

**KINETIC SCHOOL DRAWINGS:
A COMPARISON OF CONTENT IN THIRD AND FIFTH GRADE DRAWINGS**

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Kinetic School Drawings:
A Comparison of Content in Third and Fifth Grade Drawings

An Abstract
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Christine Lynn Clary
August 1991

Abstract

This research presents the results of norming the Kinetic School Drawing for third and fifth grades. Drawings from 88 third and 105 fifth grade students from the Crockett County School System were compared for location depicted, activity depicted, teacher height, child height, distance between self and teacher, distance between self and other, number of emotional indicators, and type of emotional indicators. Analysis of variance, Pearson Product Moment Correlation and descriptive statistics were computed to compare third and fifth grade responses as well as male and female responses.

Results suggested the variables teacher height and distance between self and others significantly differentiated gender. The number of emotional indicators significantly differentiated grade levels. A positive correlation existed between child height and teacher height as well as between distance of self from either teacher or others. Implications for future research are presented.

Kinetic School Drawings:
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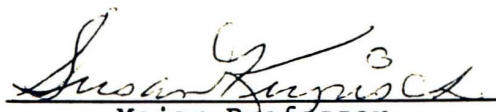
A Thesis
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To Graduate and Research Council


I am submitting herewith a Thesis written by Christine Lynn Clary entitled "Kinetic School Drawings: A Comparison of Content in Third and Fifth Grade Drawings." I have examined the final copy of this paper for form and content and I recommend that it be accepted in partial fulfillment of the requirements for the degree Master of Arts with a major in Psychology.


Major Professor


Second Committee Member


Third Committee Member

Accepted for the
Graduate Council:


Dean of the Graduate School

ACKNOWLEDGMENTS

I wish to express appreciation to Dr. Susan Kupisch, Professor of Psychology, Austin Peay State University, for her concern, guidance, and time during this entire study.

I would also like to thank the students and teachers in Alamo Elementary School and Bells Elementary School for their time, effort, and most importantly their drawings. Without the drawings, this study would not have been possible.

Additionally, I would like to extend my warmest thanks to my parents for their encouragement and support throughout my graduate studies at Austin Peay. Without their concern, this personal goal would not have been achieved.

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CHAPTER 1

Introduction

Concern for the education of all children has increased the need for clinicians and school psychologists to assess the social and emotional status of referred students. Currently projective drawing techniques follow the clinical interview and informal behavior observations in frequency of use for social and emotional assessment (Prout, 1983). There are several projective drawing techniques with differing formats and interpretive depth which are used in assessing children.

Perhaps the newest projective drawing technique used with children is the Kinetic School Drawing (KSD), developed by Prout and Phillips (1974). The KSD is designed to reveal the child's perception of him/herself in the school, of the teacher, and of peers and peer relationships. The KSD is a modification of the Kinetic Family Drawing (KFD) by Burns and Kaufman (1974), which reveals perceptions of the self and member interactions in the family setting. Prout and Phillips considered the KSD to be an analogue to the KFD.

Although the development of the KSD is analogous to the KFD, one cannot assume generalizable psychometric data. The relatively few number of studies utilizing the KSD

indicates the need for further research with this drawing technique. The following research is a response to the need for normative data for the KSD.

CHAPTER 2

Review of the Literature

Children's drawings have been studied since the early 1900's. After nearly 100 years of research, we know that many things can be learned from what a child draws, such as his/her values, attitudes, perceptions, and personality characteristics. Drawings of human figures are believed to be a richer source of information than any other type of drawing (Klepsch & Logie, 1982). Children's human figure drawings have been used as a measure of intellectual and developmental maturity, personality, group values, attitudes, and interpersonal relationships.

Children's drawings have been used in both projective and nonprojective ways. The nonprojective techniques focus on intellectual and developmental aspects. Goodenough (1926) developed the first systematic technique and scale for evaluating children's drawings. Harris (1963) revised and extended his technique and scale which is now known as the Goodenough-Harris Draw-A-Man Test. Extensive study of human figure drawings using this technique revealed that as a child matures his/her drawings have increased detail and accuracy in proportion. Koppitz (1968) developed a scoring system for estimating IQ from human figure drawings.

Machover (1949) was the first to analyze human figure drawings with a projective emphasis. She suggested that

when instructed to draw a person, the individual draws a figure that is a type of self portrait with similar impulses, conflicts, anxieties, and coping mechanisms. Size of figure, placement on page, pencil pressure, and rapidity in drawing were of particular interest to Machover.

Around the same time of Machover's (1949) work, Buck (1948) began to tap the perceptions of the environment through the use of drawings. He developed the House-Tree-Person technique to investigate perceptions of the environment. Buck felt that the house drawing revealed attitudes concerning the home environment. The tree and person drawings were thought to reveal feelings about the self. The tree possibly representing the deeper, more unconscious ideas about the self, while the person represented more conscious views of the self and relationships with the environment.

The family drawing technique was first introduced by Hulse (1951). He believed that family drawings revealed the child's perception of the family constellation, the child's concept of him/herself, his/her anxieties, and fantasies. Burns and Kaufman (1970) introduced the Kinetic Family Drawing (KFD) which focused on actions between the members. KFD instructions ask the individual to draw his/her whole family doing something. The introduction of action into the drawings was thought to bring out the

interpersonal relations, status, and interactional patterns of family members. Reynolds (1978) offered a quick reference for identifying emotional indicators found in children's drawings to aid clinicians in interpreting KFDs. This quick reference was a condensing of information provided by Burns and Kaufman (1972) and Koppitz (1968). Reynolds did not offer procedures for the quantification of the emotional indicators which would distinguish between severe, moderate, or no emotional disturbance.

The Kinetic School Drawing (KSD) was developed by Prout and Phillips (1974) as a variation of the KFD. Prout and Phillips realized that school has an important socialization influence in the life of a child. There are few instruments that reveal a child's perception of the school experience, thus they developed the KSD. The KSD was designed to reveal the child's perception of him/herself in the school setting, the child's perception of the teacher, and the child's perception of his/her peers and peer relationships.

Prout and Phillips suggested that the KSD is an analogue to the KFD; the scoring and interpretation procedures of the KFD can be applied to the KSD. To interpret the KSD, Prout and Phillips suggest the following:

1. Examine aspects of the human figure as outlined by Machover (1949).

2. Examine actions, styles, and symbols in the drawing as outlined by Burns and Kaufman (1970, 1972).
3. Examine the child's perception of self as indicated size of self figure, type of activity (academic vs nonacademic), tone of activity/action (positive, negative, or neutral), and similarity/dissimilarity to action of peers.
4. Examine the child's perception of teacher as indicated by the size of figure, tone of activity, comparison of child and teacher figure in stature and activity, and indications of problems in student teacher relationships.
5. Examine the child's perception of peers as indicated by size of peer figures, tone of activity, type of activity, comparison of self figure to peer figures, and indications of conflict or difficulties in peer relationships.

Andrews and Janzen (1988) provided a guide for the interpretation of Kinetic School Drawings. Their guide scores the drawings on eight considerations: pathology, positive self concept, structure, likability, psychological integrity, positive action, problems in relationships, and place and type of behavior. They also presented a scale for scoring the severity of 14 conditions ranging through depression, anxiety, aggression, impulsivity, difficulties

in school, body concerns, competition, and negative self concept.

There have been relatively few studies utilizing the KSD. Murphy (1989) conducted a validity study of the KSD using achievement scores, self esteem scores and KSD scores of fifth grade students in regular classes in a suburban school. She found that intercorrelations did not support a predicted relationship between Science Research Associates (SRA) Composite scores and certain KSD variables. She also found no support for a predicted relationship between Self Esteem Inventory (SEI) scores and KSD variables. She indicated that the validity of the KSD was not proved or disproved by the study, and suggested caution interpreting drawings.

Prout and Celmer (1984) used the KSD to predict academic achievement of 100 regular fifth grade students. They used correlations between Science Research Associates Achievement Tests (SRA-Achievement) and various KSD variables. Prout and Phillips found that the KSD variables of self figure engaged in undesirable behaviors, number of peers, and Reynolds score were negatively correlated with achievement scores, while the KSD variables of child height, teacher height, and self figure engaged in academic behaviors were positively correlated to achievement scores.

They concluded that the KSD has value and utility within the school system.

Walton (1983) reported a preliminary KSD study comparing Hispanic/Portuguese and Anglo children on seven KSD characteristics. None of the comparisons reached significance, suggesting that the KSD may be relatively culturally unbiased technique.

Schneider (1978) investigated the validity of the KSD by using ratings of the severity of school problems and KSD variables, using a stepwise regression equation. He found that KSD scores did not add additional information to the prediction achieved by age and IQ. He concluded that his study did not offer much support for the validation of the KSD, but that it did not invalidate KSD as a useful tool.

There have only been two reported normative studies utilizing the KSD. Prout and Celmer (1984) studied 100 fifth grade students enrolled in a regular education program. The results of their study found that the mean height of the teacher figure was 54.25 mm and the mean height of the self figure was 49.25 mm. The mean number of peers was 1.56. 90.00 mm was the mean distance between the self and teacher figure, while 50.25 mm was the mean distance between the self and peer figures.

In her monologue to Illinois school psychologists, Sarbaugh (1982) presented normative data for projective

school drawings with children in grades kindergarten through high school utilizing a Kinetic Drawing-School (KD-S) technique. The KD-S differs little from KSD in administration and rationale. Sarbaugh reported the following normative findings:

Kindergarten - Children have difficulty putting all the members of the class into one picture.

Visual-motor coordination caused difficulty in interpreting the drawings.

Grade 1 - Inclusion of desks and other physical property is typical.

Grade 2 - Greater emphasis is placed on buildings, rooms, and objects, people are emphasized less.

Grade 3 - Children make appropriate use of props and equipment.

Grade 4 - These children tend to draw very complete pictures which use individualized or idiosyncratic styles. Perspective may be more evident.

Grade 5 - Good differentiation of figures and activities is present. Humor in drawings may become evident.

Grade 6-12 - Junior/Middle/High School - Stick figures are common. Drawings are completed rapidly with shortcut used to accomplish the task.

The purpose of the present study is to compare normative data based on variables of age and gender of third and fifth grade students while utilizing the KSD. Third and fifth grade students were chosen as the subject population as previous normative research indicate that prior to age eight children have less complete drawings and by junior high students resist drawing as a means of self expression. A southern, rural population is used in this study to supplement the normative data collected in the northern United States. The general research hypotheses predict significant differences in content material of KSD's for third and fifth grade levels as well as gender.

CHAPTER 3

Method

Subjects

The subjects were 88 third grade (41 males; 47 females) and 105 fifth grade (42 males; 63 females) students enrolled in two elementary schools in Crockett County, Tennessee. The schools were located in a rural, predominantly (80%) white, lower-middle to lower socioeconomic class community as indicated by the 1980 census. Subjects were randomly dropped from the pool to create an equal number of subjects in each condition. Statistical analyses were computed on 164 subjects (41 in each condition).

Procedure

Students were administered the KSD in groups varying from 23 to 25 students in their classroom by their homeroom teacher. Administration followed the directions outlined by Prout and Phillips (1974). Following the completion of the drawings, students were given instructions to label the figures in the drawing as well as to indicate age, grade, and gender (See Appendix A). Permission to collect drawings was given by both school officials and parents. (See Appendix B.)

Using variables of age and gender the drawings were scored by the investigator on the following measures as suggested by Prout and Celmer (1984) in their normative evaluation of KSDs:

1. Location depicted - In or out of school - Whether the child placed him or herself within the school classroom or outside the school (i.e. on the playground).
2. Activity depicted - academic or nonacademic behavior - Whether the child was engaged in an academic behavior (e.g. reading, calculating, etc.) or nonacademic behavior (e.g. running, playing, etc.)
3. Teacher height - The height of the teacher figure in millimeters.
4. Child height - The height of the child/self figure in millimeters.
5. Distance between self and teacher - The distance between the self figure and the teacher in millimeters.
6. Distance between self and others - The distance between the self figure and the closest other human figure (excluding the teacher figure) in the drawing in millimeters.

7. Number of peers - The number of peers included in the drawing.

Using a modification of Reynolds (1978) guidelines for scoring emotional indicators in Kinetic Family Drawings, the total number of signs or indicators present in the total drawing was calculated. Reynolds guidelines were modified by this investigator to apply to Kinetic School Drawings and to fit the methodology of the present research. Some of the indicators listed for the KFD do not apply to the KSD or the school setting, such as number of household figures. Other indicators could not be ascertained due to the methodology to the research project, such as ordering of figures. (See Appendix C for modifications.)

Data Analysis

Means and standard deviations were calculated for the quantifiable measures of teacher height, child height, number of peers, distance between figures, and number of emotional indicators. Analysis of Variance was used to compare the means of the quantifiable measures. A Pearson Product Moment Correlation was also computed for these variables. Percentages of response was determined for the dichotomous variables of location depicted and activity depicted. Percentages were also determined for the frequency of emotional signs presented in the drawings.

CHAPTER 4

Results

Analysis of Variance and the Pearson Product Moment Correlation were computed on the data using the computer program SPSS-X Release 3.1. Table 1 shows the means and F-values computed for child height, teacher height, distance between self and teacher, distance between self and others, number of peers, and number of emotional indicators for both gender and grade variables. Teacher height and distance between self and teacher significantly differentiated gender ($F=8.02$, $p<.01$; $F=4.57$, $p<.05$ respectively). Males drew significantly larger teacher figures and included greater distances between the child and teacher figures.

The number of emotional indicators significantly differentiated grade levels ($F=8.66$, $p<.01$). Third grade drawings had significantly more emotional indicators. A total of 23 emotional indicators were measured. Common indicators, occurring in greater than 40% of the drawings, include barriers between figures, pencil erasures, missing essential body parts and anchoring. Rare indicators, occurring in less than 15% of the drawings, include compartmentalism of figures, folding compartmentalism, underlining individual figures, edged placement of figures,

Table 1
Means and F-Value for Quantative Measures
Kinetic School Drawing

Quantitative Measures	Gender Mean Males	Gender Mean Females	Gender F-Value	Grade Mean 3rd	Grade Mean 5th	Grade F-Value
Child Height	47.3	41.8	1.66	43.1	46.0	0.46
Teacher Height	58.8	45.3	8.02**	51.6	52.5	0.03
Distance Self/Teacher	85.3	66.3	4.56*	68.8	82.8	2.47
Distance Self/Others	43.7	42.5	0.03	43.6	42.6	0.03
Number of Peers	1.7	1.5	0.84	1.6	1.7	0.09
Number Emotional Indicators	4.02	4.01	0.00	4.3	3.7	8.66**

** p<.01

* p<.05

figures on back of page, bizarre figures and excessive attention to detail.

Third graders included greater incidence of fields of force, arm extensions, figures in unsafe positions, shading/crosshatching lining top of page and anchoring while fifth graders included greater incidence of jagged/sharp fingers, toes, or teeth and transparencies. Table 2 shows the frequency distribution for each of the emotional indicators. There were no interactional effects between gender and grade for any of the content measures.

The Pearson Product Moment Correlation was computed to determine the relationship between variables. Correlation coefficients are shown in Table 3. There is a positive correlation between child height and teacher height as well as for distance between self/teacher and distance between self/other.

Frequencies and percentage of response were calculated for the dichotomous variables of location depicted and activity depicted. Both males and females, as well as third and fifth grade children tended to depict location as outside and activity as nonacademic. Third grade males showed at least a 5% greater incidence of outside location and nonacademic activity than other subject groups. Table 4 shows a frequency distribution for the dichotomous variables.

Table 2

Frequency Distribution of Emotional Indicators*

EMOTIONAL INDICATOR		3RD MALES		3RD FEMALES		5TH MALES		5TH FEMALES
Barriers between Figures	20	48.8%	18	38.3%	12	28.6%	28	44.4%
Fields of Force	15	36.6%	6	12.8%	5	11.9%	3	4.8%
Pencil Erasures	25	61.0%	38	80.9%	35	83.3%	51	81.0%
Arm Extensions	20	48.8%	24	51.1%	9	21.4%	21	33.3%
Positions of Figures	10	24.4%	11	23.4%	2	4.8%	10	15.9%
Respect to Safety								
Missing Essential Body Parts	20	48.8%	24	51.1%	26	61.9%	35	55.6%
Shading or Crosshatching	20	48.8%	9	19.1%	11	26.2%	15	23.8%
Compartmentalism of Figures	3	7.3%	1	2.1%	0	----	0	----
Folding Compartmentalism	0	----	0	----	0	----	0	----
Underlining of Individual Figures	0	----	1	2.1%	1	2.4%	4	6.3%
Lining at Bottom of Page	7	17.1%	6	12.8%	6	14.3%	10	15.9%
Lining at Top of Page	3	7.3%	2	4.3%	1	2.4%	1	1.6%
Encapsulation	8	19.5%	5	16.6%	8	19.0%	23	36.5%
Edged Placement of Figures	0	----	1	2.1%	0	----	1	1.6%
Evasions	2	4.9%	5	16.6%	1	2.4%	2	3.2%
Figures on Back of Page	0	----	0	----	0	----	0	----
Motionless or Stick Figures	1	2.4%	7	14.9%	2	4.8%	2	3.2%
Buttons	0	----	0	----	0	----	3	4.8%
Jagged or Sharp Fingers, Toes or Teeth	0	----	1	2.1%	3	7.1%	2	3.2%
Bizarre Figures	0	----	2	4.3%	2	2.4%	1	1.6%
Excessive Attention to Detail	2	4.9%	0	----	0	----	0	----
Transparencies	4	9.8%	8	17.0%	12	28.6%	25	39.7%
Anchoring	20	48.8%	22	46.8%	13	31.0%	16	25.4%

* Note - Frequencies not corrected for equal cell subjects. Percentages based on
3rd Males=41; 3rd Females=47; 5th Males=42; 5th Females= 63.

Table 3

Intercorrelations Between Quantative Measures

	CH	TH	ST	SO	P
Child Height (CH)					
Teacher Height (TH)	.56*				
Distance Between Self and Teacher (ST)	-.12	-.04			
Distance Between Self and Others (SO)	.04	-.53	.17*		
Number of Peers (P)	.05	.07	.06	-.14	
Number of Emotional Indicators (EI)	-.01	-.09	.04	.08	-.11

* $p < .05$

Table 4
Frequency Distribution of Dichotomous Variables

VARIABLE NAME	3RD MALES		3RD FEMALES		5TH MALES		5TH FEMALES	
Activity Depicted								
Academic	7	17.1%	12	29.3%	10	24.4%	15	36.6%
Non Academic	34	82.9%	29	70.7%	31	75.6%	26	63.4%
Location Depicted								
Inside	15	36.6%	19	46.3%	18	43.9%	20	48.8%
Outside	26	61.9%	22	53.7%	23	56.1%	21	51.2%

CHAPTER 5

Discussion

The Kinetic School Drawing (KSD) is a projective drawing technique which the author states can be used for several purposes. The KSD is believed to tap the child's perceptions of the school experience, an important socializing influence. The interpretation of the KSD is based upon differing features of the drawing ranging from size of figure, type of activity, and tone of activity to line quality, placement of figures, and erasures. This study sought to provide developmental and gender norms for the KSD. These norms promote the usefulness of the instrument by providing a basis for detecting abnormality or pathology.

The results of this investigation revealed significant differences in content material of KSD's for both gender and developmental grade level. The finding of variables which differentiated gender is encouraging given the many studies which indicate nonsignificance. Males drew larger teacher figures which suggest the teachers are perceived as dominate or having more authority. Males also drew greater distance between self and teacher figures suggesting little identification and possibly alienation from the teacher. The correlation between teacher height and child height suggest a perceived factor of commonality among teacher and

student. Distance between figures is purported to measure the degree of interpersonal closeness and/or identification. The positive correlation between the distance between self/teacher and distance between self/other suggests that interpersonal closeness is generalizable to both adult and peer relations for this population age.

One variable, number of emotional indicators, differentiated between developmental grade levels with younger children including more emotional indicators. This finding is extensively reported in the literature on human figure drawings. Third grade KSD's had greater incidence of anchoring arm extensions, shading, and figures in unsafe positions. A highly unusual finding was the greater incidence of transparencies in fifth grade students.

Features of the drawings purported to identify emotional distress are called emotional indicators. The frequency of several of the emotional indicators found in this study suggests certain types of emotional distress are prevalent in the total population. Pencil erasures or corrections in the drawing are purported to indicate anxiety. Erasures were found in 77% of the KSDs suggesting a great prevalence of anxiety. An alternate interpretation may be erasures do not actually indicate anxiety in every drawing, rather they may reflect a perfectionistic tendency which is typically expected in the academic environment. Similarly

54% of KSDs had missing essential body parts. It is difficult to propose emotional indicators found in 50% to 80% of the normal population are signs of pathology or abnormality. When emotional indicators such as compartmentalism, lining at the top of page, edged placement of figures, figures on the back of page, jagged fingers, toes, or teeth, bizarre figures, and excessive detail are included in less than 7.5% of the drawings, statements of pathology and abnormality carry more emphasis.

With these considerations, the KSD, like any projective technique, should be interpreted with caution and the findings should be viewed in context with other assessment materials and information. Continued use and research with the Kinetic School Drawing can increase knowledge of children's perceptions and feeling toward school, a very important socialization agent in life.

This research utilized homeroom teachers as test administrators, whereas other studies have utilized research authors as administrators. A study investigating this difference in approach could provide additional insight into the reliability of the instrument. Measures of rater reliability should be determined in future studies as the author solely rated the drawings for this study. Investigation into other KSD variables such as line quality, rapidity in drawing and ordering of figures in a similar

type study may further delineate the variable which differentiate groups of students.

The current study points to other areas of potential research. It would be useful to collect additional normative data on the KSD variables used in this study across other grade levels, geographic locations, and socioeconomic status, to further normative interpretations. Research with exceptional groups of children such as emotional disturbed, behavior disordered, and learning disabled, to provide contrasting norms would be beneficial.

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APPENDIX A

Kinetic School Drawing
Instructions for Teachers

1. Hand the children a blank sheet of paper (8-1/2 x 11) and ask them to use a pencil for this activity. This activity is a pencil drawing only. The drawings should not be colored.
2. Read the following directions to the children verbatim.

I'd like you to draw a school picture. Put yourself, a teacher, and a friend or two in the picture. Make everyone doing something. Try to draw whole people and make the best drawing you can. Remember draw yourself, a teacher, and a friend or two and make everyone doing something.

3. When the children have completed their drawings, please read the following instructions:

I'd like you to label the people in your drawing. Put a "T" above the teacher and a "S" above yourself.

Note: The friends do not need to be labeled.

4. When the children have labeled their drawings, please have them turn the paper over and code their picture.

They should circle their grade (3rd or 5th), their gender (B or G), and write in their age on the line provided.

5. Please collect the drawings and place them in the envelope.

THANK YOU FOR YOUR ASSISTANCE IN THIS RESEARCH PROJECT!!!!

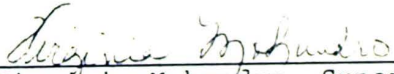
APPENDIX B

October 25, 1990

To Whom It May Concern,

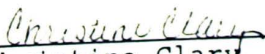
I hereby give Christine Clary permission to utilize the test data from the Kinetic School Drawings administered to third and fifth grade students in the Alamo Elementary School System. This data will be used to establish developmental norms for this instrument and to provide research data for a field study through Austin Peay State University.

It is understood that no name, identification number or any other method of personal identification will be associated with this data in any way, and that such methods of personal identification will not be used for data storage on electronic or nonelectronic media. In this way, the anonymity of the persons involved will be maintained. It is also understood that the data gathered will be used for the purpose of group statistical analysis and interpretations will not be used for any other purpose not pertaining to the field study or to the establishment of developmental norms.



Virginia Muhundro, Superintendent
Alamo Elementary School
Alamo, Tennessee

I understand, and agree to abide by, the provisions stated above.



Christine Clary, Graduate Student
Austin Peay State University
Clarksville, Tennessee

AP
AUSTIN PEAY
STATE UNIVERSITY

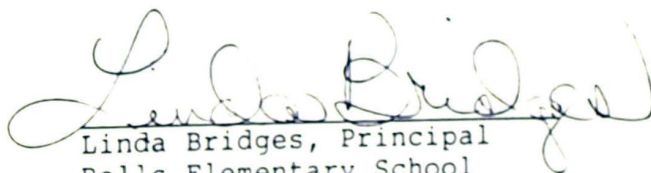
Clarksville, Tennessee 37044

October 25, 1990

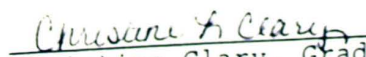
To Whom It May Concern,

I hereby give Christine Clary permission to utilize the test data from the Kinetic School Drawings administered to third and fifth grade students in the Bells Elementary School System. This data will be used to establish developmental norms for this instrument and to provide research data for a field study through Austin Peay State University.

It is understood that no name, identification number, or any other method of personal identification will be associated with this data in any way, and that such methods of personal identification will not be used for data storage on electronic or nonelectronic media. In this way, the anonymity of the persons involved will be maintained. It is also understood that the data gathered will be used for the purpose of group statistical analysis and interpretations will not be used for any other purpose not pertaining to the field study or to the establishment of developmental norms.


Linda Bridges, Principal
Bells Elementary School
Bells, Tennessee

I understand, and agree to abide by, the provisions stated above.


Christine Clary, Graduate Student
Austin Peay State University
Clarksville, Tennessee

Dear Parents,

Chris Clary, a graduate student at Austin Peay State University, is conducting research in child development. She has received permission from our Principal and Superintendent to conduct her research in our school.

The purpose of the study is to compare the drawings of third graders and fifth graders. The children will be given a piece of paper and asked to draw a school picture including a teacher, the child and a friend.

If you give permission for your child to participate, please sign this form and return it to your child's teacher by November 8, 1990.

No names or identifying numbers will be used during this research and your child may withdraw from participation without any penalty.

Child's Name

Parent/Guardian

Date

APPENDIX C

Reynold's Original Guidelines
for Evaluating Kinetic Drawings

Reynolds (1978) listed the following signs and indicators to be used in formulating interpretive hypothesis about Kinetic Family Drawings:

Physical Proximity - physical distance between the child and other figures in the drawing.

Barriers between Figures - objects other than lines between the child and another figure in the drawing.

Relative Height of Respondent - height of the child figure.

Fields of Force - balls, fir, electrical appliance or Xs included in the drawing.

Pencil Erasures - erasures or corrections in the drawing.

Arm Extensions - objects held in the hand that make the area controlled by the figure larger.

Descriptions of Figures Actions - the verbal expression of action agrees with the action depicted.

Positions of Figures with Respect to Safety - figures in a dangerous or vulnerable position.

Missing Essential Body Parts - one or more body parts missing.

Rotation of Figure - figures rotated 45 degrees or more from straight edge of paper.

Shading or Crosshatching - areas of shading in the drawing not including hair.

Compartmentalism of Figures - one or more straight lines used to separate on or more figures.

Folding Compartmentalism - folding the drawing paper into sections and drawing figures in more than one section.

Underlining of Individual Figures - lines drawn under one or more figures.

Lining at the Bottom of the Page - line drawn at the bottom of the paper.

Lining at the Top of the Page - line drawn at the top of the paper.

Encapsulation - complete enclosure of one or more figures, but not all, by lines which do not stretch the length of the page.

Edged Placement of Figures - drawing all figures on two or more edges of the paper.

Evasions - one or more, but not all, drawings depicting stick figures or no action.

Number of Household Members - omissions or additions of family members to the drawing.

Figures on Back of Page - figures drawn on back of page separated from other figures.

Line Quality - lines drawn light, broken, and uneven or heavy, unsteady and wavy.

Asymmetric Drawing - figures drawn out of proportion to others or environment.

Motionless or Stick Figures - all figures drawn as stick figures or no action depicted by all figures.

Ordering of Figures - order in which figures were drawn.

Buttons - overemphasized or overelaborated buttons on the figures.

Jagged or Sharp Fingers, Toes, Teeth - fingers, toes, or teeth drawing as sharp or jagged points.

Bizarre Figures - figures drawn as robots, animalistic features, or with visible internal organs.

Excessive Attention to Detail - excessive details drawn.

Transparencies - see through objects for figures included in the drawing which in reality are not transparent.

Isolation of the Self - self figure drawn isolated from other figures which are portrayed as a group.

Anchoring - drawing of all figure within one inch of a single edge of the paper.

Modification of Reynold's Guidelines
for Evaluating Kinetic Drawings

The following signs and indicators are a modification of Reynolds (1978) guidelines for formulating interpretive hypothesis. These signs and indicators were used to calculate the number of emotional indicators presented in the Kinetic School Drawings:

Barriers between Figures - objects other than lines between the child and another figure in the drawing.

Fields of Force - balls, fire, electrical appliances or Xs included in the drawing.

Pencil Erasures - erasures or corrections in the drawing.

Arm Extensions - objects held in the hand that make the area controlled by the figure larger.

Positions of Figures with Respect to Safety - figures in a dangerous or vulnerable position.

Missing Essential Body Parts - one or more body parts missing.

Shading or Crosshatching - areas of shading in the drawing not including hair.

Compartmentalism of Figures - one or more straight lines used to separate one or more figures.

Folding Compartmentalism - folding the drawing paper into sections and drawing figures in more than one section.

Underlining of Individual Figures - lines drawn under one or more figures.

Lining at the Bottom of the Page - line drawn at the bottom of the paper.

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Encapsulation - complete enclosure of one or more figures, but not all, by lines which do not stretch the length of the page.

Edged Placement of Figures - drawing all figures on two or more edges of the paper.

Evasions - one or more, but not all, drawings depicting stick figures or no action.

Figures on Back of Page - figures drawn on back of page separated from other figures.

Motionless or Stick Figures - all figures drawn as stick figures or no action depicted by all figures.

Buttons - overemphasized or overelaborated buttons on the figures.

Jagged or Sharp Fingers, Toes, Teeth - fingers, toes, or teeth drawn as sharp or jagged points.

Bizarre Figures - figures drawn as robots, animalistic features, or with visible internal organs.

Excessive Attention to Detail - excessive details drawn.

Transparencies - see through objects for figures included in the drawing which in reality are not transparent.

Anchoring - drawing of all figure within one inch of a single edge of the paper.