

Alexandra A I Reis

List of Publications by Year in descending order

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Version: 2024-02-01

56
papers

3,312
citations

257450

24
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161849

54
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58
all docs

58
docs citations

58
times ranked

2369
citing authors

#	ARTICLE	IF	CITATIONS
1	Does emotional valence modulate word recognition? A behavioral study manipulating frequency and arousal. <i>Acta Psychologica</i> , 2022, 223, 103484.	1.5	10
2	Predictors of adult spelling in an orthography of intermediate depth. <i>Written Language and Literacy</i> , 2022, 25, 99-125.	0.4	2
3	Reading Comprehension Predictors in European Portuguese Adults. <i>Frontiers in Psychology</i> , 2021, 12, 789413.	2.1	4
4	Reading and reading-related skills in adults with dyslexia from different orthographic systems: a review and meta-analysis. <i>Annals of Dyslexia</i> , 2020, 70, 339-368.	1.7	43
5	Early Brain Sensitivity to Word Frequency and Lexicality During Reading Aloud and Implicit Reading. <i>Frontiers in Psychology</i> , 2019, 10, 830.	2.1	16
6	Implicit sequence learning is preserved in dyslexic children. <i>Annals of Dyslexia</i> , 2018, 68, 1-14.	1.7	13
7	Eye-Tracking Evidence of a Maintenance Bias in Social Anxiety. <i>Behavioural and Cognitive Psychotherapy</i> , 2018, 46, 66-83.	1.2	9
8	Distinguishing cause from effect “many deficits associated with developmental dyslexia may be a consequence of reduced and suboptimal reading experience. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 333-350.	1.2	67
9	The 1â€min Screening Test for Reading Problems in College Students: Psychometric Properties of the 1â€min TIL. <i>Dyslexia</i> , 2017, 23, 66-87.	1.5	17
10	When the Eyes No Longer Lead: Familiarity and Length Effects on Eye-Voice Span. <i>Frontiers in Psychology</i> , 2016, 7, 1720.	2.1	7
11	Too little or too much? Parafoveal preview benefits and parafoveal load costs in dyslexic adults. <i>Annals of Dyslexia</i> , 2016, 66, 187-201.	1.7	16
12	Knowing that strawberries are red and seeing red strawberries: the interaction between surface colour and colour knowledge information. <i>Journal of Cognitive Psychology</i> , 2016, 28, 641-657.	0.9	4
13	Visual naming deficits in dyslexia: An ERP investigation of different processing domains. <i>Neuropsychologia</i> , 2016, 91, 61-76.	1.6	17
14	Rapid automatized naming and reading performance: A meta-analysis.. <i>Journal of Educational Psychology</i> , 2015, 107, 868-883.	2.9	195
15	Lexical and sublexical orthographic processing: An ERP study with skilled and dyslexic adult readers. <i>Brain and Language</i> , 2015, 141, 16-27.	1.6	44
16	Dyslexia heterogeneity: cognitive profiling of Portuguese children with dyslexia. <i>Reading and Writing</i> , 2014, 27, 1529-1545.	1.7	21
17	Lexical and Phonological Processes in Dyslexic Readers: Evidence from a Visual Lexical Decision Task. <i>Dyslexia</i> , 2014, 20, 38-53.	1.5	12
18	Electrophysiological evidence for colour effects on the naming of colour diagnostic and noncolour diagnostic objects. <i>Visual Cognition</i> , 2012, 20, 1164-1185.	1.6	9

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19	Literacy: Exploring working memory systems. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2012, 34, 369-377.	1.3	20
20	Electrophysiological correlates of impaired reading in dyslexic pre-adolescent children. <i>Brain and Cognition</i> , 2012, 79, 79-88.	1.8	59
21	The Contribution of Color to Object Recognition. , 2012, , .		7
22	Changes in social emotion recognition following traumatic frontal lobe injury. <i>Neural Regeneration Research</i> , 2012, 7, 101-8.	3.0	7
23	Object Naming in Dyslexic Children: More Than a Phonological Deficit. <i>Journal of General Psychology</i> , 2011, 138, 215-228.	2.8	6
24	The interaction between surface color and color knowledge: Behavioral and electrophysiological evidence. <i>Brain and Cognition</i> , 2011, 78, 28-37.	1.8	12
25	The role of color information on object recognition: A review and meta-analysis. <i>Acta Psychologica</i> , 2011, 138, 244-253.	1.5	117
26	Component Processes Subserving Rapid Automatized Naming in Dyslexic and Non-dyslexic Readers. <i>Dyslexia</i> , 2011, 17, 242-255.	1.5	34
27	Support Systems for Poor Readers: Empirical Data From Six EU Member States. <i>Journal of Learning Disabilities</i> , 2011, 44, 228-245.	2.2	8
28	Traumatic brain injury patients: Does frontal brain lesion influence basic emotion recognition?. <i>Psychology and Neuroscience</i> , 2011, 4, 377-384.	0.8	8
29	The influence of surface color information and color knowledge information in object recognition. <i>American Journal of Psychology</i> , 2011, 124, 437-446.	0.3	0
30	The influence of surface color information and color knowledge information in object recognition. <i>American Journal of Psychology</i> , 2010, 123, 437-446.	0.3	18
31	Cognitive development of fluent word reading does not qualitatively differ between transparent and opaque orthographies.. <i>Journal of Educational Psychology</i> , 2010, 102, 827-842.	2.9	138
32	Cortical Brain Regions Associated with Color Processing: An fMRI Study. <i>Open Neuroimaging Journal</i> , 2010, 4, 164-173.	0.2	39
33	Visual rapid naming and phonological abilities: Different subtypes in dyslexic children. <i>International Journal of Psychology</i> , 2010, 45, 443-452.	2.8	38
34	The Influence of Color Information on the Recognition of Color Diagnostic and Noncolor Diagnostic Objects. <i>Journal of General Psychology</i> , 2010, 138, 49-65.	2.8	20
35	Orthographic Depth and Its Impact on Universal Predictors of Reading. <i>Psychological Science</i> , 2010, 21, 551-559.	3.3	624
36	The impact of reading and writing skills on a visuo-motor integration task: A comparison between illiterate and literate subjects. <i>Journal of the International Neuropsychological Society</i> , 2007, 13, 359-64.	1.8	29

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37	Semantic interference on a phonological task in illiterate subjects. <i>Scandinavian Journal of Psychology</i> , 2007, 48, 69-74.	1.5	11
38	Literacy: a cultural influence on functional left-right differences in the inferior parietal cortex. <i>European Journal of Neuroscience</i> , 2007, 26, 791-799.	2.6	67
39	Color makes a difference: Two-dimensional object naming in literate and illiterate subjects. <i>Brain and Cognition</i> , 2006, 60, 49-54.	1.8	66
40	Characteristics of Illiterate and Literate Cognitive Processing: Implications of Brain-Behavior Co-Constructivism. , 2006, , 279-305.		13
41	The Effects of Literacy and Education on the Quantitative and Qualitative Aspects of Semantic Verbal Fluency. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2004, 26, 266-277.	1.3	87
42	The knowledge of orthography is a revolution in the brain. <i>Reading and Writing</i> , 2003, 16, 81-97.	1.7	16
43	Educational level, socioeconomic status and aphasia research: A comment on Connor et al. (2001) Effect of socioeconomic status on aphasia severity and recovery. <i>Brain and Language</i> , 2003, 87, 449-452.	1.6	8
44	A Sociodemographic and Neuropsychological Characterization of an Illiterate Population. <i>Applied Neuropsychology</i> , 2003, 10, 191-204.	1.5	50
45	Formal Schooling Influences Two- but Not Three-Dimensional Naming Skills. <i>Brain and Cognition</i> , 2001, 47, 397-411.	1.8	87
46	Cognitive processing in literate and illiterate subjects: A review of some recent behavioral and functional neuroimaging data. <i>Scandinavian Journal of Psychology</i> , 2001, 42, 251-267.	1.5	107
47	Language Processing Modulated by Literacy: A Network Analysis of Verbal Repetition in Literate and Illiterate Subjects. <i>Journal of Cognitive Neuroscience</i> , 2000, 12, 364-382.	2.3	151
48	Neurobiological Substrates of Illiteracy. <i>Neuroscientist</i> , 2000, 6, 475-482.	3.5	17
49	Influence of learning to read and write on the morphology of the corpus callosum. <i>European Journal of Neurology</i> , 1999, 6, 23-28.	3.3	335
50	Effective Auditory-Verbal Encoding Activates the Left Prefrontal and the Medial Temporal Lobes: A Generalization to Illiterate Subjects. <i>NeuroImage</i> , 1999, 10, 45-54.	4.2	36
51	The illiterate brain. Learning to read and write during childhood influences the functional organization of the adult brain. <i>Brain</i> , 1998, 121, 1053-1063.	7.6	304
52	Differences in verbal repetition in literate and illiterate subjects: A network analysis. <i>NeuroImage</i> , 1998, 7, S218.	4.2	1
53	Neuropsychological Aspects of Illiteracy. <i>Neuropsychological Rehabilitation</i> , 1997, 7, 327-338.	1.6	24
54	Illiteracy: A cause for biased cognitive development. <i>Journal of the International Neuropsychological Society</i> , 1997, 3, 444-450.	1.8	171

#	ARTICLE	IF	CITATIONS
55	Influence of educational level of non brain-damaged subjects on visual naming capacities. Journal of Clinical and Experimental Neuropsychology, 1994, 16, 939-942.	1.3	42
56	Language and Literacy from a Cognitive Neuroscience Perspective. , 0, , 152-182.		19