

## **Behavior Patterns at One Year**

YALE FILMS OF CHILD DEVELOPMENT

BEHAVIOR PATTERNS AT ONE YEAR

WIDE RANGE RECORDING

WESTERN ELECTRIC SOUND SYSTEM

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DEVELOPMENT

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*The growth of the infant mind expresses itself in patterns of behavior which change progressively.*

PRODUCED BY YALE CLINIC OF CHILD DEVELOPMENT

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*Each advancing age brings forth new patterns. To diagnose the mental maturity of the infant, we have devised a graded series of test situations. We examine the infant in an adjustable crib, equipped with a platform, with panels, a tabletop, and test materials. We make a survey of the infant's posture, prehension, manipulation, his reactions to persons and to the test*

*objects. You will presently observe certain behavior patterns of a normal infant aged 1 year: characteristic patterns, as revealed by a developmental examination.*

*First, a small red cube is placed upon the tabletop. The infant grasps the cube between index finger and thumb. She lifts it, lowers it, mouths it, waves it, and then she pivots about, an almost kaleidoscopic shifting of attention and of activity in a few moments. A 2<sup>nd</sup> cube makes a difference in the pattern of reaction. She brings the 2 cubes promptly into relationship with each other. She combines them. She even releases one cube over the other and thereby builds a momentary tower. No one taught her how to build a tower. This pattern is essentially a result of natural growth. A 3<sup>rd</sup> cube also makes a difference. A new pattern asserts itself, another well-defined pattern which nobody taught her. Let us call it the one-by-one pattern. One by one, she brings each cube to the platform. One by one, she replaces 3 cubes on the table. She reaches for a 4<sup>th</sup> cube, because she cannot count yet, but this pattern is growth, beginning of counting. Selectively, she picks off the top cube in the mass cube formation: the one-by-one pattern reappears. It is a deep-seated pattern, but the competing patterns of postural activity break through and assert their claim. Nature does not permit any one set of patterns complete sway.*

*At 1 year of age, the average infant knows that a cup is a container. This baby thrusts her spoon and her hand into the cup. She also knows how to place a cup on its bottom. All this represents a marked advance in perception and insight. Therefore, when the spoon is placed in the cup, and stirred back and forth, she truly perceives what is happening, and she's able to imitate the demonstration. Again, the container and contained response, but note how competing patterns press into action: the one-by-one pattern, and she waves the cup, she brings it toward the platform and bangs it on the tabletop. We have seen these patterns before. They cannot be repressed. The baby, in her way, is bringing competing patterns into correlation with ceaseless, experimental variation. She reacts adaptively to the examiner's gesture. She looks at him frequently. Much of her behavior already has a social reference. Emotionally, she is making an excellent adjustment to the ever-changing demands of the examination.*

*A small sugar pellet is presented to test her fine coordination. She pokes the pellet promptly and precisely. She plucks it with a pincer-like prehension. She watches intently as the examiner drops a pellet into the bottle. She pokes at the pellet with her forefinger, shakes the bottle, peers into it, inverts it. By happy chance, she expels the pellet and follows up her advantage. Again, the examiner drops the pellet into the bottle, and she pursues it as before.*

*She starts to place the pellet into the bottle, but the bottle is now upside down. You see here an interesting rivalry of impulses. Will the pellet go into her mouth or into the mouth of the bottle?*

*With characteristic eagerness, she awaits the bell, and with characteristic inquisitiveness she investigates its mechanism. She pokes, pries and pulls at the clapper. She waves the bell spontaneously, and because she can wave spontaneously, she may also wave imitatively when the examiner makes a demonstration. You see, she enjoys ringing the bell, but this does not prevent her from investigating it also.*

*Here is a simple tool-using problem: she plucks the string and tugs it to bring the ring in reach. She also uses the string to dangle the ring, but evidently, she still lacks a clear appreciation of the physical connection between ring and string. Again, she uses the string to attain her ends, and now, we have a very pretty example of combining play. This baby refuses to exploit one object to the neglect of the other. She brings them together into interesting relationships. She even crowns the bell with the ring, almost duplicating the original test situation. Must we not consider such behavior a form of intelligence?*

*With the presentation of paper and crayon, we witness a primitive stage of graphic art, and acute interest in the examiner's demonstration, and a crude utilization of the crayon as a tool both for spontaneous and induced scribble.*

*We call this a performance box: it tests the baby's ability to insert a rod through one of three small holes. She discovers the holes immediately and pokes her prying index finger into them. The rod, however, creates difficulties. She inserts it in the left hole, she brings it into the vicinity of the middle hole, but she cannot make the motor adjustment for a right-angle approach and insertion. When the box is tilted, she is able to insert the rod. This is a typical 1 year-old performance.*

*As a final test item, the infant is presented with a form board, a test in elementary geometry. At first, she seems quite heedless of geometric forms; even the massive board goes to her mouth. This baby surely makes ample use of her mouth to explore the mysteries of her physical environment. But note how she now fingers the edges of the round hole: she undoubtedly has an eye and a feel for that circle. She brings the round block into relationship with the round hole, and, finally, she holes in.*

*14 graded test situations have now been administered. Through them, this child has revealed herself. In her behavior patterns, she has displayed her capacities and her individuality. These are the dynamic patterns which determine her everyday life. These are the patterns which change with growth. If we would respect the personality of the infant, we must constantly observe those characteristic forms of behavior through which the mind is made manifest.*

Transcription: Harry Freyburger