

**UNIVERSIDADE DO ALGARVE, FACULDADE DE CIÊNCIAS HUMANAS E SOCIAIS**  
**DEPARTAMENTO DE PSICOLOGIA E CIÊNCIAS DA EDUCAÇÃO -**  
**CENTER FOR BIOMEDICAL RESEARCH (CBMR: <http://cbmr.ualg.pt>)**

**Institutional Address**

Faculdade de Ciências Humanas e Sociais – Departamento de Psicologia e Ciências da Educação – Universidade do Algarve, 8000-810 Faro – Portugal  
Telephone: +351 289 800900 (ext.7660); Email: [aireis@ualg.pt](mailto:aireis@ualg.pt)  
Researcher ID: <http://www.researcherid.com/rid/A-3888-2013>

**Academic Qualifications**

1. B. Sc. in Clinical Psychology, Higher Institute of Applied Psychology, 1991.
2. Ph. D. in Biomedical Science (Psychology), Lisbon Medical School, University of Lisbon, 1997.
3. Aggregation in Neuropsychology, University of Algarve, 2008.

**Current position**

Associated Professor at the University of Algarve, Department of Psychology and Educational Sciences, since 2004.

**Main Interests**

Cognitive Neuroscience (Neuropsychology/Cognitive Psychology)

**Previous External research grants received as joint applicant in the past five years**

1. Member of the team of the project “*Do reading strategies modulate the word recognition potential (N170) and its hemispheric lateralization?*” sponsored by Fundação para a Ciência e Tecnologia. Project coordinated by Luís Faísca (Universidade do Algarve) (EXP/MHC-PCN/0299/2013).
2. Member of a COST Action ISI401: Strengthening Europeans’ capabilities by establishing the European literacy network (*Working Group 1: An integrated and inclusive foundational approach to literacy across Europe*).
3. Principal investigator of the project “*Developmental dyslexia in adulthood: cognitive profiles, oculomotor behavior and concurrent predictors of reading*”, Fundação para a Ciência e a Tecnologia, Ministério da Ciência e do Ensino Superior (2016 – 2019, ~€150.000, PTDC/MHC-PCN/1175/2014).

**Publications in the past five years**

1. Bramão, I., Faísca, L., Forkstam, C., Inácio, F., Araújo, S., Petersson, K.M., & Reis, A. (2012). The interaction between surface color and color knowledge: Behavioral and electrophysiological evidence. *Brain and Cognition*, 78, 28-37. IP: 2.838
2. Martins, A. T., Faísca, L., Esteves, F., Simão, C., Juste, M. G., Muresan, A., & Reis, A. (2012). Changes in social emotion recognition following traumatic frontal lobe injury. *Neural Regeneration Research*, 7 (2), 101-108. IP: 0.180
3. Araújo, S., Faísca, L., Bramão, I., Petersson, K. M., & Reis, A. (2012). Electrophysiological correlates of impaired reading in dyslexic pre-adolescent children. *Brain and Cognition*, 79, 79-88. IP: 2.838
4. Silva, C., Faísca, L., Ingvar, M., Petersson, K.M., & Reis, A. (2012). Literacy: Exploring working memory systems. *Journal of Clinical and Experimental Neuropsychology*, 34(4), 369-377. IP: 1.805
5. Martins, A. T., Faísca, L., Esteves, F., Muresan, A., & Reis, A. (2012). Atypical moral judgment following traumatic brain injury. *Judgment and Decision Making*, 7(4), Vol. 7, 478-487.
6. Bramão, I., Francisco, A., Inácio, F., Faísca, L., Reis, A., & Petersson, K.M. (2012). Electrophysiological evidence for colour effects on the naming of colour diagnostic and noncolour diagnostic objects. *Visual Cognition*, 20 (10), 1164-1185. IP: 2.049
7. Martins, A. T., Faísca, L., Esteves, F., Muresan, A., & Reis, A. (2012). Atypical moral judgment following traumatic brain injury. *Judgment and Decision Making*, 7(4), Vol. 7, 478-487.
8. Marques, D., Ferreira, N., Horácio, G., Reis, A., & Jacinto, G. (2013). Neuropsychological profile in patients with temporal lobe epilepsy. *Avances en Psicología Latinoamericana*, 31(1)/103-115. ISSN 2145-4515
9. Aguiar, V.D., Bastiaanse, R., Reis, A., & Dragoy, O. (2013). Event related potentials of the processing of reflexives, pronouns and referential violations. *Stem-, Spraak- en Taalpathologie*, 18 (SUPPL. 1), 8-12.
10. Araújo, S., Faísca, L., Bramão, I., Petersson, K. M., & Reis, A. (2014). Lexical and phonological processes in dyslexic readers: Evidence from a visual lexical decision task. *Dyslexia*, 20, 38-53. DOI: 10.1002/dys.1461. IP: 1.189
11. Cruz, A. L., Santos, M. E., Reis, A., & Faísca, L. (2014). Validação Portuguesa de um teste breve para o rastreio da afasia (Beside de Lenguaje). *Sinapse*, 14 (1), 9 – 17.
12. Pacheco, A., Araújo, S., Inácio, F., Faísca, L., Petersson, K. M., & Reis, A. (2014). Dyslexia's heterogeneity: Cognitive profiling of Portuguese children with dyslexia. *Reading and Writing*, 27(9), 1529-1545. DOI 10.1007/s11145-014-9504-5. IP: 1.331

13. Araújo S., Reis, A., Petersson, K.M., & Faísca, L. (2015). Rapid automatized naming and reading performance: A meta-analysis. *Journal of Educational Psychology*, 107 (3), 868-883. DOI: [dx.doi.org/10.1037/edu0000006](https://doi.org/10.1037/edu0000006). IP: 3.518
14. Araújo, S., Reis, A., Faísca, L., Bramão, I., & Petersson, K. M. (2015). Lexical and sublexical orthographic processing: An ERP study with skilled and dyslexic adult readers. *Brain and Language*, 141, 16-27. DOI:10.1016/j.bandl.2014.11.007. IP: 3.309
15. Reis, A., Bramão, I., Araújo, S., & Faísca, L. (2015). Análise temporal dos processos de agrupamento e alternância em provas de fluência verbal. *Revista Portuguesa de Psicologia*, 44, 121 - 132. <http://dx.doi.org/10.21631/rpp44>
16. Silva, S., Faísca, L., Araújo, S., Casaca, L., Carvalho, L., Petersson, K.M., & Reis, A. (2016). Too little or too much? Parafoveal preview benefits and parafoveal load costs in dyslexic adults. *Annals of Dyslexia*, 66 (2), 187-201. DOI: 10.1007/s11881-015-0113-z. 1.000. IP: 1.444
17. Bramão, I., Reis, A., Petersson, K., & Faísca, L. (2016). Knowing that strawberries are red and seeing red strawberries: The interaction between surface color and color knowledge information. *Journal of Cognitive Psychology*, 28 (6), 641-657 DOI:10.1080/20445911.2016.1182171. IP: 1.892
18. Araújo, S., Faísca, L., Reis, A., Marques, F. & Petersson, K. M. (2016). Visual naming deficits in dyslexia: An ERP investigation of different processing domains. *Neuropsychologia*, 91, 61-76. DOI:10.1016/j.neuropsychologia.2016.07.007. IP: 2.989
19. Silva, S., Reis, A., Casaca, L., Petersson, K. M., & Faísca, L. (2016). When the eyes no longer lead: familiarity and length effects on eye-voice span. *Frontiers in Psychology*, 7:1720. DOI: 10.3389/fpsyg.2016.01720. IP: 2.323.
20. Rocha, M., Reis, A., & Carmona, J. (2016). Competências fonológicas em crianças de cinco anos de idade que gaguejam (Phonological competence in five-year old children who stutter). *Revista Portuguesa de Terapia da Fala*, 6 (Ano IV), 8 - 16.
21. Fernandes, T., Araújo, S., Sucena, A., Reis, A., & Castro, S. L. (2017). The 1-min screening test for reading problems in college students: psychometric properties. *Dyslexia*, 23 (1), 66-87. DOI: 10.1002/dys.1548. IP: 1.429.
22. Fernandes, C., Silva, S., Pires, J., Reis, A., Ros, A., Janeiro, L., Faísca, L., & Martins, A.T. (Published online: 22 June 2017). Eye-tracking evidence of a maintenance bias in social anxiety. *Behavioural and Cognitive Psychotherapy*. DOI: [doi.org/10.1017/S1352465817000418](https://doi.org/10.1017/S1352465817000418). IP: 1.945.
23. Falk, H., Lachmann, T., Reis, A., & Petersson (Published online: 14 of July 2017). Distinguishing cause from effect - Many deficits associated with developmental dyslexia may be a consequence of reduced and suboptimal reading experience. *Language, Cognition and Neuroscience*. DOI: [doi.org/10.1080/23273798.2017.1348528](https://doi.org/10.1080/23273798.2017.1348528)

#### **Peer-reviewed book chapters in the past five years**

1. Bramão, I., Faísca, L., Petersson, K.M., & Reis, A. (2012). *The Contribution of Color to Object Recognition*. In I. Kypraios (Eds.), *Advances in Object Recognition Systems* (73-88). The contribution of color to object recognition. In I. Kypraios (Ed.), *Advances in Object Recognition Systems* (pp. 73-78). Rijeka, Croatia: InTech. (ISBN 979-953-307-621-7).
2. Faísca, L., Araújo, S., & Reis, A. (2015). *Preditores das competências de escrita nos primeiros anos da escolaridade*. In A. C. Naschold, A. R. Guaresi, & V. W. Pereira (Eds.), *Aprendizado da Leitura e da escrita: a ciência em interface* (pp 197-236). EDUFRRN: Natal. (ISBN 978-85-425-0506-1).
3. Araújo, S., Reis, A., Faísca, L., & Petersson, K. M. (2016). *Brain sensitivity to words and the "word recognition potential"*. In D. Marques, & J. H. Toscano (Eds.), *De las neurociencias a la neuropsicología: el estudio del cerebro humano*. Barranquilla, Colombia: Corporación Universitaria Reformada.

*Alexandra Reis*

Alexandra Reis,  
Faro, 15 of January 2018.