

## **Creative thinking in preadolescents with dyslexia: School level differences in the figural creative advantage**

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*Purpose.* Although research on creativity and dyslexia produced contrasting results, accumulated evidence suggests a positive association. Rather than a general creative advantage in individuals with dyslexia, empirical findings pointed at strengths in specific sub-processes of creative thinking, namely figural fluency, and originality. While previous studies have attempted to identify the cognitive mechanisms that explain the dyslexic creative benefit, the role of age has been scarcely investigated.

*Methods.* To explore the developmental trajectory of creative differences between typical and dyslexic children, 64 preadolescents (age: 8-14) with and without dyslexia (typical: n = 33; dyslexic: n = 31) completed the Figure Completion test of the Torrance Test of Creative Thinking (TTCT), together with a battery of reading and cognitive tests.

*Results/Conclusions.* Results revealed a significant interaction effect between group (typical vs. dyslexia) and school level (primary vs. junior high school). While primary school children with dyslexia showed lower levels of fluency and originality compared to their typical peers, the opposite trend emerged in junior high school students; 11-14 years old students with dyslexia obtained significantly higher fluency and originality scores in the figural creative task. These findings may have important theoretical implication and could help explain the developmental trajectory of the creative cognitive profile associated with dyslexia.