

## **Narrative and Linguistic Creativity in Secondary Education. a Comparative Between Neurodivergent and Neurotypical Students**

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### **Abstract**

The recently enacted Spanish educational law, LOMLOE, mandates a significant role for the development of creativity in the classroom, specifically requiring its integration across all subjects in Secondary Education. This legislative focus has sparked considerable interest in analyzing creativity within educational contexts. This research examines the linguistic and verbal creativity of 301 Secondary Education students. The sample includes neurotypical students as well as those diagnosed with Autism Spectrum Disorder (ASD) (n=15) and Attention-Deficit/Hyperactivity Disorder (ADHD) (n=18). Data was collected using two previously validated instruments: a) A measure of general narrative creativity, adapted from the Torrance Test of Creative Thinking by Artola et al. (2008), and b) A test of linguistic creativity, developed by Levorato and Cacciari (2002), which involves generating metaphors from a given sentence. The results reveal a medium level of linguistic creativity and a low level of narrative creativity, a finding consistent with the general outcomes of the recent PISA tests (2022) for 15-year-old students. Inferential statistical analysis showed no statistically significant differences between neurotypical and neurodivergent students in narrative creativity. However, significant differences were found in linguistic creativity between neurodivergent and neurotypical students. These findings underscore the crucial importance of designing and implementing instructional sequences to develop linguistic creativity sensitive to the (neuro)diversity present in modern classrooms. This work was developed within the framework of the CIAICO/2022/228 project, funded by Generalitat Valenciana (Consellería de Innovación, Universidades y Empleo).

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