TABLE 2. AAI Classifications and Corresponding Patterns of Infant Strange Situation Behavior

Adult state of mind with respect to attachment	Infant Strange Situation behavior
Secure/autonomous (F)	Secure (B)
Coherent, collaborative discourse. Valuing of attachment, but seems objective regarding any particular event/relationship. Description and evaluation of attachment-related experiences is consistent, whether experiences are favorable or unfavorable. Discourse does not notably violate any of Grice's maxims.	Explores room and toys with interest in preseparation episodes. Shows signs of missing parent during separation, often crying by the second separation. Obvious preference for parent over stranger. Greets parent actively, usually initiating physical contact. Usually some contact maintaining by second reunion, but then settles and returns to play.
Dismissing (Ds)	Avoidant (A)
Not coherent. Dismissing of attachment-related experiences and relationships. Normalizing ("excellent, very normal mother"), with generalized representations of history unsupported or actively contradicted by episodes recounted, thus violating Grice's maxim of quality. Transcripts also tend to be excessively brief, violating the maxim of quantity.	Fails to cry on separation from parent. Actively avoids and ignores parent on reunion (i.e., by moving away, turning away, or leaning out of arms when picked up). Little or no proximity or contact seeking, no distress, and no anger. Response to parent appears unemotional. Focuses on toys or environment throughout procedure.
Preoccupied (E)	Resistant or ambivalent (C)
Not coherent. Preoccupied with or by past attachment relationships/experiences, speaker appears angry, passive, or fearful. Sentences often long, grammatically entangled, or filled with vague usages ("dadadada," "and that"), thus violating Grice's maxims of manner and relevance. Transcripts often excessively long, violating the maxim of quantity.	May be wary or distressed even prior to separation, with little exploration. Preoccupied with parent throughout procedure, may seem angry or passive. Fails to settle and take comfort in parent on reunion, and usually continues to focus on parent and cry. Fails to return to exploration after reunion.
Unresolved/disorganized (U/d)	Disorganized/disoriented (D)
During discussions of loss or abuse, individual shows striking lapse in the monitoring of reasoning or discourse. For example, individual may briefly indicate a belief that a dead person is still alive in the physical sense, or that this person was killed by a childhood thought. Individual may lapse into prolonged silence or eulogistic speech. The speaker will ordinarily otherwise fit Ds, E, or F categories.	The infant displays disorganized and/or disoriented behaviors in the parent's presence, suggesting a temporary collapse of behavioral strategies. For example, the infant may freeze with a trance-like expression, hands in air; may rise at parent's entrance, then fall prone and huddled on the floor; or may cling while crying hard and leaning away with gaze averted. Infant will ordinarily otherwise fit A, B, or C categories.

Note. From Hesse (1999). Copyright 1999 by the Guilford Press. Reprinted by permission. Descriptions of the adult attachment classification system are summarized from Main, Kaplan, and Cassidy (1985) and from Main and Goldwyn (1984, 1998). Descriptions of infant A, B, and C categories are summarized from Ainsworth, Blehar, Waters, and Wall (1978), and the description of the infant D category is summarized from Main and Solomon (1990).