

I have an impression that you just read the reading set once or twice. Maybe, you did not have it printed out. There is not a single quote in your essay, and you seem to miss many important ideas.

WPE Paper Review*

A WPE essay must do all of the following or it will not be graded.

✓	Five (or more) full pages in length	The question was not about benefits of Use all 3 sources! Please imaginary companions do not use any additional information!
no	Answers the question/essay prompt	
no	Uses the required number of sources	
?	Uses correct attribution	

The following eight characteristics are the basis on which your essay will be graded. Each characteristic is described in detail in the "Elements of Writing Proficiency" handout.

	Comments
1. Develop a sustained, clear position, often by using a thesis, central idea, or hypothesis.	No. You seem to have a thesis but it does not address the prompt. Your thesis should be a brief answer to the questions. Please, make sure that you address the questions
2. Synthesize source materials to support your position.	No. Even though you sometimes use the second and third articles together, you often misattribute ideas. Spend more time on reading the articles! both "how?" and "why?"
3. Organize your argument in a clear and appropriate sequence of support for the thesis.	No. You need to come up with a viable thesis. The first question "how?" could be answered by describing how a child with an imaginary companion progresses through developmental stages...
4. Identify, summarize, and define key terms or categories of classification in the reading set.	No. Please, define key terms from articles as soon as you use them in your argument
5. Analyze and Evaluate the problem/question at issue in the reading set.	Please, spend more time on reading and understanding. Please, ask for tutoring if you have difficulties with understanding the reading set
6. Synthesize and assess the key assumptions, concepts, themes, or ideas in the reading set.	No, because you did not work with the reading set closely
7. Organize paragraphs, both globally and locally.	Ok
8. Sentences should express your meaning clearly.	Ok

*These comments are provided to give you guidance in revising your paper. However, you should not understand these comments to mean that you will pass if you follow this guidance. The responsibility for writing a passing paper rests on you alone.

Why and How Children with Imaginary Companion Become Adults with Fantasy Activities

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Why and How Children with Imaginary Companion Become Adults with Fantasy Activities

Early childhood is a fascinating and unique period since the child cultivates cognitive skills, forms personal relationship, and exercises their impressive imagination. As the children try to navigate the social live, children develop imaginary companions or playmates. ^{Is it about social life?}

^{Please use the definition from Trionfi and Reese} Imaginary companion refers to personified objects such as teddy bear. Nonetheless, imaginary companion could be invisible character and often disappear before 10 years. Taylor (1999) revealed that more than 65% of the children have imaginary companion. Some of the children often extend this invisible relationship with others until they reach adulthood. As such, it affects the child's social orientation and ^{how and why?} makeup. In most cases, such children become adults who like fantasy activities. Imaginary companion provides additional practice for children, enable a child develops accommodation skills and improve social adaptability.

Imaginary companion helps a child or an adult fulfill the need of effective and healthy relationship. Although the function of imaginary companion is ambiguous, Taylor (1999) argues that children develop imaginary companion to compensate for inadequate relationship. In other words, the child develops imaginary companion to compensate for low acceptance by peers.

Given that such people might find good friends in life, it is not a guarantee that they forget their imaginary companion. Taylor, ^{Hodges Kohanyi} Sara, and Adele (2003) found that children in preschool with imaginary companion were perceived to have less cognitive, peer, and physical acceptance. ^{but is it really so?}

[?] Therefore, when these children grow to adulthood, they tend to engage in fantasy activities. This is because these people compensate for the psychological wellbeing they suffered when they were young. Taylor, Sara, and Adele (2003) argue that when a person creates imaginary friends, it helps an adult to stop being lonely and exhibit poor social skills. Adults often create imaginary

companion when they are alone or engaging in activities away from other people. They often talk alone and even laugh assuming they are enjoying work with another person.

In most cases, such people are satisfied and regain control of their surroundings. Taylor (1999) asserts that imaginary companion buffers the effects of loneliness and exclusion. This is because a person takes control of the situation and counteracts the feeling of hopelessness. In fact, externalizing their fear by having imaginary companion helps them eliminate negative feelings. As such, they offer moral guidance for other people in challenging situations. Taylor, Sara, and Adele (2003) noted that children with imaginary companion are less concerned and confronted by their shortcomings. This is based on the fact that they have an imaginary person helping them address their problems. They have a friend who can accompany them if they do not have other friends available within the environment. For this reason, any child who lacks siblings at an early age creates an imaginary companion hence creates a fantasy playmate. This proceeds into adulthood in order to avoid boredom due to lack of stimulation. For example, Taylor (1999) provides that firstborns tend to create imaginary companion compared to other siblings in the family in order to fulfill their healthy relationship. That is why firstborns are less flexible and volatile to accept others to influence what they do. They believe that imaginary companion is the only person useful to influence their decision-making.

Imaginary companion reflects social motivation and skills, which enhances communication in a family. In other words, it helps the child develop skills enabling him/her to become socially driven. Taylor, Sara, and Adele (2003) assert that extra practices the child takes in rehearsing with imaginary companions or playmates refine his/her interpersonal skills. In other words, the child develops social awareness, adaptability, and expressive language during real interaction. For example, Taylor, Sara, and Adele (2003) found that children aged between 3-5

It contradicts your previous paragraph

Is it relevant to the question

years with imaginary companion are more sociable, more competitive, and less shy. This is because already they were interacting in none existing friend, which provided them with good environment to express themselves. The study further indicates that the theory of mind at age three extend to adulthood by existence of human peer. In other words, the human peer act as a constructive force that promotes empathy and social adjustment. For example, adults with imaginary companion tend to solve issues amicably due to the fact that they had established intellectual prowess and adopted social strategies to deal with issues. In fact, such adults include others if the issue cannot be addressed between two people. They like sharing their opinion freely without intimidation. They have developed such as skills for a long time. Taylor, Sara, and Adele (2003) affirm that adult with imaginary companion helps in enhancing interpersonal relationship in any organization. This is because he/she developed a good relationship with his/her imaginary companion and learnt to live with him/her.

Where did you find this?

Adults with imaginary companion lack social dysfunction experienced among other children. This is because they eliminate anxiety and fear at earlier age. In fact, adults with imaginary companion appear happier and communicate often during a discussion. For example, at work place, people with imaginary companion hang out with friends and share their challenges and successes without fear. This is because they believe a person heard them and supported him/her in achieving his/her personal goals. Given that imaginary companion are placeholders during human peer, it facilitates social cohesion and comfort in a person's life. Therefore, as children continue to grow, they do not want to depart with imaginary companion. Taylor, Sara, and Adele (2003) carried a research among college women and realized that there is a relationship between imaginary companion at childhood and adulthood. This is because this research found that interpersonal style among college women almost matches their behavior

when they were young. In other words, adults with imaginary companion have embodied positive attitude towards others than away from others. This implies that adults with imaginary companion are more accommodative towards others. In fact, they understand emotions compared to adults who did not experience or have imaginary companion,

Adults with imaginary companion engage in fantasy activities to avoid social rejection or exclusion. This is because imaginary companion enables people to strategize people to eliminate antisocial behavior. In fact, they have developed social motivation, which is useful in addressing situational loneliness. Taylor (1999) suggests that imaginary companion enables an individual to avoid emotional vulnerability. As such, they require the imaginary friend during fantasy activities to eliminate anxiety and depression. Social rejection is detrimental to parents since they find it difficult to share their mind. As such, it blocks the flow of thoughts. Therefore, fantasy activities enable a person to feel that he/she is working with another person. In the process, the idea of social rejection vanishes.

Is it from the reading set?

Really? Is it relevant to the question?
There is little evidence showing the social strategizing among young adults. Taylor (1999) asserts that imaginary companionship denotes emotional instability in the face of stressful situation. For example, when a child experience emotional exclusion in the organization, he/she tends to create imaginary companion to deal with loneliness. This coping strategy grows until when a person attains old age. For example, there are adults who depend on amulet or charms to alleviate stress. Although this finding counters the previous theory on social competence, it is because the previous research relied heavily on self-reporting. People grow with imaginary companion for the purpose of coping social issues (Taylor, 1999). That is why adults with imaginary companion respond positively to social exclusion and posses superior traits to deal with exclusion. According to Taylor, Sara, and Adele (2003), adults use reminders of their

Is it from the reading set?

childhood imaginary companion to address social challenges in the present. In other words, once an adult remembers how he/she used to address social problems, he/she finds it easy to interact with others in the society.

Adults engage in fantasy activities to derive personal attachment. Adults cherish imaginary companion to enhance personal attachment. Personal attachment is one way of social surrogate, which appears when a person experience poor relationship with others. Taylor, Sara, and Adele (2003) argue that parasocial attachment is correlated to attachment style developed when the child was growing up. Therefore, personal attachment with imaginary companion is strong or weak depending on the pre-social live. Therefore, sufficient social involvement makes a person involve imaginary companion in his/her dealings. As such, it is rare to get people with social satisfaction to engage in fantasy activities. In fact, the bond between the imaginary companion and an individual weakens. On the other hand, a person develops strong personal attachment with imaginary companion if the social setting is weak.

Adults with imaginary companion engage in fantasy activities to increase their creativity. Children with imaginary companion demonstrate superior understanding and creativity (Taylor, 1999). Fantasy improves creativity because a person thinks that his/her imaginary companion is pleased with the results. For example, when a child writes narratives about his/her friend, he/she fantasizes about his/her imaginary companion. As such, he/she writes a narrative that is captivating and attractive. This is because the child or an adult wants to express useful things and in a concrete manner about his companion. Taylor, Sara, and Adele (2003) found that college adults scored higher in self-reporting and creativity compared to adults without imaginary companion. That is, the child or an adult need to make –believe aspect for his/her imaginary companion. This forces a child to be creative and construct new play habits in order to keep

his/her imaginary companion. As such, the figurative image enables the child to express his/her creativity to entire world. Nonetheless, fantasy activities are crucial for adults with imaginary companion to develop emotional intelligence. Emotional intelligence helps an adult to interact positively with others and address issues affecting interpersonal relationship.

Conclusively, imaginary companion provides additional practice for children, enable the child develops accommodation skills and improves social adaptability. Social competence theory for adults demonstrates that children with imaginary companion continue to cultivate their traits until adulthood. That is, they tend to participate in fantasy activities to improve their creativity, emotional intelligence, and personal attachment. These skills are useful in addressing issues affecting interpersonal relationship. Adults demonstrate the presence of imaginary companion by engaging with others and providing solutions to organizations or families.

The essay should be not about benefits of having imaginary companions, but it should address the prompt. You need to work closely with the reading set, and you should not use any additional information.

You will benefit from tutoring

References

- Taylor, M. (1999). *Do older children and adults create imaginary companion?* New York, UP: Oxford University.
- Taylor, M., Sara, D., & Adele, K. (2003). The illusion of independent agency: Do adult fiction writer's experience their characters as having mind in their own?. *Imagination, Cognition, and Personality*, 22(4): 361-380.