

Alex Sturm, Ph.D.
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Education

University of California, Los Angeles 09/2011-06/2016
Ph.D. in Human Development and Psychology

University of California, Los Angeles 09/2011-06/2013
M.A.: Psychological Studies in Education

Massachusetts Institute of Technology 09/2004-06/2008
B.S.: Brain and Cognitive Sciences

Licensure

Licensed Psychologist PSY#30140
CA, 6/2018

Professional Experience

Assistant Professor 08/2019-present
Department of Psychology
Loyola Marymount University, Los Angeles

Visiting Research Scientist 09/2019-present
UCLA Semel Institute

Postdoctoral Scholar, UCLA Semel Institute & 06/2016-09/2019
National Center for Research on Evaluation, Standards, and Student Testing
Advisors: Connie Kasari, Ph.D. & Li Cai, Ph.D.

Manual co-author and group facilitator 04/2015-present
thinkSMART program, UCLA
(Successful Management of Approach to Responsibilities and Tasks)

Graduate Student Researcher at the UCLA Semel Institute 08/2011-06/2016
Los Angeles, CA
Clinical trials for the treatment of attention-deficit/hyperactivity disorder and autism spectrum disorders.

Staff Research Associate at the UCLA Semel Institute 07/2008-08/2011
Los Angeles, CA
Center for Intervention Development and Applied Research, Translational Research to Enhance Cognitive Control

Research Assistant at MIT, Wexler Laboratory 01/2007-06/2007
Cambridge, MA

Professional Activities

Reviewer for Autism Research, Assessment, Journal of Educational and Behavioral Statistics, Journal of Abnormal Psychology, Journal of Communication Disorders, Lancet-Psychiatry, Child Psychiatry and Human Development

Honors and Special Awards

N/A

Research Grants and Fellowships Received

Health Resources and Services Administration 9/2019-8/2020
R41MC33087-01-00 for Autism Field-Initiated Innovative Research Studies Program
PI: Alexandra Sturm
\$100,000

Graduate Research Mentorship award UCLA 2014-2015
Graduate Summer Research Mentorship award UCLA 2013
Graduate Summer Research Mentorship award UCLA 2012

Teaching Experience

Assistant Professor Fall 2019-present
Loyola Marymount University
Course titles: PSYC3998: Autism: Mind, Brain, and Education;
PSYC2001: Psychological Statistics

Lecturer Winter 2018
University of California, Los Angeles
Course title: ED256B: ADHD and Learning Disabilities: Understanding
Developmental and Learning Differences

Lecturer Summer 2016
University of California, Los Angeles
Course title: ED132: Autism: Mind, Brain, and Education

Teaching Assistant Winter 2016
University of California, Los Angeles Summer 2015
Course title: ED132: Autism: Mind, Brain, and Education Winter 2015
Instructor: Connie Kasari, Ph.D.

Teaching Assistant Spring 2016
University of California, Los Angeles
Course title: PSYCH100B: Research Methods in Psychology
Instructor: Elizabeth Darvick, Ph.D.

Presentations and Lectures

Sturm, A., Wickstrom, J., Bennett, T., Duku, E., Elsabbagh, M., Farmer, C., Georgiades, S, Mirenda, P., Smith, I.M., Szatmari, P., Thurm, A., Ungar, W.J., Vaillancourt, T., Volden, J., Waddell, C., Zaidman-

Zait, A., Zwaigenbaum, L., Bishop, S. (May 2020). Characterizing fine and gross motor skill developmental profiles of children with autism spectrum disorder. Presentation at the Gatlinburg Conference – *Conference Cancelled*.

Sturm, A., Pan, J., Williams, J., Castellon, F., & Kasari, C. (June 2020). Trajectories and Timing of English Proficiency among English Language Learners with ASD in Schools. International Society for Autism Research annual meeting – *Conference cancelled*.

Sturm, A., Huang, S., Suh, Y.S., Kuhfeld, M., Kasari, C. (May 2019). Development of a brief screening tool for repetitive behaviors and restricted interests. Poster presentation at the International Society for Autism Research annual meeting.

Sturm, A., Shire, S., Schlink, A., Shih, W., Almirall, D., & Kasari, C. (May 2018). Acceptability and feasibility of a pilot SMART design in a school setting. Presentation at the International Society for Autism Research annual meeting.

Sturm, A., and Kasari, C. (April 2018). Preparation for Postsecondary Education and Academic Aspirations Among Individuals with ASD. Poster presented at the 61st Gatlinburg Conference.

Sturm, A. and Kuhfeld, M. (May 2017): Autism Symptom Severity in Males and Females: An Exploration of Gender Differences Using Item Response Theory. Poster presented at the International Meeting for Autism Research.

Schlink, A. J., **Sturm, A.**, Kasari, C., and Kuhfeld, M. (May 2017). Exploring the Relationship Between Autism Symptoms, Language Ability, and Externalizing Behaviors in Children with Autism. Poster presented at the International Meeting for Autism Research.

Berry, K. & **Sturm, A.** (May 2017). Characterizing Restricted and Repetitive Behaviors: Exploring the Influence of Age on RRRB Phenotype Clusters. Poster presented at the International Meeting for Autism Research.

Kuhfeld, M. & **Sturm, A.** (April 2017). Psychometric properties of the Social Responsiveness Scale (SRS). Poster presented at the Society for Research on Child Development (SRCD). Austin, TX.

Cai, L., Harrell, L., & **Sturm, A. N.** (2015). *The role of item response theory in assessment and evaluation studies*. ICSA Applied Statistics Symposium, Fort Collins, CO.

Sturm, A. N., McGough, J. J., Cowen, J. C., McCracken, J. T. (2014). *Emotional lability in children with ADHD: stability and comparative effects of Guanfacine, stimulant, and combined treatment*. Poster presented at the American Academy of Child & Adolescent Psychiatry Annual Meeting, San Diego, CA.

McGough, J., Loo, S. K., **Sturm, A.**, Cowen, J., Leuchter, A., & Cook, I. (2013). *A Pilot Study of Trigeminal Nerve Stimulation for ADHD*. American Academy of Child and Adolescent Psychiatry 2013 Meeting, Orlando, FL.

Huston-Carico, A., Davis, A., Del’Homme, M., Bilder, R., McCracken, J. T, & Loo, S. (2010, June). *The Effect of Reading Disability on Executive Function in ADHD*. Consortium for Neuropsychiatric Phenomics 2010 Meeting, Los Angeles, CA.

Publications

RESEARCH PAPERS (PEER REVIEWED)

A. RESEARCH PAPERS (PEER REVIEWED)

1. **Sturm, A.**, & Kasari, C. (2019). Academic and Psychosocial Characteristics of Incoming College Freshmen with ASD: The Role of Comorbidity and Gender. *Autism Research*.
2. McGough, J. J., **Sturm, A.**, Cowen, J., Tung, K., Salgari, G., Leuchter, A. F., Cook, I. A., Sugar, C., & Loo, S. K. (2019). Double-Blind, Sham-Controlled, Pilot Study of Trigeminal Nerve Stimulation (TNS) for Attention-Deficit/Hyperactivity Disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*.
3. Kasari, C., Sturm, A., & Shih, W. (2018). SMARTer approach to personalizing intervention for children with autism spectrum disorder. *Journal of Speech, Language, and Hearing Research*, 61(11), 2629-2640.
4. Ricketts, E. J., **Sturm, A.**, McMakin, D. L., McGuire, J. F., Tan, P.Z., Smalberg, F.B., McCracken, J. T., Colwell, C.S., & Piacentini, J. (2018). Changes in sleep problems across Attention-Deficit/Hyperactivity Disorder treatment: Findings from the MTA study. *Journal of child and adolescent psychopharmacology*, 28(10), 690-698.
5. **Sturm, A. N.**, Rozenman, M., Piacentini, J. C., McGough, J.J., Loo, S.K., & McCracken, J.T. (2018). The effect of neurocognitive function on math achievement in pediatric ADHD: Moderating influences of anxious perfectionism and gender. *Child Psychiatry & Human Development*.
6. **Sturm, A.**, Rozenman, M., Chang, S., McGough, J. J., McCracken, J. J., & Piacentini, J. C. (2018). Are the components of social reciprocity transdiagnostic across pediatric neurodevelopmental disorders? Evidence for common and disorder-specific social impairments. *Psychiatry Research*.
7. **Sturm, A. N.**, McCracken, J. T., & Cai, L. (2017). Evaluating the hierarchical structure of ADHD symptoms and invariance across age and gender. *Assessment*.
8. **Sturm, A. N.**, Kuhfeld, M., Kasari, C., & McCracken, J. T. (2017). Development and validation of an item response theory-based Social Responsiveness Scale short form. *Journal of Child Psychology and Psychiatry*.
9. Kuhfeld, M. & **Sturm, A. N.** (2017). An examination of the precision of the ADOS using item response theory. *Psychological Assessment*.
10. Rozenman, M., **Sturm, A. N.**, McCracken, J. T., & Piacentini, J. P. (2017). Autonomic arousal in anxious and typically-developing youth during a stressor involving error feedback. *European Child & Adolescent Psychiatry*.
11. Sayer, G. R., McGough, J. J., Levitt, J., Cowen, J., **Sturm, A.**, Castelo, E., & McCracken, J. T. (2016). Acute and long-term cardiovascular effects of stimulant, guanfacine, and combination therapy for attention-deficit/hyperactivity Disorder. *Journal of Child and Adolescent Psychopharmacology*, 26(10), 882-888.
12. Bilder, R. M., Loo, S. K., McGough, J. J., Whelan, F., Helleman, G., Sugar, C., Del'Homme, M., **Sturm, A.**, Cowen, J., Hanada, G., & McCracken, J. T. (2016). Cognitive effects of stimulant, guanfacine, and combined treatment in child and adolescent attention-deficit/hyperactivity disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(8), 667-673.
13. Loo, S. K., Bilder, R., Cho, A., **Sturm, A.**, Cowen, J., Welker, P. W., Levitt, J., Del'Homme, M., Piacentini, J., McGough, J. J., & McCracken, J. T. (2016). Effects of d-methylphenidate, guanfacine, and their combination on EEG resting state cortical activation in ADHD. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(8), 674-682.
14. McCracken, J. T., McGough, J. J., Loo, S., Levitt, J., Del'Homme, M., Cowen, J., **Sturm, A.**, Whelan, F., Helleman, G., Sugar, C., & Bilder, R. (2016). Combined stimulant and guanfacine administration in attention-deficit hyperactivity disorder (ADHD): A controlled,

- comparative study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(8), 657-666.
15. McGough, J. J., Loo, S. K., **Sturm, A.**, Cowen, J., Leuchter, A. F., & Cook, I. A. (2015). An eight-week, open-trial, pilot feasibility study of trigeminal nerve stimulation in youth with attention-deficit/hyperactivity disorder. *Brain Stimulation*, 8(2), pp. 299-304.
 16. McGough, J. J., McCracken, J. T., Cho, A. L., Castelo, E., **Sturm, A.**, Cowen, J., Piacentini, J., & Loo, S. K. (2013). A potential electroencephalography and cognitive biosignature for the child behavior checklist-dysregulation profile. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52(11), 1173-1182.
- B.** RESEARCH PAPERS – PEER REVIEWED (IN PRESS) – NONE
C. RESEARCH PAPERS – PEER REVIEWED (SUBMITTED) – NONE

RESEARCH PAPERS (NON- PEER REVIEWED)

- D.** RESEARCH PAPERS (NON-PEER REVIEWED) – NONE
E. RESEARCH PAPERS (NON-PEER REVIEWED IN PRESS) – NONE
F. RESEARCH PAPERS (NON-PEER REVIEWED SUBMITTED) – NONE

CHAPTERS

1. **Sturm, A. N.** & Chang, S. W. (2015). Pediatric anxiety: A neurocognitive review. In J. Mohlman, T. Deckersbach, & A. Weissman (Eds.), *From Symptom to Synapse: A Neurocognitive Perspective* (45-74). New York, NY: Routledge, Taylor & Francis Group.