

BAPTISTE BARBOT

Dr. Barbot is Psychology Professor at Pace University, NYC campus, and Adjunct Assistant Professor at Yale University, Child Study Center. He is an Associate Editor of APA's Division 10 Journal, *Psychology of Aesthetics, Creativity and the Arts*, as well as Associate Editor of Wiley's thematic journal, *New Directions for Child and Adolescent Development*. His background is in both Developmental and Individual Differences Psychology (Ph.D., 2008, Paris Descartes University). His research focuses on creativity assessment as well as the study of creativity development in adolescence in relation to psychosocial (*self and identity*) development in the general community, as well as special needs youth including adolescents with externalizing and delinquency-related behaviors. He also has interest on Virtual Reality (VR)-based intervention program that engage youth in unusual problem solving, embodied perspective taking, and unfamiliar experiences, to trigger change in their cognitive and psychosocial development. He has published over 80 peer-reviewed articles, book chapters and special issues on these topics. Dr. Barbot's research was funded by the Spencer Foundation, the American Psychological Foundation and the Imagination Institute (John Templeton Foundation).

Creativity development in childhood and adolescence: From potential to realization

Creativity is not a static entity: It develops as children mature, and it can be trained and nurtured. Understanding the development of creativity is therefore a critical issue for creativity research, as it can help practitioners and educators cultivate children's creativity and the fulfillment of creative potential throughout the lifespan. However, creativity development cannot be characterized by a typical developmental trend throughout childhood and adolescence, because (1) creative potential, performance or productivity are not expected to develop linearly throughout an individual's lifespan, and (2), creativity is not a unitary entity in that, observed developmental trends can greatly vary according to the specific aspects of creativity accounted for (e.g., cognitive vs. motivational dimensions), as well as the specific requirements of the creative work considered. After introducing the multifaceted nature of creativity and conceptual distinctions between creative potential, performance and achievement, the main features of creativity development in childhood and adolescence will be discussed, in light of scientific findings and illustrative examples.