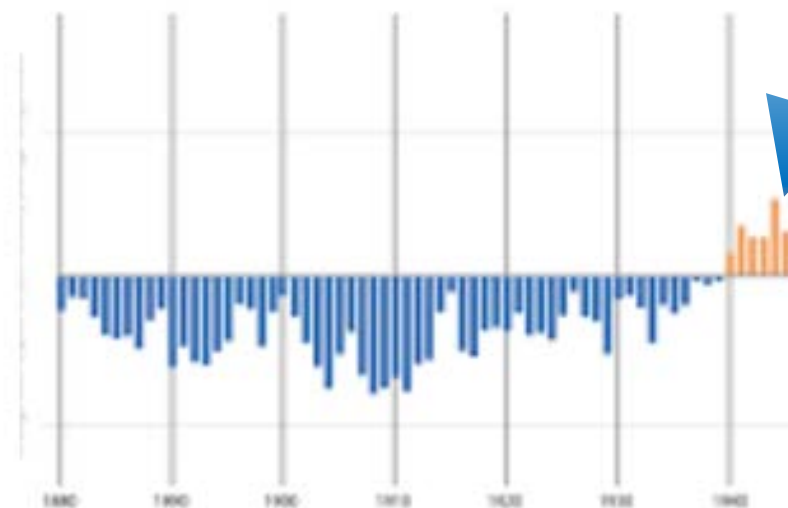
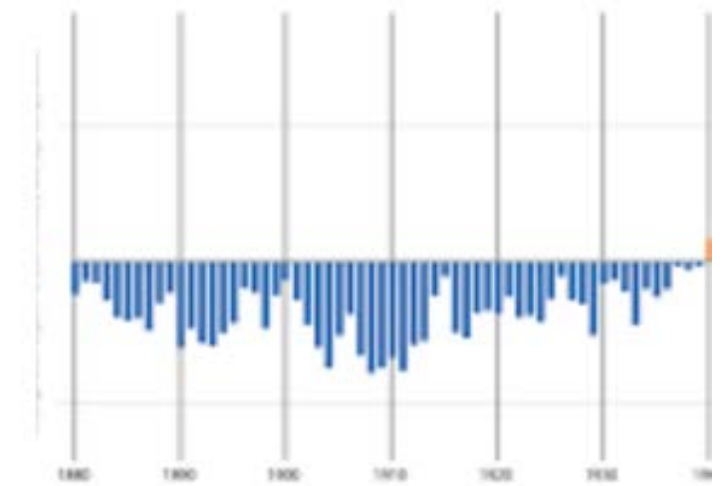
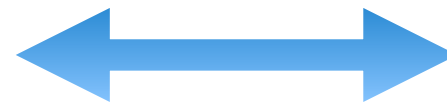
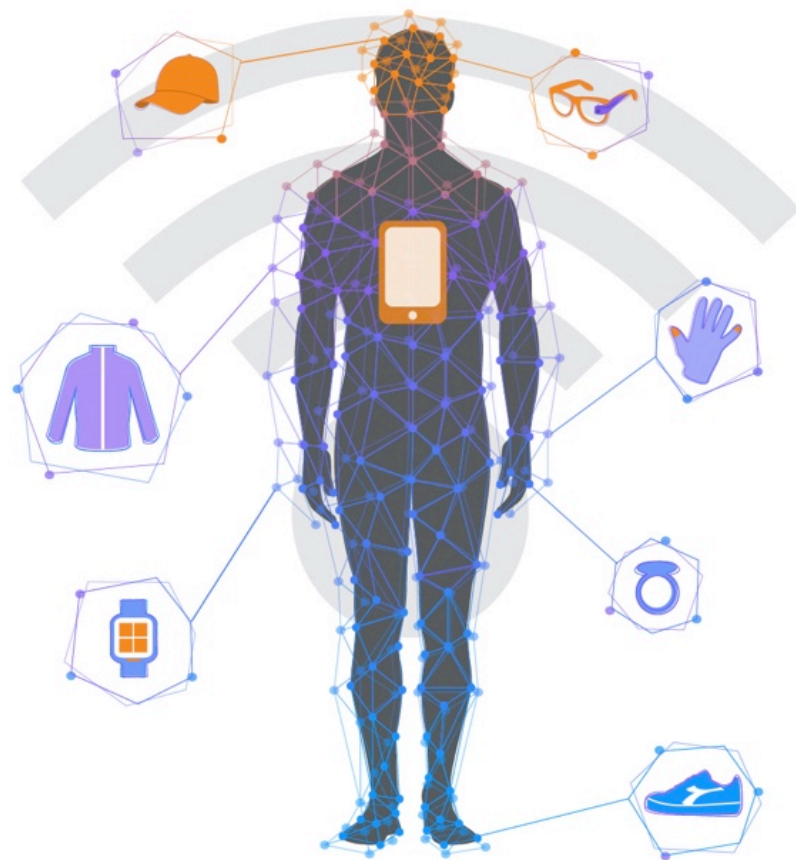




# What Next?

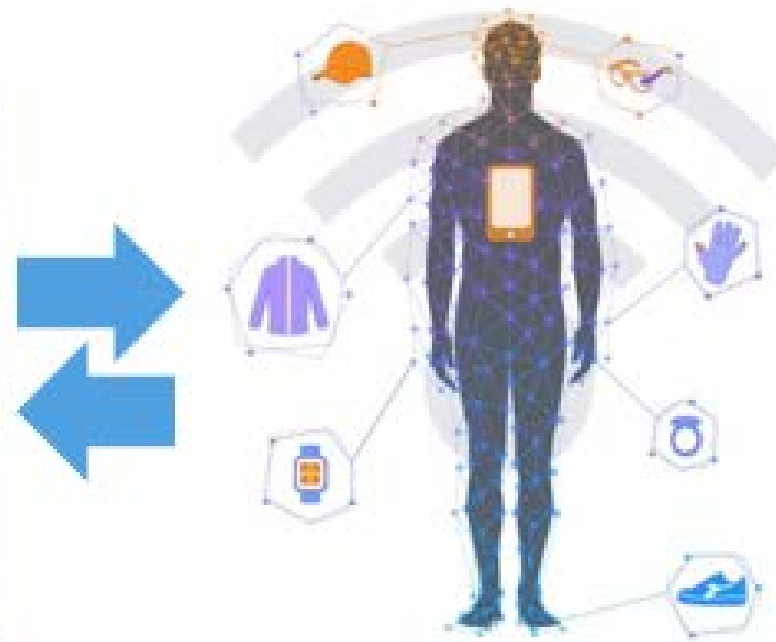
# Alzheimer's Disease Onset is Insidious

## Pre-symptomatic Monitoring





# Brain Health Monitoring Platform



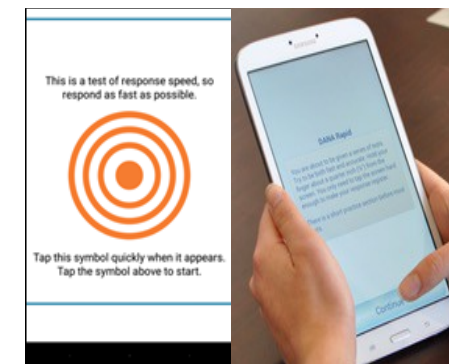
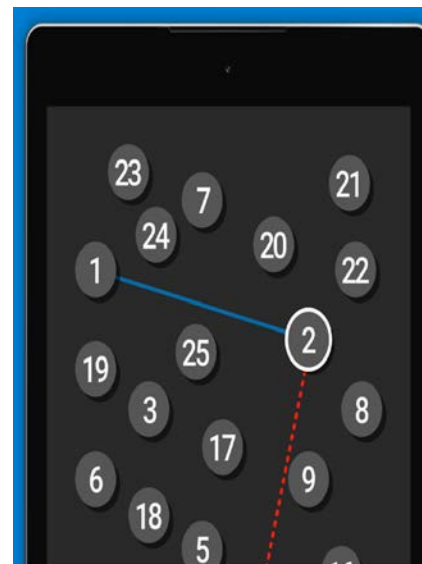
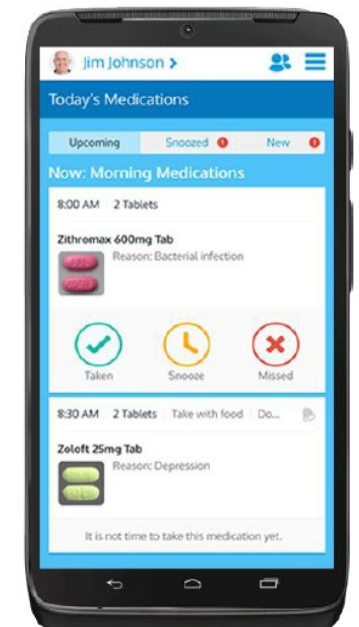
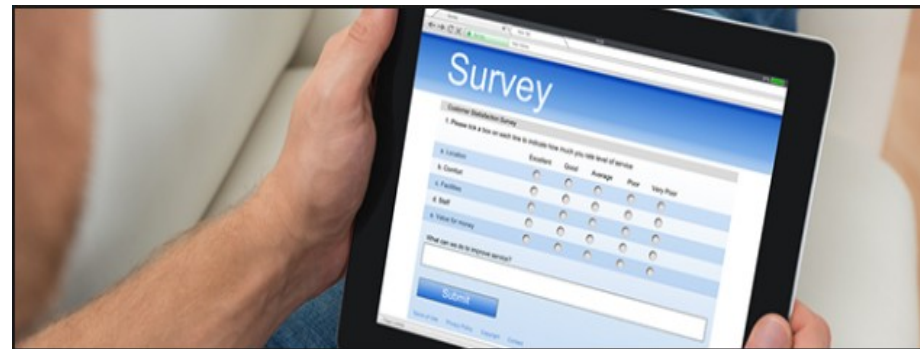
# Traditional Data Collection: Clinic

## Maximize Digital Capture of Health Metrics



# Active Engagement Technology

## Remote Monitoring





# Paradigm Shifting Approach for AD Prevention



Alzheimer's Disease Center



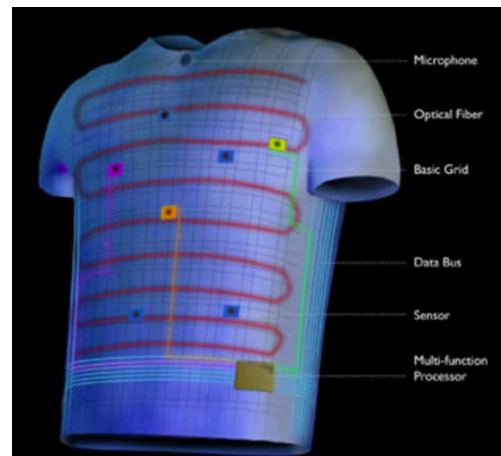


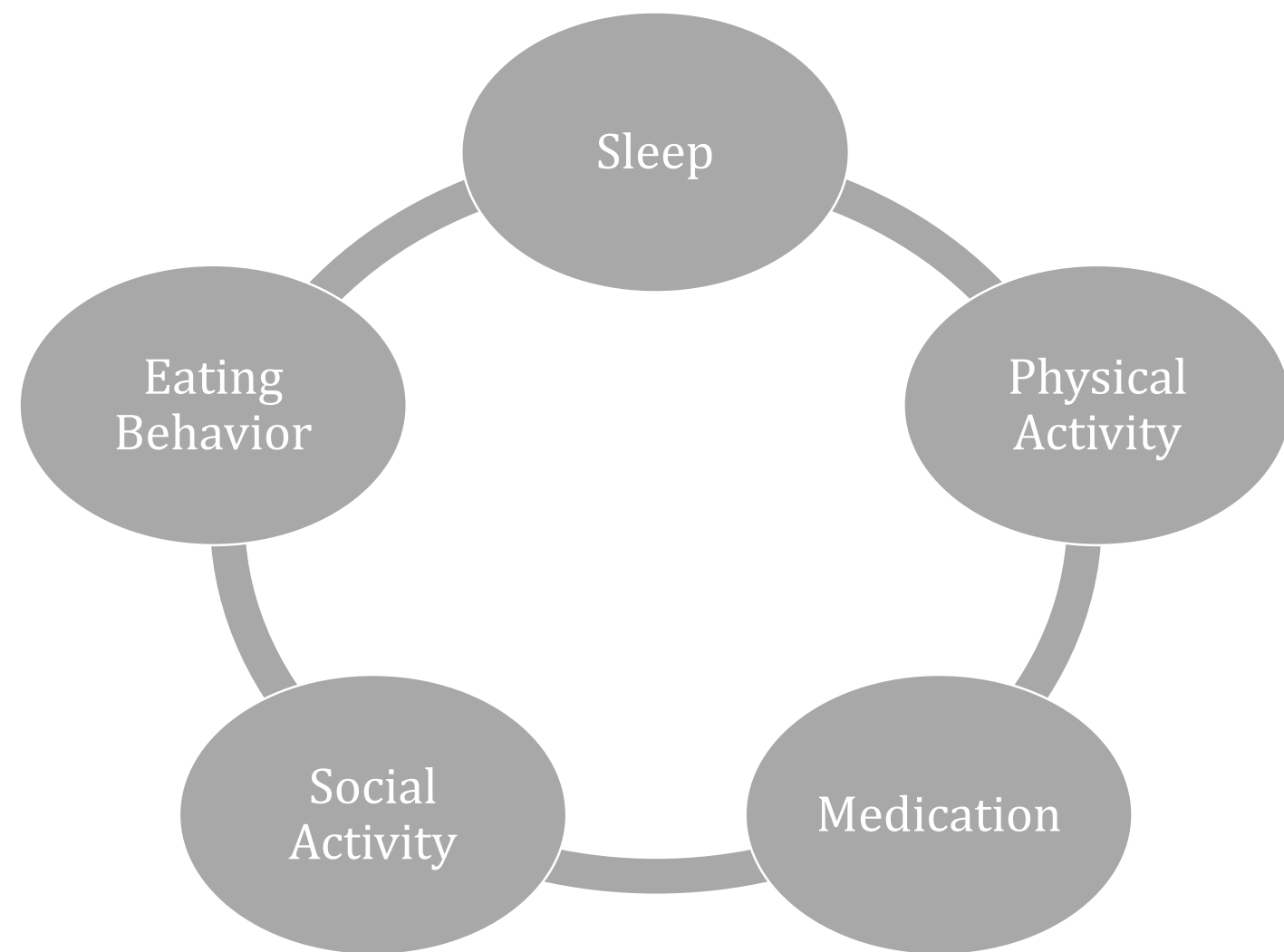
# Where Next?



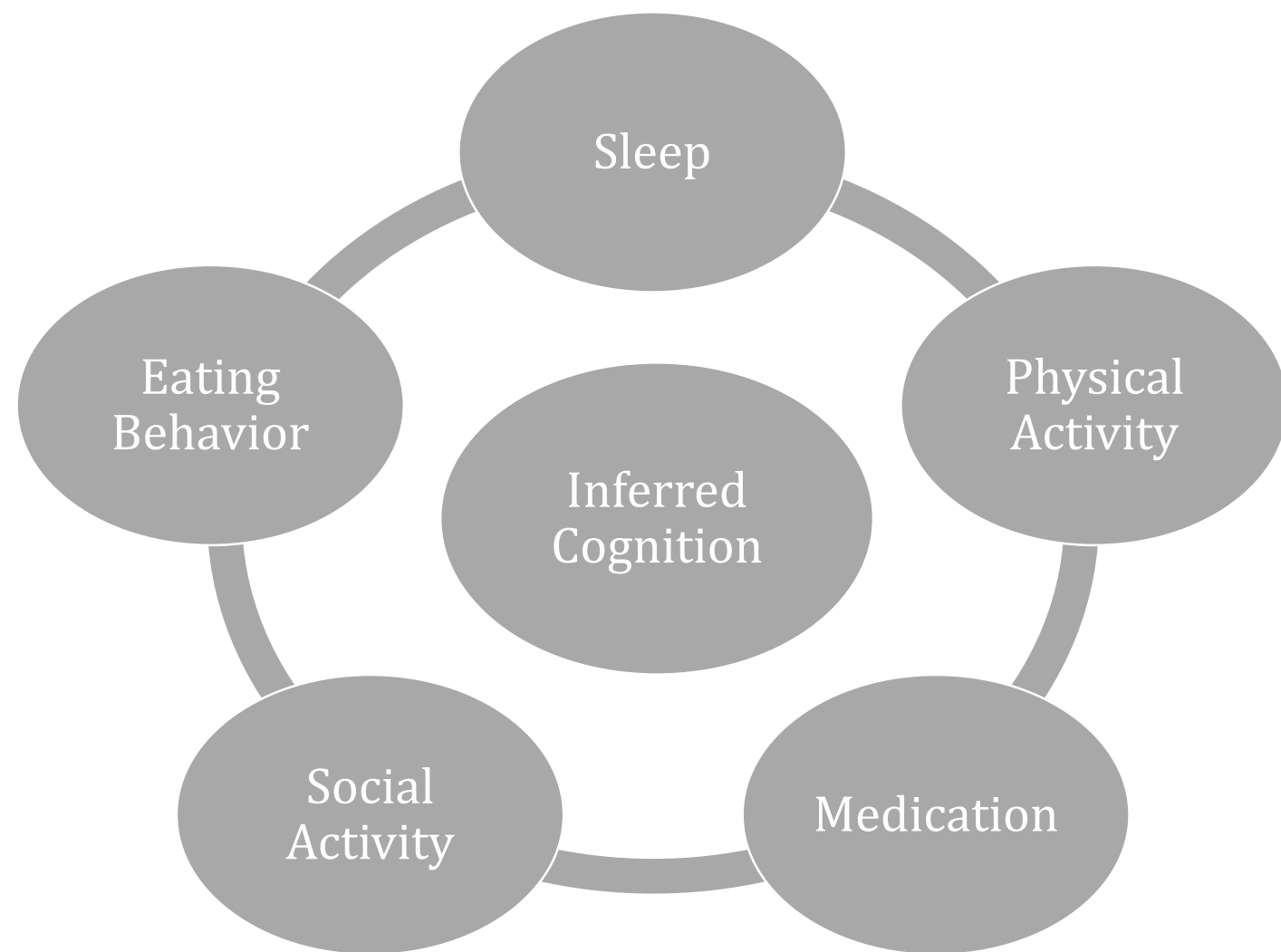
# Ambient Technology

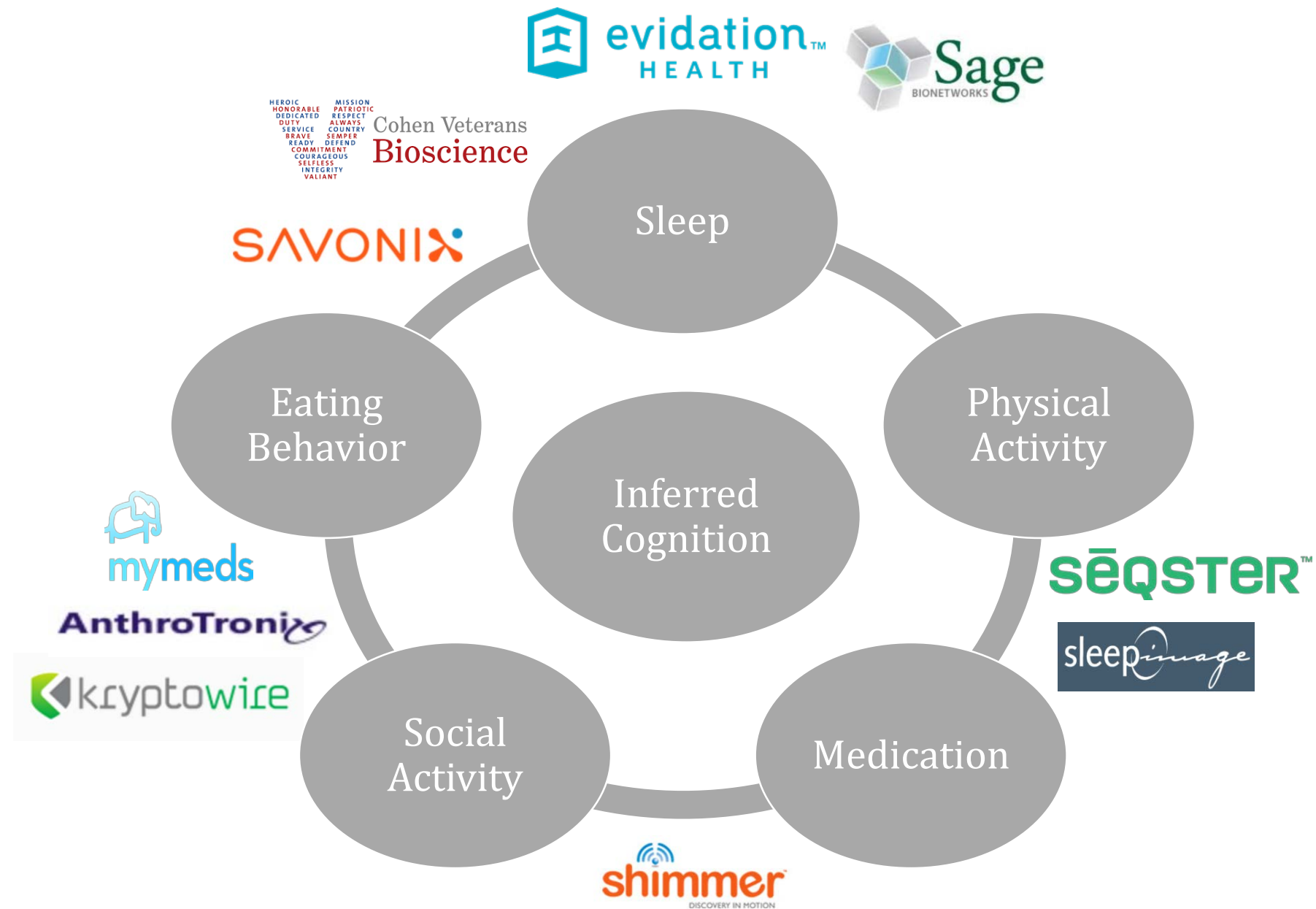
## Sustainable Remote Monitoring













SONDE



evidaction<sup>™</sup>  
HEALTH

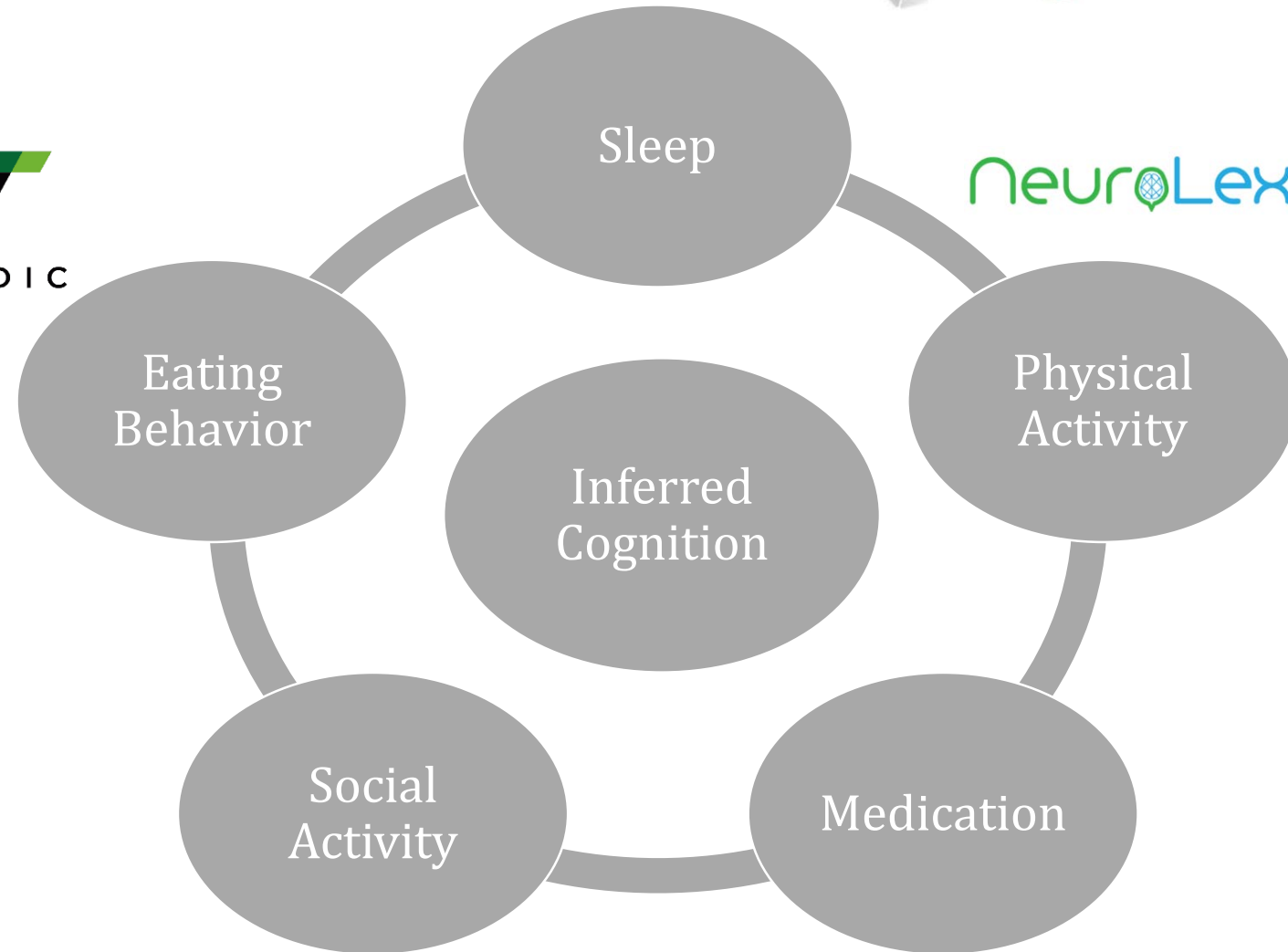


Sage  
BIONETWORKS



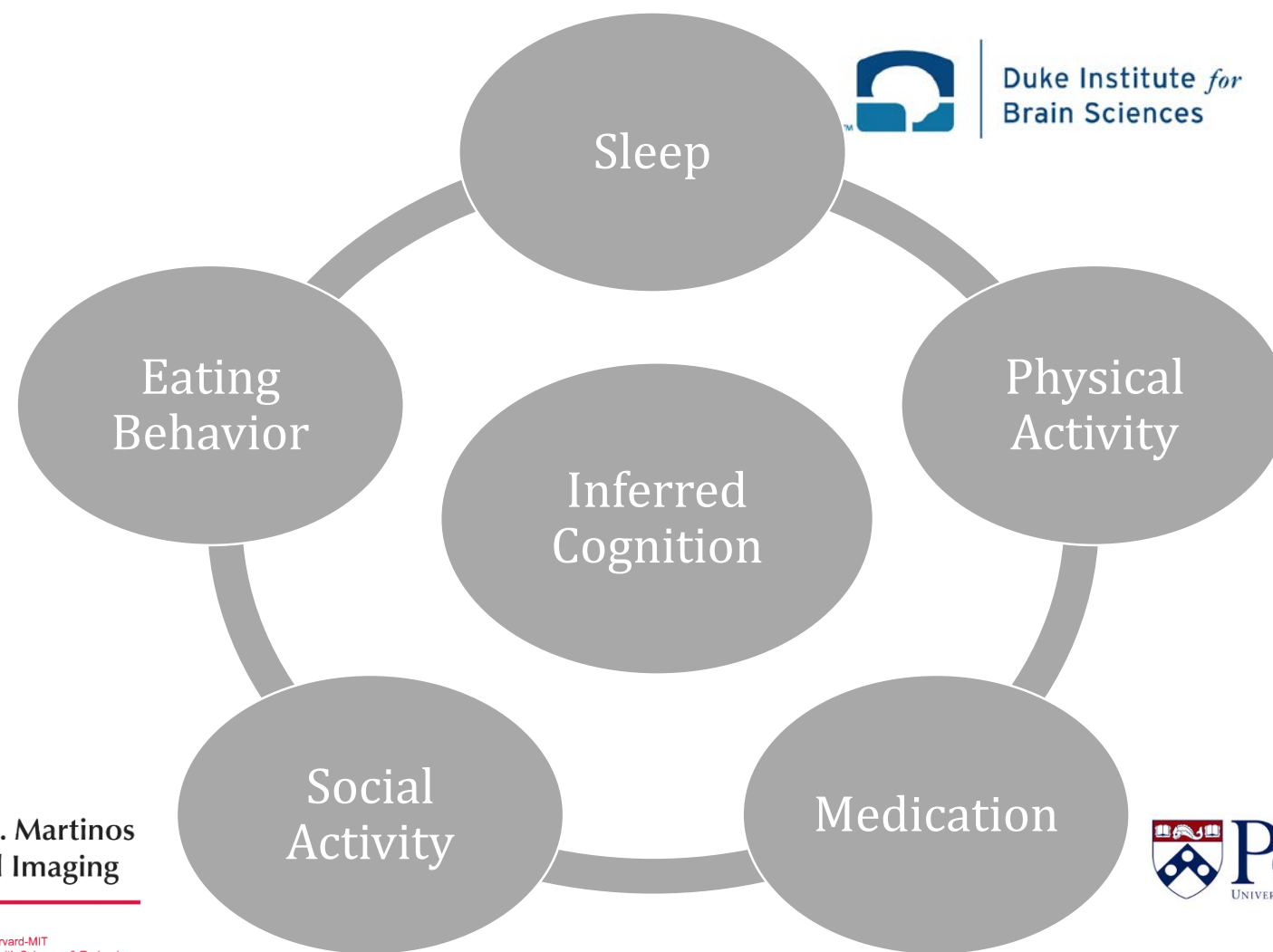
VALIDIC

neuroLex



 **Clarivate**  
Analytics

 **CereScan<sup>®</sup>**



Duke Institute for  
Brain Sciences



Beth Israel Deaconess  
Medical Center

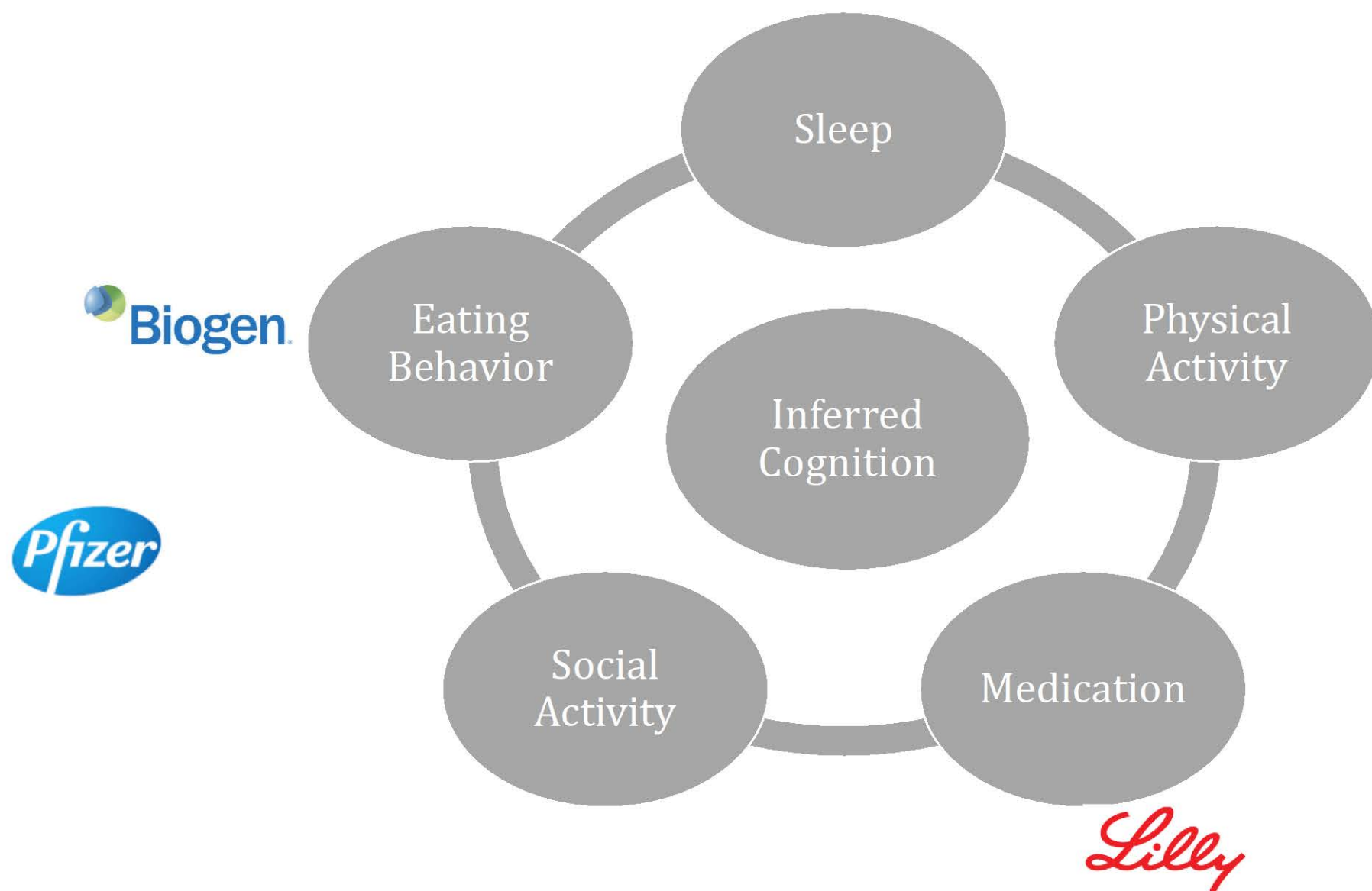


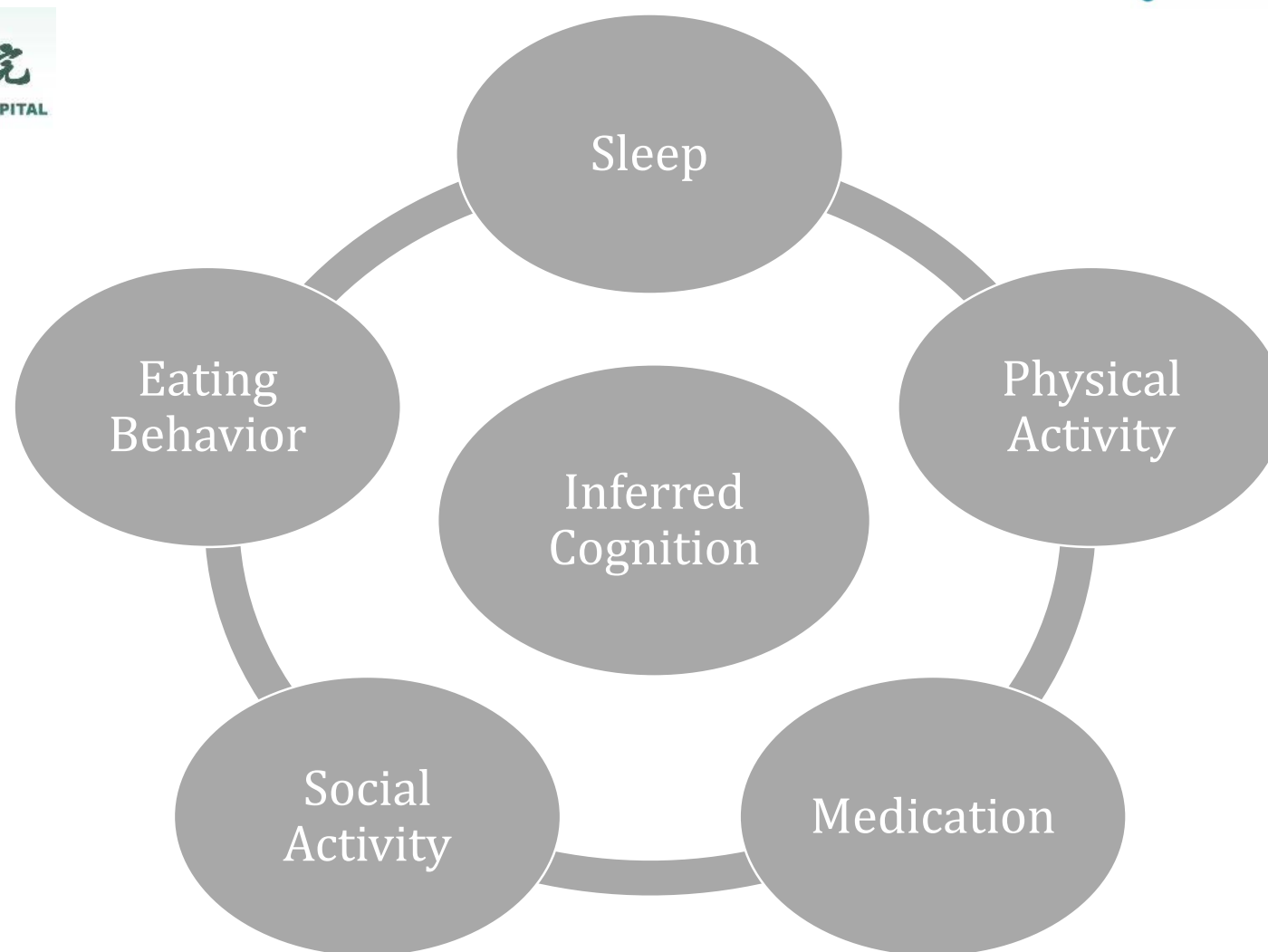
OREGON  
HEALTH  
& SCIENCE  
UNIVERSITY



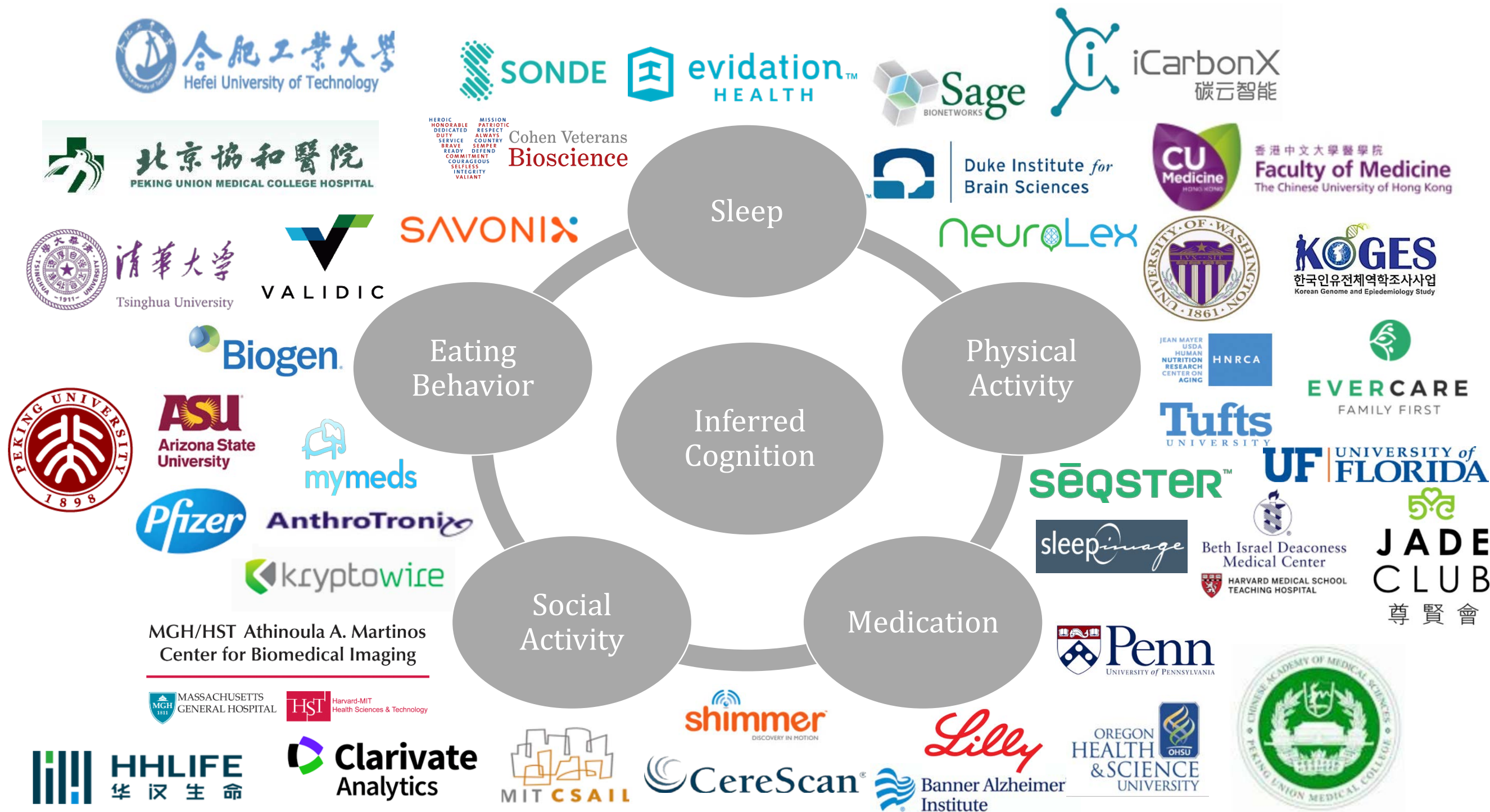
MGH/HST Athinoula A. Martinos  
Center for Biomedical Imaging











# Smart Brain Health Monitoring Ecosystem

Inferential Data  
Analysis



Smart  
Ecosystem



Passive Data  
Collection



Activities of  
Daily Living





# Thanks.

