

ATTACHMENT 1CLAIM THEORY "The four attachment styles are four theories." Which items are models, tests or test outputs? Discuss, then check the matching boundary.	ATTACHMENT 2CLAIM AINSWORTH "Ainsworth created all four infant styles." What did the first Strange Situation work report? Discuss, then check the matching boundary.	ATTACHMENT 3CLAIM DISORGANISATION "Chaotic conduct shows disorganised attachment." Which set test and code would be needed? Discuss, then check the matching boundary.
ATTACHMENT 4CLAIM DIAGNOSIS "Disorganised attachment is an attachment disorder." Are a research code and a health diagnosis the same? Discuss, then check the matching boundary.	ATTACHMENT 5CLAIM CLASSROOM USE "Teachers can spot attachment styles in class." Can day-to-day acts replace a trained assessment? Discuss, then check the matching boundary.	ATTACHMENT 6CLAIM ADULT MEASURES "An online adult quiz reveals infant attachment." Which bond, age and test does the score cover? Discuss, then check the matching boundary.

ATTACHMENT 3

BOUNDARY

USE THE ACTUAL CODE

D is coded from set infant acts in the Strange Situation.

It is not a plain-language tag for unruly, mixed or hard-to-guess acts in school.

Name the method before the code.

ATTACHMENT 2

BOUNDARY

KEEP THE TIMELINE

Ainsworth and peers reported A, B and C. Main and Solomon later added D coding.

The codes came from research steps. They are not four parts of Ainsworth's theory.

Credit the right work and date.

ATTACHMENT 1

BOUNDARY

KEEP LEVELS APART

Bowlby gave a main theory. Tests then produced codes, scales and findings.

Compare a theory with a theory, and a test output with the right test. Do not merge the levels.

Model, method, result, limit.

ATTACHMENT 6

BOUNDARY

ADULT SURVEY ONLY

A survey can score views about a named adult bond under set wording.

It does not recreate infancy, replace the AAI or prove a life-long type.

Ask which bond the score names.

ATTACHMENT 5

BOUNDARY

OBSERVE, DO NOT TYPE

Record the task, act, context, support and change you can see.

Teaching, speech, SEND, health, culture, stress and this bond may all shape the same act.

Use school referral routes when needed.

ATTACHMENT 4

BOUNDARY

CODE IS NOT DIAGNOSIS

An infant D code and an attachment disorder use different rules.

Health diagnosis needs formal criteria and skilled assessment. Teachers notice, help, log and refer.

Follow NICE and local clinical routes.

ATTACHMENT 7

CLAIM

STABILITY

"Attachment is fixed by age three."

What do long-term studies say about both link and change?

Discuss, then check the matching boundary.

ATTACHMENT 8

CLAIM

CAUSE

"Attachment causes later conduct and attainment."

Was the study a true cause test or a group link?

Discuss, then check the matching boundary.

ATTACHMENT 9

CLAIM

CULTURE

"One Western rate applies to every school."

What varies across and within cultures?

Discuss, then check the matching boundary.

ATTACHMENT 10

CLAIM

TEACHER ROLE

"A key adult should replace the child's carer."

What are the bond, role and safeguarding limits?

Discuss, then check the matching boundary.

ATTACHMENT 11

CLAIM

NEUROSCIENCE

"This attachment plan rewires the brain."

Did the cited study test that brain pathway?

Discuss, then check the matching boundary.

ATTACHMENT 12

CLAIM

SUPPORT

"Each inferred style needs its own classroom treatment."

Can support follow a seen need instead?

Discuss, then check the matching boundary.

ATTACHMENT 9 BOUNDARY DO NOT TURN SAMPLES INTO NATIONS Studies find gaps across cultures and large gaps within them. Care norms can shape time apart, closeness and play. One pooled rate is not a local rule. Name the sample and setting.	ATTACHMENT 8 BOUNDARY A LINK IS NOT ONE CAUSE Group links do not prove attachment caused one child's result. Care, teaching, health, SEND, speech, peers and stress may share the same paths. State the design and size of the link.	ATTACHMENT 7 BOUNDARY SOME LINK, SCOPE FOR CHANGE Long-term work finds both some stability and real change. Tests, bonds and life settings change with age. An early code is not a life term. Avoid fixed or hard-wired claims.
ATTACHMENT 12 BOUNDARY MEET THE SEEN NEED Use calm routines, clear help routes and sound access for all. Then adapt to the task, need and response. Do not prescribe care for a guessed style. Protect SEND and health adjustments.	ATTACHMENT 11 BOUNDARY REPORT WHAT WAS TESTED A link with stress, memory or conduct does not prove a brain mechanism. Do not add claims about rewiring, cortisol or full protection if the study did not test them. Keep the method next to the claim.	ATTACHMENT 10 BOUNDARY KEEP THE SCHOOL ROLE A warm, steady teacher-child tie is not a substitute family bond. Keep clear roles, family links, consent, staff safety and school referral paths. Support must not rely on one adult alone.