

**PARENT DESIGNED REPORT FORM AND  
PARENT SPECIFICS DOCUMENTATION LETTER  
FOR METHYL-B<sub>12</sub> THERAPY**

***General Instruction Sheet***

***Three Part Methyl-B<sub>12</sub> Scoring Worksheet***

**Section A**

Overview and summary of the protocol you are using, when you started the shots, how long you have been taking the shots, what biological and non-biological therapies you are using, and your overall “global statement” as to the effectiveness the shots have had on your child.

**Section B**

Methyl-B<sub>12</sub> Scoring Worksheet: You will evaluate your child’s progress during each methyl-B<sub>12</sub> cycle. To aid you, you will fill out the methyl-B<sub>12</sub> worksheet. This worksheet indicates the responses other parents commonly report seeing while their children are taking methyl-B<sub>12</sub> shots.

**Section C: Parent Specifics Documentation Letter**

This exercise of writing a detailed and comprehensive letter will be the single most important thing you will ever do for your child as it relates to methyl-B<sub>12</sub> therapy.

**Instructions for Section A**

Self-explanatory: fill out every section in detail and be as thorough as possible.

**Instructions for Sections B and C**

1. Carefully consider each response that has been commonly reported by other parents. In the heading where it requests “Date”, notice that there are 4 columns. Write the date of your office visit or phone consultation on the vertical line over the first empty column and also on each subsequent page of the worksheet in the same column. This worksheet will be copied and used each time you do other methyl-B<sub>12</sub> follow-up appointments with your doctor. Now read each question and enter the appropriate “score or response number” in the column for the current office visit or phone consultation date. Score as follows:
  - a. Blank means the question is not applicable for your child.
  - b. 1 indicates a mild improvement.
  - c. 2 indicates a mild-to-moderate improvement.
  - d. 3 indicates a moderate improvement.
  - e. 4 indicates a moderate-to-significant improvement.
  - f. 5 indicates a significant improvement.

It may be best to do complete this exercise over 2 to 3 sittings because it can become exhausting to do it as accurately as the doctor or nurses need to see it done in order for them to modify treatment doses and/or shot frequency if needed. Experience has taught us that parents fill out the first 80% of the report form more frequently and more thoroughly than the last 20%. When questioned why, they stated that by the end of the form, they just wanted to hurry up and get done because they were tired. Please remember, each response is as important as any other response and every response should be reviewed as carefully as any other.

2. Second, you will begin to plan in your mind how you are going to compose your Parent Specifics Documentation Letter. You will be thinking about as many *specific examples* as possible to support your observations for each response. This is to be done in a detailed letter and not by writing on the Parent Designed Report Form. Though the reason why this Parent Specifics Documentation Letter is so

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important for your child may not be immediately obvious to you, *the Parent Specifics Documentation Letter will be the most important thing that you will ever do for your child as it relates to methyl-B<sub>12</sub> therapy.* It is during the first 6-week clinical trial period that most children will begin responding, some mildly, some significantly. The obvious improvements you will not forget. However, the subtle to mild improvements are just as important, if not more important for your doctor to know about in order to continue treatment unchanged, or to make the necessary alterations to your child's total dose and/or shot frequency. *Parents are continually amazed when they go back and re-read their letters at a 12-week or 18-week or 24-week methyl-B<sub>12</sub> follow-up appointment and see how far their child has progressed. And every parent makes the same statement, "Thanks for making me spend the time and effort to document everything in detail. Without it, I would have never been able to see how far we have come!"*

3. Grade all improvements against how your child was before starting methyl-B<sub>12</sub> and modify as necessary with each interim report whereby you indicate new symptom improvements or changes in previous scores.
4. As you are completing Section B, the Methyl-B<sub>12</sub> Scoring Worksheet, you should be in the process of thinking about the details you want to include when you finally compose your Parent Specifics Documentation Letter. It is OK if you want to make notes for your letter on a blank Methyl-B<sub>12</sub> Scoring Worksheet as long as you keep a "clean master copy" to present to the doctor or nurse at each subsequent methyl-B<sub>12</sub> follow-up appointment. The important items you will always want to consider for each symptom improvement or symptom response should include:
  - a. What was your child like before the shots were started?
  - b. How has your child progressed since beginning the 1<sup>st</sup> cycle of shots?
  - c. In addition to how your child has improved during the 1<sup>st</sup> cycle of shots, also indicate how your child has progressed overall during his/her shot therapy and specifically, how your child has responded during the current cycle of shots that you are evaluating with the doctor or nurse.
  - d. Indicate what period of time after starting the shots it took before changes began to be noticed?
  - e. For each symptom, indicate to what degree change occurred, e.g. none, mild, mild-to-moderate, moderate, moderate-to-significant, or significant?
  - f. Indicate on subsequent follow-up appointments whether or not you see continued progress with a symptom, whether it has reached a plateau, or whether you can no longer tell whether a symptom improvement (or worsening) is due to methyl-B<sub>12</sub> or possibly due to another concurrent therapy that was started after the first 6-week (occasionally extended to a 12-week) clinical trial period in which no other biological changes were being made to your child's treatment program.

**IMPORTANT:** Please put your child's name at the top of EVERY PAGE.

**VERY IMPORTANT:** Please note that a piece of paper with your "facts", no matter how well written, will not convey some of the most important information for us to determine how well methyl-B<sub>12</sub> is working for your child – that information being the "emotion of the moment" that you felt when something your child did for the first time or in such a unique or different way occurred for the first time or at a special moment. The Specifics Documentation Letter is so much more powerful, and so much more believable when you let us into your heart and feelings by describing those items that really made an impact or created a special memory. We only want you to include such comments on the responses that "blew you away!"; had you "utterly amazed!"; was "the most shocking thing she has ever done!"; was "absolutely incredible and the most unbelievable thing we could have imagined!"; "out of the blue!"; "You would have had to have seen it to believe it and then you would have thought you were dreaming!"; "I literally cried on and off for 3 days!"; "and it just keeps going on and on like the Energizer Bunny, just getting better everyday!"; "I know I just won the lottery!"; "It's so special that I'm just holding my breath and praying it never stops?"; "After all we've been through, can this really be happening to us?!"; ETC., ETC., ETC. For you see, for many of you there will be certain responses that you will never be able to communicate to us showing us the POWER that methyl-B<sub>12</sub> has made on your child or for your family unless you communicate it to us with all the feeling and emotion it brought out in you. That is what we want – the real you – the real "your child". We can only get a glimpse into the JOY of what you are experiencing if you share with us a snapshot of your soul and though not scientific, it is this that MAKES MUSIC AND GIVES BEAUTY to being alive and working together with your child and with you!

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**Examples and Suggestions for Parents**

**“GROUP” similar items together. Then give as many specific examples as possible to document how you came to your conclusions. Remember, for every item indicated in “the columns”, specific examples must be given! “I don’t believe you. PROVE IT TO ME!” By grouping, your letters will make much more sense and also be easier for you to do..**

For this example, you could group these two parent responses together and do the following:

- #3: “Affectionate, more than before taking methyl- B<sub>12</sub> shots, even if s/he was already affectionate”
- #82: “Loving, cuddly, more so now than prior to the shots even though your child may always have been loving”

“Jack would never hug his grandparents or pay any attention to them. Just one week after starting the methyl-B<sub>12</sub> shots, suddenly Jack just walked up to his Grandmother, hugged her, kissed her, and then sat on her lap. Also, for no apparent reason, Jack went up to the school crossing guard who he knew but to whom he had never spoken. Two weeks after starting the methyl-B<sub>12</sub> shots, when Jack was getting ready to cross the street, he surprised everyone by walking up to Ms. Waldman and saying, “Hi, Ms. Waldman. How are you today?” And then Jack went over to her and gave her a great big hug – not just a simple hug but one where he just hung on for quite some time! We were flabbergasted! Jack has never done anything like this before – to anyone!!”

For this example, you could group several “speech and language” parent responses together and do the following:

- #12: “Attempts to use words or to use more new words or harder words”
- #78: “Language & communication: receptive, expressive, number of words, sentence length, sentence structure”
- #111: “Sentences are longer and/or more complete and/or better structured and/or include articles”
- #119 “Clarity of speech”
- #120 “Spontaneous speech”
- #133 “Vocabulary is increased or is used more appropriately”

Expanded vocabulary? More like a vocabulary explosion! Daniel is using harder words. *example:* Napkin; channel; video; pudding; snoopy. This became apparent by the 3<sup>rd</sup> or 4<sup>th</sup> shot. He is also using the words correctly. *example:* He was trying to pull his pull-up the other day and said “Mommy problem”. His pants were stuck on his pull-up. He is stringing more words together and making little 4 to 5 word sentences. *example:* “Mommy watch Bear video Living room”. “Mommy- no school day.” His use of sentences increases weekly. *example:* Daniel had not had speech therapy with his therapist at school since the New Year. He had his first session with her this past Monday, 3/8/04 since starting the injections. She said to me “WOW! His vocabulary exploded. I can’t believe this is the same child. What happened to him?” *Not only did he use new and harder words, he didn’t cry when he was with her, which he had always done in the past.* The number of words added to his vocabulary has increased by several hundred words. Prior to the injections, Daniel did not speak in sentence form. He would string 2 or 3 words together. Since the beginning of this month (so about 4 weeks into the injections) he began to speak in short sentence form. The improvement has been significant. He now will put 4 or 5 words together. *example:* “Daniel eat—this toast” as he goes to the freezer and opens the door and pulls the French toast sticks out of the freezer. “Mommy, mail- man here”. Now he also will talk to people on the telephone that he NEVER did before -- his father at work, his grandparents, his cousin! There was a subtle improvement in his spontaneous speech immediately after the first shot. *example:* His first shot was on 2/3/04 and on 2/6/04 he counted from 1-10 spontaneously. We were not aware that he was able to do this. Not all of the numbers had clarity, but you knew what he was trying to do. As the weeks and injections progress, so does the spontaneity. *example:* This past Wednesday, prior to leaving school (Daniel is only there for 2 ½ hours while other children are there all day) Daniel would not go until he went to each teacher and child in his class and said “Goodbye Alex”, “Goodbye Andrew”. All of this occurred without any prompting! Now he will sing along with songs on television. He says “Hi” to people when we are out for a walk. He says “please and thank you” without being told. He answers “Yes and No” questions more spontaneously and without prompting -- anything from “do you want to wear this?” to “do you want to go out and play? Daniel’s clarity of speech has definitely improved. Prior to the shots, though Daniel would try to say different words most people could not understand what he was trying to say. Everyone (grandparents, friends, teachers) have noticed a huge improvement in Daniel’s clarity of speech. Everyone who knows Daniel has noticed a difference in his speech. He speaks with more clarity, has a larger vocabulary and he is in the beginning stages of sentence form.

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**VERY IMPORTANT UPDATE (September 21, 2004)**

In Section B you will be entering numbers that indicate the degree of change or response you have seen in your child. Each column is to contain the date that the follow-up consultation took place for the previous number of weeks being evaluated. Be sure to write your child's name at the top of each page because if ever faxed, every page needs a name so not to be confused with other faxes.

The first set of responses you make in column 1 are the most important set of responses because they indicate whether or not your child was a responder during the first cycle of methyl-B<sub>12</sub> shots while no other biomedical therapies were being introduced or discontinued.

Subsequent entries into corresponding columns are to grade your child's progress from the day s/he first began the shots. They are not to evaluate the improvements by comparing them over the last entry. For example, one set of parents reported their child improved moderately in conversational language during the initial 5-weeks of therapy. Therefore in column 32 they wrote down the number 3. At the following methyl-B<sub>12</sub> follow-up consultation 6-weeks later, in the same column, they entered the number 1, a number that corresponds to only a mild response. If I assumed that the parents followed my directions correctly and therefore scored their child's response compared against his level of conversational language when he entered the program (baseline), then my conclusion was that he had regressed! However, upon questioning the "happy parents", it was obvious that the child had improved even further by the 11<sup>th</sup> week (first consultation at the 5<sup>th</sup> week; 2<sup>nd</sup> consultation 6 weeks later). What the parents had erroneously done was compare their child's latest response against his previous response. What they told me was, "Oh no, his conversational language has continued to improve but it only improved a little bit from where he was 6 weeks ago so we only entered the number 1 to indicate a mild response." The correct way to indicate to me what was truly happening with their child would have been to enter the number 4 in column 32. That way I could see that the child responded moderately at first, and then continued forward in his progress. I would have been able to see that his progress was now observed to be at the moderate-to-significant level rather than thinking he had regressed!

Another thing that is very important to be aware when evaluating your child's progress is to know whether your "scale of measurement" is based on the y-axis (the vertical axis, rate of response, or slope of the curve), or the x-axis, (the horizontal axis or how far the line goes to the right on the graph). Some parents grade their responses primarily on the y-axis. They get very excited because their child's rate of response (y-axis) is quick and their child shows significant gains over baseline after starting methyl-B<sub>12</sub> shots. These gains are especially exciting to some parents when they compare the speed and degree that these noticeable gains occurred to the speed and degree that minimal gains or plateaus occurred with other treatments or therapies. If, however, a parent grades their child's improvement against the x-axis (the horizontal line), they will communicate to the doctor a totally different picture. For example, if the parents graded their child's response to methyl- B<sub>12</sub> therapy against how far they needed their child to get in order to be normal or off the spectrum and mainstreamed, the parents may indicate methyl-B<sub>12</sub> shots only produced mild responses. However, if one would look at the same child's progress on the vertical axis, one might see that the speed and degree of response the child was making was really that of a moderate or greater degree!

Therefore, when evaluating your child's response to methyl-B<sub>12</sub> shots, though both the x and the y axes need to be considered, it should be noted that the y-axis is a greater and earlier predictor whether your child is a methyl-B<sub>12</sub> responder or not. The y-axis always precedes the x-axis. The y-axis shows that an effect is happening and that this effect began happening because of methyl-B<sub>12</sub> therapy. You can consider the y-axis like a key that starts the car necessary for your child's trip. This is in contrast to the x-axis that can be compared to a roadmap. The x-axis shows that a trip is being made and the x-axis plots your child's progress all along the way to his/her final destination – being mainstreamed and off the spectrum!

**BECAUSE THIS PAGE IS SO IMPORTANT FOR YOU TO UNDERSTAND IN ORDER TO COMMUNCIATE FULLY TO THE DOCTOR YOUR CHILD'S PROGRESS, PLEASE READ AND STUDY IT MANY TIMES IN ORDER TO GET IT RIGHT.**

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Patient: \_\_\_\_\_

Date: \_\_\_\_\_

**SECTION A**

*“What Have You Been Doing And What You Are Doing Now?”*

- A. We have been giving our child methyl-B12 shots since \_\_\_\_\_ and today represents our child’s \_\_\_\_\_ cycle. The total amount of time our child has been on methyl-B12 is \_\_\_\_\_ weeks.
- B. We are now giving our child the following dose of methyl-B<sub>12</sub>.
1. The strength of the methyl-B12 is \_\_\_\_\_ mg/ml (This is similar to needing to know the strength of the coffee you are drinking, e.g. the caffeine content is very different in Espresso vs. Dunkin’ Donuts coffee and if you happened to drink the same volume of both, you would be affected very differently!)
  2. The volume of the shot is \_\_\_\_\_ cc’s (This is similar to needing to know the size of the cup from which you are drinking your coffee, e.g. how many ounces of Espresso or Dunkin’ Donuts coffee you are actually drinking will determine “how wound up” you will be.)
  3. The frequency of the shots is once every \_\_\_\_\_ days.
  4. The route of administration: Subcutaneous; intramuscular; transdermal; intra-nasal; sublingual; oral. (Circle the one that applies)
- C Biological therapies we have been using before starting methyl-B12 include (example: GFCE, SCD, allithiamine (TTFD), glutathione (GSH) creams, glutathione infusions, other types of infusions, DMSA chelation, secretin, allergy elimination or rotation diet, Feingold diet, LDA allergy shots, sulfasalazine or Asacol, anti-viral therapy, antibiotic therapy, yeast treatment including anti-yeast diet with or without major or minor antifungals and/or herbals, etc):
- D Non-biological therapies we have been using before starting methyl-B12 include (example: OT, PT, ABA, Tomatis. AIT, craniosacral therapy, NAET, etc.):
- E Indicate all new therapies or changes that have occurred during the current 6-week cycle of methyl-B<sub>12</sub> shots (example: AIT, new teacher, therapist or school, beginning any different type of drug – be specific and give the name of drug, dose, and frequency of administration [remember that all medications in a liquid form must be treated the same as “B” above] -- etc.):
- F Did you tell your child’s teachers/therapists, etc. Describe their responses.
- G Globally, quantify whether you believe the changes in your child are mild, mild to moderate, moderate, moderate to significant, or significant and how much your child or your family would miss the shots if they had to be discontinued. (Explain your answer to the latter response in detail.)

Patient:

## PARENT DESIGNED REPORT FORM (SECTION B)

Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant  
 The scoring should be from the date the MB12 injections began

Date

| 1  | Abstract thinking: can do better or for the first time: Be specific. Give examples to support your conclusion.   |  |  |  |
|----|--|--|--|--|
| 2  | Activity level now the appropriate amount for age (this does not mean “hyperactivity”): What was it like before and how is it better now?  |  |  |  |
| 3  | Affectionate, more than before taking methyl- B <sub>12</sub> shots, even if s/he was already affectionate: Describe the changes you have seen and what time period after starting the shots.  |  |  |  |
| 4  | Age appropriate, more than prior methyl- B <sub>12</sub> shots: Explain your answer.   |  |  |  |
| 5  | Aggression decreased: Describe - Be specific.  |  |  |  |
| 6  | Aggression increased: Describe - Be specific. Be sure to indicate what other factors may be contributing, e.g. allergy “season”; change in routine, teachers, therapists, classmates that may be bothering your child, etc.  |  |  |  |
| 7  | Alert, more: Describe. In what circumstances has this become obvious?  |  |  |  |
| 8  | Allergies, fewer symptoms: How can you tell? What is/was it usually like?  |  |  |  |
| 9  | Amicable, pleasant: More than before: Describe.  |  |  |  |
| 10 | Appetite has increased and/or is trying new foods, more varied; gaining weight: Describe what it was like before the shots. What it is like now. Indicate the time period within which this change began to occur, and indicate if the changes are subtle, mild, moderate, or significant.   |  |  |  |
| 11 | Assertive, more self-knowledge and self-protection; “defending one’s own space” but and doing it in an appropriate manner (Example: s/he is not rude but just expresses what s/he does or does not want or wish to do; no longer lets siblings or playmates take advantage of him/her; defines his/her “equal right-to-be” in the world)   |  |  |  |
| 12 | Attempts to use words or to use more new words or harder words: <u>Be very specific with this section. Give as many examples as possible.</u> Tell what your child was like before the shots began and what your child is like now. Let us know how quickly you saw the effects and how obvious they were to you or others. Let us know whether the changes are mild, moderate, or significant. Let us know within what period of time after starting the shots that the changes started to occur.   |  |  |  |
| 13 | Attentive: Be specific: Describe in detail what it was like before and what it is like now and within what period of time you noted the changes and how strong the changes were.   |  |  |  |
| 14 | Attitude or disposition: Improved, overall or in general: Describe. We are looking for the general trend as compared to an occasional good day here or there. Be specific in your description if this is present in your child.  |  |  |  |
| 15 | Attitude or disposition: Worsening in general: Describe. We are looking for the general trend as compared to an occasional bad day or secondary to a triggering event.   |  |  |  |
| 16 | Awareness is increased. This is awareness “in general” and/or self-awareness, awareness of who s/he is and where s/he belongs in the greater scheme of things. Increased awareness of changing situations and life events. Explain with as many examples as possible from before and after the shots and the degree of change.   |  |  |  |
| 17 | Behavior: Better, all types of better behaviors including fewer tantrums and outbursts: Describe before the methyl- B <sub>12</sub> shots and now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these improved behaviors affect your child, the family, the school, and the therapists.  |  |  |  |
| 18 | Behavior: Worse, all types of better behaviors including more tantrums, aggression, screaming, kicking, biting, hitting, crying, and/or other outbursts: Describe in detail everything you are seeing. Be sure to describe the baseline behaviour before the methyl- B <sub>12</sub> shots and how they are different now. Indicate within what period of time the changes began to be noticed once you started the shots. Be specific as to how much these worsened behaviors affect the child, the family, the school, and the therapists. |  |  |  |
| 19 | Biting objects has returned or increased: Describe.  |  |  |  |
| 20 | Biting objects has been eliminated or decreased: Describe.   |  |  |  |
| 21 | Body control, more (any type): Be specific. Why do you say this? Give enough examples so that any reader could tell the difference.  |  |  |  |
| 22 | Calmer, less anxious, content, more relaxed: Describe what your child was like before and what s/he is like now. Indicate whether this finding is subtle, mild, moderate, or significant. Indicate how long after starting the shots it took before you started to notice this finding. Describe a typical day or scene before and after starting the methyl- B <sub>12</sub> shots.   |  |  |  |
| 23 | Cause and effect – your child now understands this concept: This is an important finding when present. Therefore it is very important that you explain why you believe your child has improved in this area. Be specific. Give examples and the degree to which the changes have occurred and the amount of time it took after starting the shots before you saw improvement.  |  |  |  |

Patient:

## PARENT DESIGNED REPORT FORM (SECTION B)

Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant  
 The scoring should be from the date the MB12 injections began

Date

| 24 | Changes in routine no longer upset child or upset the child less: Describe this in detail with as many examples as possible.   |  |  |  |
|----|--|--|--|--|
| 25 | Clumsy, less: Explain what your child was like before the methyl- B <sub>12</sub> shots and what your child is like now. Describe in detail the effects you are observing.   |  |  |  |
| 26 | Cognition, active mind, thought processes higher, more intelligent: This is an extremely important finding. Give as many specific examples as possible. Take as much time as is needed to think about your child's "mind" in detail. By your description of the before and after changes, allow us to get a snapshot of your child's thought processing abilities and how they have improved. Indicate the degree to which you are seeing these changes: mild, moderate, or significant. Indicate how much time it took after starting the shots before you began to notice this effect. Describe how these changes are affecting the child at home and at school and how they are affecting the family and teachers in general. |  |  |  |
| 27 | Compliance has improved: Describe what his/her compliance was before the shots and how his/her compliance is now.  |  |  |  |
| 28 | Comprehension: Explain your answer in detail. (See Cognition above. If applicable, combine the discussions. However, be sure to indicate the two separate response numbers as shown in the example.)   |  |  |  |
| 29 | Compulsive behaviors are less: Explain your observations and describe the behaviors both before and after the shots..  |  |  |  |
| 30 | Compulsive behaviors are more: Explain your observations and describe the behaviors both before and after the shots.   |  |  |  |
| 31 | Concentration: higher level, better, held for longer periods of time, stronger: This is an important finding when present. Be sure to give as many examples as possible to support your observations.  |  |  |  |
| 32 | Conversational language increased; appropriate and unprompted "back-and-forth" conversations; conversing in a more normal and appropriate fashion regarding time, place, and content: Be very specific here: Give all the specific examples you can think of before the shots and now: Give the time period that you noted the changes begin to occur. How has this change affected you and/or your family or his teachers at school?  |  |  |  |
| 33 | Cooperative: to a greater degree: Why do you say this? Support your response.  |  |  |  |
| 34 | Dark circles under the eyes are less: Describe why you believe this to be true. Indicate whether or not your child "usually had dark circles" regardless of the season. Tell me if your child is allergic to foods and/or airborne (environmental) agents. If sensitive to pollens and other airborne( environmental) allergens, which season(s) affect your child: spring, summer, fall, winter? Also indicate which season(s) is/are the worst season(s).  |  |  |  |
| 35 | Directives/directions/commands: Follows these better and/or for the first time: Explain your answer in detail. Be specific. Give examples of what it was like before the shots and what it is like now.  |  |  |  |
| 36 | Discriminates better or more wisely between available choices: This is important for a child to do. Give examples why you feel your child has improved and quantify your answer: mild, moderate, or significant.   |  |  |  |
| 37 | Distracted, less: Why do you say this? Give examples of how easily your child was distracted before as compared to now.  |  |  |  |
| 38 | Distracted, more: Why do you say this? Are there any concurrent things happening, e.g. changes in routine at school or home, changes in therapists or teachers, changes in medications or treatments (any type), problems at home, illness, allergies, especially in an "allergy season", etc. (It is very important to think about each of these in detail.)  |  |  |  |
| 39 | Eczema, less: How severe was it before and how much better is it now?  |  |  |  |
| 40 | Eczema, more: How severe was it before and how much worse is it now? Did your child start eating any new foods during this period of time? What other changes may have occurred during this period, e.g changes in medication, stress levels, worsening allergies or asthma, etc.  |  |  |  |
| 41 | Energy: more energy (not "hyperactivity") and/or more appropriate amounts of energy and activity for your child's age and sex: Explain.  |  |  |  |
| 42 | Engaged or engaging: Explain your answer. How is your child becoming engaged with others (and specifically who) and/or how is child attempting to engage others or is actually engaging others for the first time or to a greater degree? (Be specific with your examples of person and place.)  |  |  |  |
| 43 | Eye contact has improve: what was it like before and how much has it improved: mild, moderate, or significant?   |  |  |  |
| 44 | Fears: Now the appropriate balance – more appropriate fears to protect himself/herself when needed but less fearful otherwise because of an awareness that "things aren't as bad as s/he used to believe them to be"; more trusting: What was your child like before the shots and how has s/he improved in this area?   |  |  |  |
| 45 | Feelings: able to express better, more completely, and more appropriately: Give as many examples as to what it was like before the shots and what it is like now.  |  |  |  |
| 46 | Fine motor skills are better: Describe why you believe this to be true. Be specific in your examples describing in detail the changes you see from what it was like before.  |  |  |  |

Patient:

## PARENT DESIGNED REPORT FORM (SECTION B)

**Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant**  
 The scoring should be from the date the MB12 injections began

Date

| 47 | Flexible, less rigid, can be redirected: Describe why you feel this to be a true statement. Be specific and give as many examples as you can think of.  |  |  |  |
|----|---|--|--|--|
| 48 | Focused, more so: Give examples from before the shots and examples after starting the shots. How has this additional focus affected your child, you, your family, and his school?   |  |  |  |
| 49 | Follows commands, directions, or directives: what has changed, how much has it changed, and to what degree? (Combine your discussion of this response with #35)   |  |  |  |
| 50 | Frustrated less easily: Explain.  |  |  |  |
| 51 | Gaining weight, for the first time or faster or unexpected amount: How long has weight been a problem? Why do you believe the methyl-B <sub>12</sub> has helped your child gain weight?   |  |  |  |
| 52 | Generalizes what is learned: Support your answer by giving specific examples as to how s/he takes something learned and applies it to something else.   |  |  |  |
| 53 | Gestures are more appropriate, e.g. if non-verbal then waves, etc, or if partially verbal more attempts are made to gesture appropriately and at the right times: Explain how your child now uses non-verbal ways to gesture and/or communicate to make his/her wants and needs known.  |  |  |  |
| 54 | Good days, more, especially around time of shot: Explain. Is there a "drop-off" in effectiveness so many days after or so many days before the next shot?   |  |  |  |
| 55 | Gross motor skills better: Describe why you believe this to be true. Be specific in your examples describing in detail the changes you see from what it was like before.  |  |  |  |
| 56 | Hair or skin tone better or "healthier looking": What was it like before? How do you support your conclusion? How strongly do you feel about your conclusion?   |  |  |  |
| 57 | Happier, more cheerful, more "full of life", "more sparkly or more bouncy", etc.: This seems to be a common answer so therefore I want you to support your before and now conclusion. How happy was your child before and how can you support that an "already happy child" has had an even greater improvement in this area?   |  |  |  |
| 58 | Healthier looking or general "well being" is improved: Why do you say this? How strongly do you feel about your conclusion?   |  |  |  |
| 59 | Hierarchy of his/her place in the family, school, society is better understood: Explain your answer. This is a more difficult concept so think about the best way to tell us why you are saying what you are. Give examples to help us understand what you mean.  |  |  |  |
| 60 | Humor, jokes around and/or laughs at appropriate times: This is a very important finding in many children. Therefore be very specific in your examples of how you are seeing this manifested in your child. Tell us the joke your child made up. Tell us how your child "twisted something s/he said or you said around" and then hysterically laughed. Tell us what your child is now doing that is funny or to amuse himself/herself or others. Be specific as to what the child's level of understanding something funny was before the shots and now. If your child now laughs at the appropriate times from TV or something you say or do, tell us about it in detail. |  |  |  |
| 61 | Hyperactivity, less: To what degree has it lessened? Give examples of how bad it was before and how much better it is now. Be very specific here.   |  |  |  |
| 62 | Hyperactivity, more. How much more has it increased and would you consider it to be mild, moderate, severe, or almost incapacitating to the child, school, therapists, or family? How soon after the shots started did it begin. Were there any other change in the child's life that may explain some or part of the problem?  |  |  |  |
| 63 | Imaginative play, pretend play, fantasy: Increased or beginning. Describe in detail. Show us the mind of your child when your child is in this mental state and how it has improved from before to now after starting the shots.  |  |  |  |
| 64 | Imitating other children or adults: Explain what you are observing with examples of the imitations taking place.  |  |  |  |
| 65 | Immune system better, sick less often: Support your conclusion. How often was your child sick before and how much less sick is your child since the shots?  |  |  |  |
| 66 | Inappropriate behavior, less: Describe what types of inappropriate behaviors your child demonstrated before the shots and what it is like now.  |  |  |  |
| 67 | Independence, gaining in an appropriate manner and degree: Why do you say this? Give before and now examples. Be very specific.   |  |  |  |
| 68 | Initiation of social interaction or play: Be specific with before and now examples. Give as many examples as possible. (Often this response may be combined with response #42)  |  |  |  |
| 69 | Inquisitive: physical or verbal, e.g. exploring new places the s/he would never explore before, or asking lots of inquisitive questions never really asked before: Be specific with examples and give as many as you can think of.  |  |  |  |
| 70 | Interaction with children, adults, groups, peers now to a greater or more appropriate degree: Give before and after examples necessary to document your observations.   |  |  |  |
| 71 | Interests have increased: general or specific interest(s): Be specific as to how your child was before and how your child is now. Indicate the degree of change and over what period of time it began to happen.  |  |  |  |
| 72 | Irritability, less or absent: What was it like with your child before the methyl-B <sub>12</sub> shots and now?   |  |  |  |

Patient:

## PARENT DESIGNED REPORT FORM (SECTION B)

**Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant**  
 The scoring should be from the date the MB12 injections began

Date

| 73 | Irritability, more: Describe: Be very specific what your child was like before and now and whether or not any other changes occurred during the same time period, e.g. new school, allergy season, new medication(s), a sickness, etc. Discuss how soon after starting the shots this occurred.  |  |  |  |
|----|--|--|--|--|
| 74 | Itchy, less: Also state whether or not your child has known food and/or airborne (environmental) allergies.  |  |  |  |
| 75 | Itchy, more: Also state whether or not your child has known food and/or airborne (environmental) allergies.  |  |  |  |
| 76 | Laughter, more normal amounts and more normal types of laughter: Why are you saying this? Support your observations as to what it was before and now?  |  |  |  |
| 77 | Laughter, uncontrollable, unusual, not normal type or amount: Describe what you mean. Had this ever been seen before at any time in the child's life or is this the very first time it has been noticed? How often does it happen and to what degree of "bother" is it to you, your family, the school, etc.? Be specific.   |  |  |  |
| 78 | Language and communication: Receptive, expressive, number of words, sentence length, sentence structure, etc. It is very important for you to describe this section in as much detail as possible for us to see what your child was like before the shots and how things have changed now that your child is taking the shots. I need to have you document your observations with before and now examples. It is extremely important that you indicate the time period in which this occurred, e.g. within 5 days after starting the shots, etc. Be very specific and complete with this section with as much detail as possible whenever it applies! Take as much time as needed to do this with as much detail as possible. It is important. (You may combine all the speech and language questions together if you would like. If you do, just indicate the numbers of the questions you are including in your discussion.) |  |  |  |
| 79 | Learning better in general: I need to know why you are telling me this. Support your answers. Let us know what his/her teachers and therapists are saying.   |  |  |  |
| 80 | Learning easier or without a teacher's help or prompting or with less help or prompting in general: Tell us what it was like before the shots and now. You may want to include examples of what your child's teacher(s) or therapist(s) are telling you.   |  |  |  |
| 81 | Listens better and longer and/or more attentively: Support your answer by specific details of what a typical day or scene was like before and now.   |  |  |  |
| 82 | Loving, cuddly, more so now than prior to the shots even though your child may always have been loving: Describe the difference that have occurred and how quickly you noticed the change. Indicate the degree of positive change that has occurred even though your child may have already been loving and affectionate prior to the shots.   |  |  |  |
| 83 | Memory has improved: Support your answer. What can your child remember better now that s/he could not remember/do before?  |  |  |  |
| 84 | Mood swings, fewer: Describe.  |  |  |  |
| 85 | Mood swings, more: Describe. Be sure to indicate whether these moods swings are a general trend or whether they are just sporadic and/or intermittent. What is their frequency? What else may be going on in your child's life, e.g. a divorce, a death, a change in school or routine, another child in the classroom bothering your child, etc. It is important to recognize when methyl-B <sub>12</sub> may be causing the problem so it is important to make sure that some other factor is not the real cause.  |  |  |  |
| 86 | New things never done before s/he is now willing to attempt or try and/or actually do: Describe this in detail. Be specific. Give as many examples as possible or describe why s/he wouldn't do something before that now s/he is suddenly doing.  |  |  |  |
| 87 | Night waking, less: Explain what your child's sleep pattern was like before the shots and what it is like now.   |  |  |  |
| 88 | Night waking, more: Be very specific as you describe your child's sleep pattern before and after starting the shots. It is important to know what time the child goes to sleep and awakens and whether or not the child returns to sleep, and if so, how long it takes to get back to sleep. Note that there is a difference between "night waking" and if a child "awakens early" because s/he needs less sleep to fill up his/her "sleep cup". (Compare with the responses about "sleep" below.)   |  |  |  |
| 89 | Obsessions: Less: Be specific as to what the obsessions were like before, what they are like now, the degree to which they have changed, and the period of time from starting the shots within which this change began to occur.   |  |  |  |
| 90 | Obsessions: More: Be specific as to what the obsessions were like before, what they are like now, the degree to which they have changed, and the period of time from starting the shots within which this change began to occur.   |  |  |  |
| 91 | "On", becoming "more normal like other children": Describe what you mean and why you say this. How was your child different from more normal children before? What have you noticed the changes to be and within what period of time did you begin to see these changes?   |  |  |  |
| 92 | Opinions, has his/her own and expresses them, e.g. s/he expresses more freely and/or appropriately his/her likes or dislikes, e.g. "the I don't want to's because I'm happy doing what I'm doing", etc.: Describe in detail with as many specific examples as possible.  |  |  |  |
| 93 | Participation has increased in specific situations or in general: Give examples. Let us see a day or a week in the life of your child as it relates to this change.  |  |  |  |
| 94 | Pays attention to family, peers, adults, groups, etc.: Be specific. Show us what it was like before and now.   |  |  |  |

Patient:

**PARENT DESIGNED REPORT FORM (SECTION B)**

Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant  
 The scoring should be from the date the MB12 injections began

Date

|     |   |  |  |  |
|-----|---|--|--|--|
| 95  | Peers, now has more appropriate interactions with them: Give specific examples from before the shots and what it is like now. Indicate how long after starting the shots this began to occur.   |  |  |  |
| 96  | PICA (chewing on things) has decreased: How bad was it before and how much better is it now?  |  |  |  |
| 97  | PICA (chewing on things) has increased. How bad was it before and how much worse is it now?   |  |  |  |
| 98  | Play is appropriate; initiates play; play is not parallel; there are more play skills and they are being better implemented: Give specific examples to document your conclusions.   |  |  |  |
| 99  | Questions, asks more questions and/or asks questions more frequently: Give several examples what it was like before, what it is like now, and how soon after starting the shots you began to notice the changes.  |  |  |  |
| 100 | Reading is now at higher levels: Tell me what documentation or statements from teachers and therapists you have to support your conclusion. Tell me your own observations as you read with your child.  |  |  |  |
| 101 | Redirection: Needs less redirection and more quickly understands what is expected of him/her in specific situations and therefore follows the directions given more easily and appropriately: Describe in detail examples of what it was like before the shots and what it is like now. How quickly did the change occur?   |  |  |  |
| 102 | Requests: makes them known to family, friends, playmates, etc.: Give examples.  |  |  |  |
| 103 | Resilience is increased; less frustrated by change and things around him/her; tolerance level has improved: Give specific examples to support your conclusion.  |  |  |  |
| 104 | Responses to various stimuli/questions/requests demonstrate a higher degree of accuracy: Document why you believe this to be true. Indicate the inaccuracies that occurred before and the more appropriate responses that are now occurring. How soon after the shots began did you begin to see these changes?   |  |  |  |
| 105 | Responses to various stimuli are more appropriate (in general), e.g. doesn't get scared (or "wildly scared") at the dentist or barber or when being examined by the doctor; doesn't scream or cry for excessive periods of time when something unexpected or undesirable happens, etc.: Give as many examples as possible. Tell me why, to what degree, and within what time period this happened after starting the shots. What was it like before the shots compared to now?  |  |  |  |
| 106 | Response time is quicker or more normal (physical, mental, or verbal responses): Describe why you say this. Support your answer from before and now.  |  |  |  |
| 107 | Responsiveness to people has increased: Be specific with your examples. What was it like before? What people are you talking about. How much better is it?  |  |  |  |
| 108 | Retains what he/she learns and builds on previous knowledge: This is an important observation so you will need to validate with examples why you have arrived at your conclusion. Take no shortcuts with this answer.   |  |  |  |
| 109 | School reports your child has more "better days": Describe how the school has communicated this information to you. Also, describe whether or not these "better days" are closer to the day of the shot, e.g. for the first two days after the shot the teacher's report say he was excellent and then the day before the shot they often say, "S/he just wasn't as sharp today."   |  |  |  |
| 110 | Self confidence is greater; seems proud of himself/herself and his/her accomplishments: If so, why do say this? Help us to understand why you have come to this conclusion.   |  |  |  |
| 111 | Sentences are longer and/or more complete and/or better structured and/or include articles: You need to document this section in great detail! It is extremely important for you to let us know what your child was like in this area before the shots and now with the shots. Without your specific examples, we will be unable to follow the degree of improvement over the next 6 to 12 to 24 weeks. Therefore no number of examples are too many. You are creating a set of records that will be crucial to following the progress. We need to have you make a statement as to the degree of improvement, whether subtle, mild, moderate, significant, or incredible. You also need to state within what period of time this occurred after beginning the methyl-B <sub>12</sub> shots. (You should combine all the speech and language questions into one "discussion set" – just indicate the question numbers for us on the Specifics Documentation Letter you are writing.) |  |  |  |
| 112 | Silliness: Less: What was it like before and why do you say this is an improvement?   |  |  |  |
| 113 | Silliness: More: Is this increased silliness a positive or a negative finding and is it an appropriate type of silliness or and inappropriate finding? Is your child just happier and suddenly just "playing with life", possibly for the first time as s/he becomes more aware of his/her surroundings and is just overjoyed but doesn't know how to appropriately show it in a socially acceptable manner, or is the child's silliness truly inappropriate? Be as objective as possible because we need to determine which of these two types of inappropriate silliness we are encountering.   |  |  |  |
| 114 | Singing: Your child has reached a new level of singing if s/he sang before; s/he could not do it before or did it poorly and now it is improving; your child has gained a new or increased interest in singing and/or is making up his/her own songs and/or inserting his/her own words (being funny or humorous?), is spontaneously singing more songs that were learned at school and/or is surprising you with the songs s/he knows: Describe in detail the before and now.  |  |  |  |

Patient:

## PARENT DESIGNED REPORT FORM (SECTION B)

Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant  
 The scoring should be from the date the MB12 injections began

Date

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
|     |  |  |  |  |  |
| 115 | Sitting: Your child now has the ability to stay in place for the task at hand or for a longer period of time: This is an important observation so give the necessary details before the shots and and after starting the shots. Give the time frame within which this occurred and give the necessary examples to support your claim.  |  |  |  |  |
| 116 | Sleep patterns: Better: Describe how they are better. Does your child sleep more soundly, get to sleep more quickly, have fewer night awakenings, or need less sleep than before but seems rested and alert? Indicate how long after starting the shots this observation occurred and indicate to what degree you feel the sleep patterns have improved.   |  |  |  |  |
| 117 | Sleep patterns: Worse: This is a very important observation if it is present but not quite so simple to answer. Please describe how long after starting the shots the sleep problem began to be seen. Describe what the sleep pattern was with your child before the sleep pattern changed. Describe in detail the changes. Note that a child needing less sleep and just awakening earlier in the morning "ready to go" is not necessarily bad whereas night awakenings, the inability to return to sleep, etc. is undesirable. Please be sure to differentiate between these two "sleep disturbance patterns" and any others that are specific for your child. |  |  |  |  |
| 118 | Sociability and/or social awareness has increased or is present for the first time: describe what it was like before and now. Be specific and complete as to with whom the sociability has increased, e.g. siblings, parents, grandparents, classmates, teachers, therapists, "familiar others" like the crossing guard, bus driver, etc.  |  |  |  |  |
| 119 | Speech is clearer; "clarity of speech" has improved; your child's words are better understood and/or they are pronounced in a more normal fashion; the words are physically "formed better or more correctly": Be specific by giving examples of how your child used to say or pronounce a word or phrase and how s/he is doing it now.  |  |  |  |  |
| 120 | Spontaneous speech. Be sure to give the degree of improvement as well as the timing of the improvement once you began the shots. Give as many specific examples as you can think of that are meaningful to you. (You may combine this response with all the other appropriate speech and language questions. Just be sure to indicate on your letter the number of each response that you are discussing in the "combined set".)   |  |  |  |  |
| 121 | Stimming, increased: Give examples: Be specific. Indicate the timing of when this increased stimming began.  |  |  |  |  |
| 122 | Stimming, reduced: What was it like before? To what degree and within what time period after starting the shots has this observation occurred?   |  |  |  |  |
| 123 | Tasks: Can focus better and complete more tasks and/or more difficult tasks: Give examples with detailed specifics.  |  |  |  |  |
| 124 | Tasks: Can now multi-task and think about and/or perform more than one task at time: Give examples and describe how this is obviously an improvement since starting the shots.   |  |  |  |  |
| 125 | Tasks: New things never done before or never attempted before: Give the before and now examples necessary to explain you observation and document it well.   |  |  |  |  |
| 126 | Teeth grinding: To what degree? Within what period of time after starting the shots? Was teeth grinding present at all before the shots and just to a lesser degree or was it never present? Were any concurrent illness going on? Did this happen in any of the "allergy seasons?" Does your child have any known allergies?  |  |  |  |  |
| 127 | Time, place, and space awareness, e.g. now your child can think in future tense ("next Halloween I want to be ...") or s/he knows where s/he lives, etc.: Explain the changes you have seen in detail to support your observations. Give before and now examples. Indicate the period of time after starting the shots in which this specific type of abstract awareness began to be observed.   |  |  |  |  |
| 128 | Tone inflection is increased or more "alive, bright, vibrant, or animated" while communicating: Why do you say this? What have you observed? This will be interesting for us to hear about so please give specific examples, especially those that even surprised you (if applicable).   |  |  |  |  |
| 129 | Tongue tingles: Describe what you mean. Is you child able to verbalize this symptom? If so, please quote, as best as possible, what your child has said. Does your child describe any other area of the body that has a "tingly" or other strange sensation?   |  |  |  |  |
| 130 | Trying new things, experimenting more, becoming more adventurous: Tell us what it was like with your child before the shots and what it is like now. Tell us within what period of time this occurred after starting the shots.  |  |  |  |  |
| 131 | Understanding: Increased amount of understanding; more in touch with what is being said or done around him/her, e.g. parents frequently have stated that they "must now guard what you say": This is an important observation so be complete in your answer with examples. Include degree of improvement and the timing from when the shots were started to when you began to observe this finding.  |  |  |  |  |
| 132 | Verbalization or vocalization increasing and/or more appropriate, "babbling" increasing; more sounds being made or attempted: Be very specific with you answer here. Be sure to quantify your observations as mild, moderate, or significant. Also indicate the time period after starting the shots that this occurred within. (This section may be included in the other language sections as long as the number of this question is included in the "combined set" discussion.)   |  |  |  |  |
| 133 | Vocabulary increased or is used more appropriately: Once again, give as many examples as possible. Describe what your child could not do before the shots that s/he can do now. Be sure to quantify whether the findings are mild, moderate, or significant. Tell us within what period of time after starting the shots that this began. (This section may be included in the other language sections as long as the number of this question is included in the "combined set" discussion.)   |  |  |  |  |

Patient:

## PARENT DESIGNED REPORT FORM (SECTION B)

Score Each Response Separately By The Following Rating Scale: 1-Mild; 2-Mild-to-Moderate; 3-Moderate; 4-Moderate-to-Significant; 5-Significant  
 The scoring should be from the date the MB12 injections began

|     |   | Date |  |  |  |
|-----|---|------|--|--|--|
| 134 | “What, Where, Who, When, and Why” questions now used and/or "Because" answers: Support your observation by giving examples. Be thorough in order for us to see what is happening and to monitor the success as we go forward.   |      |  |  |  |
| 135 | “Yes and No” questions are beginning to be answered more spontaneously or with prompting and/or they are answered more frequently and more correctly: Support your observations with examples.  |      |  |  |  |
| 136 | OTHER: IN YOUR OWN WORDS, PLEASE INDICATE ANYTHING ELSE YOU SEE. Please note: this section is important to take time to consider. By now you are tired of completing this form and probably have little energy left to think about anything else you may be seeing in your child. I really need you to try to come up with anything else that may be happening with your child so I may add it to this list in the future. Some of these “other things” you may be observing in your child may also trigger another parent to say, “Oh yeah, my child does that too.” Thank you for doing this. |      |  |  |  |

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 137 | <b>ANSWER THIS EVERY TIME:</b> Overall Global Feeling  |  |  |  |  |
| 138 | <b>ANSWER THIS EVERY TIME:</b> Improvement in Quality Of Life Of Your Child  |  |  |  |  |
| 138 | <b>ANSWER THIS EVERY TIME:</b> Improvement in Quality Of Life Of Your Family   |  |  |  |  |
| 140 | <b>ANSWER THIS EVERY TIME:</b> Improvement in Quality Of Life For School Personnel   |  |  |  |  |
| 141 | <b>ANSWER THIS EVERY TIME:</b> Improvement in Quality Of Life for Others, e..g Therapists, etc. (Indicate a title or position of the person) |  |  |  |  |

**PARENT DESIGNED REPORT FORM AND  
PARENT SPECIFICS DOCUMENTATION LETTER  
FOR METHYL-B<sub>12</sub> THERAPY**

**SECTION C**      *Begin your letter. Use as many pages as necessary to tell your child's story!  
We love to read them! Please be sure to type the letter if at all possible. Thank you.*