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Assessing Creativity in Autism Using the Torrance Test

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Abstract

This study investigates the level of creativity in a sample of 50 nonverbal children with autism, aged 8 to 10, attending special schools in Bucharest, using Figural Form A of the Torrance Tests of Creative Thinking (TTCT). An analysis of scores across the five dimensions of creativity (fluency, originality, elaboration, abstractness of titles, and resistance to premature closure) reveals a creative profile that is still emerging, characterized by generally low performance. Originality stands out as the most well-defined dimension, with mean standard scores falling within the 81–99 range, suggesting valuable creative potential despite verbal communication limitations. Fluency and resistance to premature closure show a slight decline among second-grade subjects, indicating difficulties in the spontaneous generation and open-ended maintenance of ideas. Elaboration remains at a moderate level (SS: 63–82), while the ability to formulate titles is absent across the entire sample. Standard scores for the creativity index (56–78.2) and extremely low national percentiles (1–5%) confirm a low overall level of creativity, with minimal variation between grade levels. The results highlight the need for structured interventions to foster the development of creative skills in nonverbal children with autism.

Keywords: Children; Dimensions; Drawing; Figural; Nonverbal