

## **Abstract**

The thesis deals with the so called “positive aspects” of dyslexia, specifically enhanced creativity among dyslexics. It has recently become common to associate dyslexia not only with its symptoms and deficits, but also to emphasize its possible gains. Anecdotal evidence refers to enhanced creativity and more specific abilities of individuals with dyslexia. Based on the results of foreign studies that suggest a connection between dyslexia and increased creativity together with the results of a previous research study covering this topic (Brancuská, 2012), this research study was carried out to map the creative potential of adults (university students or already employed). The research group consisted of 40 adults with dyslexia and 40 intact counterparts aged between 19 to 40 years (thereof 46 women and 34 men). The data were obtained via Torrance Figural Test of Creative Thinking. We then compared the levels obtained within the experimental and the comparison groups in three specific areas - originality, elaboration and provision of non-standard and unusual responses. The procedure aimed to confirm (or reject) the presumption that dyslexics show significantly higher scores in all three areas. A significant difference between the groups was proven in the area of originality amongst the students of technical subjects. In the area of provision of non-standard and unusual responses a significant difference was clearly evident. The individuals with dyslexia produced such drawings statistically much more frequently than their intact counterparts. Overall results of the research study point to a clearly evident tendency of higher scores among the individuals with dyslexia in the specific areas of originality and elaboration. The results of our research study are consistent (or do not contradict) with the previous research findings, when a group of wide age range of adults with dyslexia presented consistent evidence of greater creativity. No significant difference was found in the group with lower average age – in children. In the final part we discuss possible causes of the results, limits of the current research study, and we also consider a possible follow-up research in this area.

**Key words:** specific learning disabilities; dyslexia, dysgraphia; dysorthographia; “positive aspects” of dyslexia; creativity of thinking; originality of thinking; divergent thinking, Torrance test of creative thinking