Psychology - Attachment

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1  M |  |  |  |  |  |  |
|  |  |  |  |  | 2  P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3  T |  | E |  |  |  |  |  |  |
|  |  |  |  |  | R |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | H |  | N |  |  |  |  |  |  |
|  |  |  |  |  | O |  |  | 4  M |  |  |  |  |  |  | 5  V |  |  |  |  |  | E |  | T |  |  |  |  |  |  |
|  |  |  |  |  | X |  |  | O |  |  |  |  | 6  C | L | A | S | S | I | C | A | L |  | A |  |  |  |  |  |  |
|  |  |  |  |  | I |  |  | N |  |  | 7  C |  |  |  | N |  |  |  |  |  | O |  | L |  |  |  |  |  |  |
|  |  |  |  |  | M |  |  | O |  |  | O |  |  |  | I |  |  | 8  I |  |  | V |  | R |  |  |  |  |  |  |
|  |  |  |  | 9  N | I | N | E | T | E | E | N |  |  |  | J |  |  | M |  |  | E |  | E |  |  |  |  |  |  |
|  |  |  |  |  | T |  |  | R |  |  | T |  |  |  | Z |  |  | P |  |  | Q |  | T |  |  |  |  |  |  |
|  |  |  |  |  | Y |  |  | O |  |  | A |  |  | 10  S | E | C | U | R | E |  | U |  | A |  |  |  |  |  |  |
|  |  |  |  |  | S |  |  | P |  |  | C |  | 11  D |  | N |  |  | I |  |  | I |  | R |  |  |  |  |  |  |
|  |  |  |  |  | E |  |  | Y |  |  | T |  | E |  | D |  |  | N |  |  | Z |  | D |  |  |  |  |  |  |
|  |  |  |  |  | E |  |  |  | 12  R | E | C | I | P | R | O | C | I | T | Y |  |  |  | A |  |  |  |  |  |  |
|  |  |  |  |  | K |  |  |  |  |  | O |  | R |  | O |  |  | I |  |  |  |  | T |  |  |  |  |  |  |
|  |  |  |  |  | I |  |  |  |  |  | M |  | I |  | R |  |  | N |  |  |  |  | I |  |  |  |  |  |  |
|  |  |  |  |  | N |  |  |  |  |  | F |  | V |  | N |  |  | 13  G | L | A | S | G | O | W |  |  |  |  |  |
|  |  |  |  |  | G |  |  |  |  |  | O |  | A |  |  |  |  |  |  |  |  |  | N |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | 14  R | U | T | T | E | R |  | 15  O |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | T |  | I |  |  |  |  | P |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | O |  |  |  |  | E |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 16  I | N | D | I | S | C | R | I | M | I | N | A | T | E |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | A |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | N |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | T |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Across**  **6.** The type of conditionig that involves learning to associate two stimuli together so that we begin to respond to one in the same way as we already respond to the other.  **9.** The percentage of people who were the insecure resistant attachment type in Hazan & Shaver's study.  **10.** Type B attachment (Ainsworth).  **12.** A two-way reciprical process where an emotional connection develops between an infant and their primary caregiver.  **13.** City in which Schaffer & Emerson's 1964 study took place.  **14.** The psychologist who carried out the ERA longditudinal study.  **16.** Stage 2 of Schaffer & Emerson's stages of attachment. | **Down**  **1.** Bowlby believed that if children were deprived of maternal care for too long during the critical period they would suffer this.  **2.** When an infant with a good attachment will stay fairly close to the caregiver.  **3.** What did Hazan & Shaver (1987) post in a local newspaper.  **4.** The one special attachment an infant forms with their mother according to Bowlby.  **5.** Psychologist who researched into culteral variations in attachment.  **7.** Harlow (1958) demonstrated the importance of this.  **8.** The phenomenom whereby bird species that are mobile from birth attach to and follow the first moving object they see.  **11.** Extended separation can lead to this.  **15.** The type of conditioning that involves learning to repeat behaviour, or not, depending on it's consequences. |