
Abstract

Implementing Kinetic School Drawing for high school students with school maladjustment

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This paper examines the utilization methods and clinical usefulness of Kinetic School Drawing (KSD), based on a case study of two high school students. While both cases shared the common factor of the students attending school despite exhibiting signs of distress, there were significant differences in their prior school experiences, and the timing of KSD implementation also varied. Upon reviewing the sessions in which KSD was used and the period following these sessions, it was suggested that focusing on the perspectives represented in the drawings and the depictions of school could be valuable. In both cases, understanding the meaning behind the expressions while considering the drawer's context was deemed important. Furthermore, as KSD is characterized by the depiction of external reality, it may be easily applied in school-related communication. The possibility of its usefulness in supporting high school students was also indicated. Finally, the paper discusses the need to situate KSD within clinical practice as a drawing method that addresses external reality while supporting internal reality, and the importance of identifying positive values in such use.

Keywords: Kinetic School Drawing (KSD), school maladjustment, high school students, assessment
