Overindulgent Parenting: When Too Much Becomes Not Enough

A Summary Paper

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Abstract

Parents love their children and want their children to be happy and healthy. However, often times parents’ efforts to raise happy children results in overindulgence. Research on overindulgent parenting suggests that it has negative implications for child development and psychological wellbeing in adulthood. This paper examines the various ways parents overindulge their children and the residual consequences of overindulgence. Parental motivation for overindulgence is discussed as well as strategies parents can use to avoid overindulgence.
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What is Overindulgence?

It seems as though our society is becoming increasingly self-indulgent. Parents are inundated with societal messages to treat ourselves and ensure that we get what we want and deserve. Our fast-paced, competitive society rewards success and attainment. Parents have been led to believe that they must provide their children with possessions and opportunities that will set them up for success. Examples of overindulgence are plentiful in our culture; elaborate birthday parities complete with a bounce house and entertainment, competitive 40k per year preschools, name brand clothes, expensive electronics, and the list goes on. Many parents run themselves ragged by chauffeuring their kids from one activity to the next in hopes that their involvement will give their children a competitive edge, self-esteem and confidence. Out of love, parents bend over backwards to make their kids happy yet in doing so they may inadvertently harming their children.

Overindulgence is very similar to pampering. Merriam-Webster (2012) defines the terms pamper as “to treat with extreme or excessive care or attention” and indulge as “to treat with excessive leniency, generosity and consideration”. Pampering children is not a new concept. Alfred Adler, founder of Individual Psychology, warned parents about the dangers of pampering children due to the lasting impact of a pampered style of life (Ansbacher & Ansbacher, 1956). Alder theorized that pampered children have difficulty coping with the challenges in life and cooperating with others. Ansbacher and Ansbacher (1956) write that a pampered child believes the only one way to deal with difficulties is to “make demands on others” (p. 370).
What Does Overindulgence Look Like?

Clarke et al. (2004), believe that overindulgence can be recognized in three main ways. The first form of overindulgence is giving a child too much in the form of material goods or services. These goods or services may include toys, electronics, clothing, sporting equipment, food, lessons, activities, camps, vacations and entertainment. The second form of overindulgence occurs when parents are over-nurturing toward a child. This could include giving too much attention to a child or doing things for a child that he or she is capable of doing for him or herself thereby preventing a child from accomplishing his or her developmental tasks. The third way parents can overindulge children is by allowing children to have too much freedom and independence before they are able to deal with it. Parents may overindulgence their children when they do not set and maintain firm boundaries and limits or implement rules and consequences.

Why is Overindulgence a Problem?

Parents love their children and have the best intentions to raise caring, responsible, happy, well-adjusted children. Yet, sometimes parents do too much in an attempt to make their children happy or to protect them from life and they fall into the trap of overindulgence. The unintended consequences of overindulgence can prove to be harmful to children and often last a lifetime.

Adler warned parents of the consequences from overindulging or pampering children. Alder believed that pampered children develop the mistaken belief that life is about being first, and being recognized as the most important person and receiving everything that they want in life (Ansbacher & Ansbacher, 1964). Pampered children can become so dependent on others that they lose their independence and ability to be self-
sufficient. They are unable to cope with the challenges and difficulties in life and make demands on others to meet their needs. Adler viewed pampered children as being predisposed to mental illness and stated that in adulthood they may be subject to “extreme discouragement, continuing doubt, hypersensitivity, impatience, exaggerated emotion and phenomena of retreat, and physical and psychic disturbances showing signs of weakness and need for support” (Ansbacher & Ansbacher, 1956, p. 242).

Contemporary research appears to corroborate Adler’s theory on the harmful effects of pampering. In a study on adults who were overindulged as children, Bredehoft, Mennicke, Potter & Clarke (1998) found that overindulgence affected communication skills, social skills, decision-making skills and time management skills. Additionally, overindulgence resulted in a decreased ability to handle adult responsibilities and dependency on others to do things for them.

Overindulgence often results in an attitude of entitlement that focuses on self-interest rather than social interest. The danger lies in a generation of people who lack empathy and concern for others, who only care about fulfilling their own needs and desires to the detriment of society. Fay and Billings (2005), write that life is about relationships. We discover who we are through our ability to get along with others in positive and compassionate ways. However, “entitlement destroys relationships, from intimate to global, by twisting our perceptions toward self-consumption and numbing our feelings of appreciation” (Fay and Billings, 2005, p. 5).

**Purpose of the Study**

The purpose of the study is to spread awareness of the topic of overindulgence. First, it is important to understand what overindulgence is and the various ways in which
overindulgence occurs. Secondly, people should be conscious of the reasons why they might overindulge and the potential harm that could result. Finally, education on the topic of overindulgence should include what parents can do to prevent overindulging their children and how to raise children who are respectful, responsible, capable, contributing members of society. Parenting is arguably one of the most difficult tasks one will ever undertake and it is important that parents have the knowledge and skills to enable them to do the best job possible.

**Significance of the Study**

It is critical for the success of our society to ward against overindulgence and help educate parents on what they can do to help their children develop the skills to become independent, socially interested members of society. Parents, teachers, counselors need to be mindful of the problems associated with overindulgence in order to combat the societal pressure that supports overindulgence. Similarities exist between overparenting and overindulgence. Munich & Munich (2009) define overparenting as “overscheduling and micromanaging of the child’s life from an early age” which does not allow for the normal development of self (p. 228). Munich & Munich (2009) believe that parental involvement may be responsible for an increase in college students experiencing severe adjustment disorders, low self-esteem and difficulty feeling autonomous.

**Review of Literature**

Parents have been led to believe that “Good parents serve and provide their children with activities and rewards so they can have every chance at success” (Fay & Billings, 2005). However, overindulgence backfires on parents and results in unwanted, harmful consequences. The Overindulgence Project conducted by researchers Bredehoft,
Clarke, and Dawson, included three separate studies (1998, 2001, 2003) investigating overindulgence, and the relationship between being overindulged during childhood and the subsequent adult problems and parenting practices. The studies involved over 1,195 participants who helped define overindulgence and the consequences. The findings of these studies indicated that there are three main ways overindulgence occurs: material overindulgence, structural overindulgence and relational overindulgence.

Three Expressions of Overindulgence

**Material overindulgence (too many things).** According to Clark et al., (2004), material overindulgence includes buying or providing too many things or experiences that cost money such as: toys, electronics, clothing, lessons, entertainment, food, vacations, sporting equipment, etc. This type of overindulgence “appears to meet a child’s needs, but does not. As a result, the child experiences scarcity in the midst of plenty” (Clark et al., 2004, p. 8).

Material overindulgence may also include involvement in too many activities. Over-scheduling and over-emphasis on performance can be harmful to children (Clarke et al., 2004). Parents often over-schedule kids with the intention of providing quality learning experiences however the overall results can be detrimental to the family. The family may experience a lack of time at home together thereby missing out on the important ritual of family mealtime. Researchers at the National Center on Addiction and Substance Abuse from Columbia University (2007) found that children who eat regular meals with their family are less likely to use drugs or alcohol and do better in school.
Parents and children who become overly involved in activities frequently experience fatigue and stress. It is important for children to have time for unstructured imaginary play and time to be involved in household activities. A hectic, overscheduled lifestyle may also impact a child’s performance in school due to limited time for homework (Clark et al., 2006).

Adults who experienced material overindulgence as children reported difficulty determining what constitutes enough; work, money, food, sex, alcohol, entertainment, etc. (Bredehoft et al., 1998). They reported a lack of appreciation for opportunities and disrespect for property. Bredehoft et al., (1998) found that as adults, they have the tendency to underestimate the value of property do not believe they need to work for or plan for what they want.

**Structural overindulgence (soft structure).** Structural overindulgence involves lax boundaries, rules and consequences. Clark et al. (2004) describes soft structure as allowing children too much freedom and independence before they are able to manage it. Structure provides the boundaries and rules so that children are able to know what is expected and to feel secure. Rules help children understand the consequences for their choices. Limits provide safety and make children feel loved and cared for.

Parents who overindulge with soft structure do not require their children to do household chores. Bredehoft et al., (1998) found that this was the area of overindulgence that adults who were overindulged as children felt the most resentful of. According to Rossmann (2002) involving children in household chores at an early age has a positive impact later in life. The study used measures of success such as the participants’ completion of education, career ambitions, IQ, family relationships and social
relationships and abstinence from drugs. The study found that the participants who started doing household tasks around the age of three or four, tended to be more successful in their mid-twenties. The study also revealed that kids who started participating in household chores later in adolescence were less successful.

Adults who were overindulged by lack of structure tended to have difficulty with social and personal boundaries. They also tend to be more irresponsible and lack everyday skills (Bredehoft et al., 1998).

**Relational overindulgence (over nurture).** Nurture is a fundamental part of raising children. It is the way that infants form bonds and attachments with their caregivers. Nurture provides “love, touch, warmth, attention, support, stimulation, recognition, and response” (Clarke et al., 2004, p. 89). But over-nurturing smothers children and takes away their opportunity to learn how to do things for themselves.

Over-nurturing does not allow children to do things that they are able to do for themselves. Dreikurs (1964) states, “Never do for a child what he can do for himself” (p. 193). Parents who overindulge children by giving too much attention or nurture end up doing things for kids that they are fully capable of doing themselves. The danger in this is that it prevents children from meeting their developmental tasks and feeling that they are competent and capable.

Over-protection is another way parents can be overindulgent. Parents have the responsibility to keep their children safe and teach them about potential dangers however some parents take this to the extreme. Ungar (2009) states “childhood is being extended and with it the perception that our children require a parent’s care and protection longer” (p. 260). In some ways, over-protection is viewed as a normal and preferred way to
parent (Ungar, 2009). Many are familiar with helicopter parents who hover over their children ready and willing to step in at any moment. Some helicopter parents’ hover over their children into adulthood, taking on a primary role in their college years (Manos, 2009).

Thomasgard & Metz (1993) characterized overprotective parents as highly supervising and vigilant, having trouble separating from their child, discouraging independent behavior and being highly controlling. Studies link controlling parenting to anxiety disorders and dysthymia in adults who were overprotected children (Thomasgard & Metz, 1993). Adler found overprotection to be harmful as it prevents children from taking on appropriate responsibilities (Capron, 2004). Dreikurs (1964) asserts that parents have the obligation to train children to have courage and strength to face life. Overprotection keeps children “helpless and dependent” (p.188).

Relational overindulgence deprives children of learning new skills and accomplishing developmental tasks. It also damages self-esteem by leading children to believe that they are helpless and incompetent (Grunwald & McAbee, 1999). Parents who do too much for their children rob them of the opportunity to feel capable and self-sufficient.

The Consequences of Overindulgence

Overindulgence has overreaching effects in many areas of life. Jain (2007) cites Dr. Jim Fogarty, author of Overindulged Children, the effects of overindulgence do not emerge until children are teenagers. As overindulged children become teenagers, they grow away from their parents and only show love when their parents give them what they want, but if they do not they become angry and resentful (p. 56).
Clark et al. (2004) found that overindulgence keeps children from learning life skills and completing developmental tasks. Adults who were overindulged have difficulty with everyday skills, self-care skills and interpersonal skills (Clark et al., 2004). They may have difficulty taking personal responsibility and need instant gratification.

Adler believed that overindulgence prevents children from being able to cope with the challenges in life (Grunwald & McAbee, 1999). Overindulgence keeps children from learning cooperation and having empathy for others (Kaplan, 1985). Children who are used to being the center of attention have trouble later in life as they are seen as self-centered and may be rejected by others (Corwin, 2010). Adler called pampered children “hated children” because their family and society do not want to continue in pampering the child forever (Ansbacher & Ansbacher, 1964, p. 370).

Entitlement. One serious consequence of over-indulgence is the attitude of entitlement. Entitlement eliminates one’s sense of gratitude and appreciation by focusing on only what is lacking (Fay & Billings, 2005). It leads to feelings of frustration, disappointment and unhappiness because people believe that what they have is not enough and they deserve more. People who feel they are entitled are often looking only at what they lack rather than at what they have which justifies misery and dissatisfaction (Fay & Billings, 2005). The focus of entitlement is only on self and ignores the needs of others. A basic tenant of Adlerian theory is social interest, which is the ability to identify and connect with others. Ansbacher & Ansbacher (1964) quote an English author to define social interest as the ability “to see with the eyes of another, to hear with the ears of another, to feel with the heart of another” (p. 135). Social interest becomes impossible when one is blinded by entitlement.
Why Parents Overindulge

**Guilt.** Parents overindulge children for many different reasons. Clarke et al., (2006) reports some reasons may be associated with parental guilt. Parents may try to compensate for not spending enough time with their children by buying them gifts or special treats. Divorce often causes parents to feel guilt surrounding the fracture in the family unit. Parents sometimes compete for their child’s love and affection by giving the child unearned privileges or too much freedom with loose structure. Other times, parents just want to feel like a good parent and make their children happy. In the moment, it may seem easier for parents to give in rather than dealing with whining or tantrums.

**Media.** The media markets products and goods to children. They advertise what children want with the hope that children will put pressure on their parents to fulfill their wants and desires. Consumer companies cater toward advertising what children want in an attempt to get parents to spend money (Mamen, 2006). Parents sometimes overindulge their children because they believe that their self-worth is based on their economic status (Grunwald & McAbee, 1999). Therefore they may compete with other adults as a measure of status (Clark et al., 2006).

**It is all about them.** According to Seltzer (2009) parental overindulgence can occur when parents assume responsibility for their children’s feelings. Many parents have difficulty ever seeing their children unhappy, angry or resentful so they try to remove the child’s distress rather than teaching them how to cope with distress. It is necessary for children need to feel discomfort and frustration at times. Children need to acquire perseverance and resiliency so they are able to deal with challenges and difficulties in life (Faye & Billings, 2005).
This culture is demanding and fast paced. Parents are often pressed for time and multi-tasking. Some parents may lack patience to teach children how to do things and feel pressured to get things done quickly. Consequently they find it faster and easier to do tasks themselves (Mamen, 2006). While other parents do things for their children because they want their children to be dependent on them so they feel needed (Shafer, 2009).

**What is a Parent’s Responsibility?**

Most parents say they want their children to be happy, well adjusted and confident. But their “happiness as adults is largely dependent on the tools that are given them… to help them develop habits of character to equip them to face adult challenges” (Kindlon, 2001). Adults have a responsibility to help children develop characteristics that will enable them to live happy, productive lives. Parents need to help their children develop self-discipline, responsibility, co-operation and the ability to solve problems. These characteristics and skills, they will provide them with a sense of belonging and significance (Nelson, 2006). A study of high-risk teens (Ungar, 2009) revealed that despite what adolescents may say they really DO want a close relationship with their parents and other adults in their lives.

**Parenting Strategies**

**Create firm structure.** Parents can create firm structure by setting and maintaining rules and limits. However, rules must be consistent and parents must follow through with consequences (Schafer, 2009; Nelson, 2006). Nelson (2006) states that parents can also involve their children in creating rules and routines. This may help children to take more ownership in the consequences of not following the rules. Parents
can help establish logical and natural consequences by involving their children in discussions and problem solving (Nelson, 2006).

Let them do it. Parents can help children develop self-confidence, self-esteem and competency by having faith in their child’s ability to do things for themselves. Nelson (2006) states that children develop faith in themselves when parents show that they have faith in them. Parents have the responsibility to teach and model how to solve problems, accomplish tasks and cope with life. Parents can help their children learn life skills and let them practice then step back and have faith in their child (Nelson, 2006). Children develop a strong sense of worth and courage when they feel capable.

Accept mistakes. Mistakes are opportunities to learn (Nelson, 2006; Dreikurs, 1964). Research shows that children need to fail at times because it teaches them how to succeed (Seligman, 2000). Parents need to look at mistakes as opportunities for children to learn rather than something they must be protected from. Parents should respond to their children’s mistakes with compassion and kindness rather than punishment or shame (Nelson, 2006).

Many parents are afraid of their children’s mistakes and either rescue them or blame them. However, parents can teach children that the goal is not to be perfect; rather it is about progress (Nelson 2006, Dreikurs, 1964). Parents can teach children to have the “courage to be imperfect” (Dreikurs, 1964, p.108). Children who feel they must be perfect fall into the trap of perfectionism. McArdle (2009) explains that perfectionism has been linked to “persistent worry and fear of failure, eating disorders, depression, obsessive-compulsive disorder and vulnerability to suicidal behavior” (Flett et al., 1995; Frost et al., 1990; Goldner et al. 2002; Blankstein et al., 2007).
**Encouragement.** Dreikurs (1964) considers encouragement the most important part of parenting, stating, “each child needs continuous encouragement just as a plant needs water” (p. 36). Studies show that the actual self-esteem of children is at a low point, even though parents praise children in an effort to increase their self-esteem (Fay & Billings, 2005). Praise differs from encouragement. Encouragement is based on effort and reinforces self-confidence. It increases self-esteem and self-worth without needing the approval of others (Nelson, 2006). Praise, on the other hand, relies on the opinion of others and often focuses on the outcome or accomplishment rather than the effort put forth. Praise is dependent on the approval of others and can contribute to pleasing behaviors (Shafer, 2009).

**Teach gratitude.** Overindulgence causes children to feel that they deserve more than they already have (Fay & Billings, 2005). The feeling of deprivation results in dissatisfaction and unhappiness. Gratitude and thankfulness for what one has results in feelings of appreciation and contentment in life (Fay & Billings, 2005). Parents want their children to be happy but overindulgence ultimately leads to unhappiness. Fay & Billings (2005) quote Dennis Prager, “Yes, there is a secret to happiness and it is gratitude. All happy people are grateful, and ungrateful people cannot be happy. We tend to think that it is being unhappy that leads people to complain, but it is truer to say that it is complaining that leads to people becoming unhappy” (p.10).

**Teach social interest.** The development of social interest results in feelings of identification, empathy and connection (Ansbacher & Ansbacher, 1956). Adler saw social interest as a crucial part of a healthy personality (Ostrovsky, Parr and Gradel, 1992). Social interest instills a sense of value, self worth and belonging. Adler, as quoted
in Ansbacher & Ansbacher (1956) states that a person “feels at home in life and feels his existence to be worthwhile just so far as he is useful to others” (p. 155). Adler asserts that feeling “at-home” in life is an immediate part of social interest. Every person wants to feel significance and Adler believes that true feelings of significance come from making a contribution to others (Ostrovsky et al., 1992). Social interest can give kids a chance to help others and they will feel like they are important. They will also feel older, more respected and loved. They will have a genuine sense of self-esteem that comes from making someone else’s life better (Ungar, 2009).

Barlow, Tobin and Schmidt (2009) hypostasize that social interest is highly correlated to having the traits of hope and optimism, which are associated with the theory of positive psychology. Barlow et al. (2009) study found similarities between Adler’s Individual Psychology and positive psychology as they found optimism to be a predictor of social interest.

**Handle misbehavior appropriately.** It is important for parents to see beyond a child’s behavior at the purpose of the behavior. Adler believed that all behavior has a purpose behind it. Behavior is directed toward a goal (Ansbacher & Ansbacher, 1956). The primary goal of all behavior is to find a sense of belonging and significance (Nelson, 2006). Nelson (2006) quotes Dreikurs “a misbehaving child is a discouraged child” (p.69). The child’s discouragement comes from feeling as though they do not have a sense of belonging and significance. Therefore children will attempt to meet their need or goal for belonging and significance through misbehavior.

Dreikurs (1964) explains four mistaken goals of behavior: Undue attention, the struggle for power, retaliation and revenge and complete inadequacy. The mistaken goals
are a child’s mistaken attempt at getting their real needs met. Betty Lou Bettner created “The Four Crucial C”s” which are what kids really need to feel belonging and significance. Children need to connect, feel capable, feel they count or matter, and have courage to cope with life (Shafer, 2009). When a child is seeking undue attention he or she believes that he/she is significant only when he/she is the center of attention. The real message behind this mistaken goal is that the child needs to connect. Therefore parents can look for ways to connect with their child in meaningful ways (Nelson, 2006; Dreikurs, 1964; Shafer, 2009).

A child who is constantly struggles for power believes that he/she is significant only when he/she is the boss and does what he/she wants to do. The message behind power is the need for the child to feel capable. Parents can take steps to withdraw from the power struggle and give the child reasonable choices (Nelson, 2006; Dreikurs, 1964; Shafer, 2009).

A child who seeks revenge believes that he/she is hurt and does not feel a sense of belonging and significant therefore he/she attempts to hurt others in retaliation. The message behind this mistaken goal is that the child needs to feel that he/she counts and matters to people. Parents need to avoid retaliation and deal with the child’s hurt feelings. They also need to make sure the child feel valued for who they are (Nelson, 2006; Dreikurs, 1964; Shafer, 2009).

A child who feels assumed inadequacy does not feel that it is possible for them to ever feel belonging and significance. He/she feels completely discouraged and wants to give up and hopes others will give up too. The message behind this goal is that the child needs courage or faith in themselves. Parents must stop any and all criticism and find
strengths to build upon and encourage the child (Nelson, 2006; Dreikurs, 1964; Shafer, 2009).

**Summary**

Parents love their children and strive to provide the best life possible for them. Parents want their children to be happy and healthy. They have the best intentions of protecting them from harm and providing for their needs. However, sometimes out of good intentions parents can fall into the pattern of overindulgence. Overindulgence occurs in three main ways: material, structural and relational (Clarke et al., 2004). Overindulgence can also include overprotection and over-involvement in children’s lives. Overindulgence is a form of child neglect because it prevents children from learning life lessons and completing developmental tasks (Clarke et al., 2004).

Adler warned parents of the dangers in pampering children and believed that pampered children have difficulty coping with the challenges of life (Grunwald & McAbee, 1999). Research supports Adler’s view of the harmful consequences that can arise through overindulgent parenting.

Parents have many different reasons for overindulging their children. Sometimes parents are unaware that they are practicing overindulgence and do not understand the long-term effects (Mamen, 2006). Parental education on the topic of overindulgence and practical parenting strategies can help parents raise happy, healthy, capable, caring kids.
Methodology

Design of the Project

The project was designed as a power point presentation approximately an hour and a half in length to hold the audience attention. The power point includes images that reinforce the concepts and add visual interest. The research was narrowed down to cover three main areas of focus. The first section of the presentation concentrated on the definition of overindulgence and the consequences. The second section pinpointed some of the reasons why parents might overindulge their children. Then the third section highlighted what a parents’ responsibility is and strategies parents can use to avoid or stop overindulging their child.

Handouts of pertinent information were given as well. One of the handouts was an assessment tool parents could use to determine whether or not they are overindulgent toward their child and if so in what way. Another handout provided a chart for parents to utilize in determining what their child’s mistaken goal of behavior may be along with tips to deal with the behavior.

Target Population

The target population for this presentation was parents, teachers, childcare professionals, and/or mental health professionals who work with children and parents. While the power point is really geared toward parents or individuals raising children, it could be useful for anyone who knows and cares about children. The topic of overindulgence is important for all of society as it affects everyone in one way or another. As cohabitants of the world it is in our best interest to care about and safeguard the careful development and education of the future generations.
Project Development

The project was developed through research on the topic of overindulgent parenting, parenting styles and parenting education. Through a combination of books and academic research articles, information was collected and compiled into a review of the literature. Next, the information derived from the literature review was added to the power point presentation, which was further reduced to only include main points the audience should remember. Finally, images were carefully selected to fit the main points and the design of the power point was created to fit the theme.

Description of Project Implemented

Flyers advertising the presentation, When Too Much Is Never Enough, were distributed at area day care centers, counseling centers and the local library board. The presentation was delivered to a group of parents, childcare providers, and mental health professionals on June 20, 2012 in Hutchinson, MN. The workshop ran approximately one hour and a half in length including time for questions and comments. Participants were given handouts and also asked to complete an evaluation of the presentation.

Presentation Link

http://www.jackboris.com/corrie.html

Summary of Outcome

Personal Evaluation of the Project

I believe that overall the presentation was successful. This is a topic that I feel passionate about both professionally and personally. The knowledge I have gained through research on this topic has helped me in my counseling with parents and children as well as in my personal life as a parent. I was able to introduce Adlerian concepts such
as social interest, encouragement, and the mistaken goals of misbehavior and link their significance to the topic of overindulgence. The presentation just skimmed the surface of the topic as there is so much more information that could be added for further development. I think that the material covered was adequate for the time frame. However, I felt that I could have made it more interesting and fun for attendees by adding hands-on activities, props or discussion questions.

**Participants Evaluation of the Project**

The overall feedback from participants was positive. Some participant responses include that the presentation was “interesting” and “covered a lot of information”. While some responses added recommendations for growth, such as “it was hard to see the power point because of the glare” and “it was a little long”. One participant felt that the metaphor of the butterfly was “too harsh”. Most participants agreed that I was well prepared and knowledgeable about the topic. There were mixed opinions that I encouraged questions and discussions. All participants indicated that they strongly agreed that the workshop reflects master’s level quality of work.

**How Project Could be Improved Based on Outcome**

I believe that continued research and practice will improve my overall presentation as well as the addition of more personal and humorous stories. I would like to create interesting activities to help illustrate the concepts. One example is to have different hats to represent the four mistaken goals of misbehavior with a caption written on each one to describe what the child needs. Breaking the workshop into sections with discussion between each section could make it more enjoyable and interesting to participants.
**Future Plans for Use of the Project**

The project will be expanded to incorporate more hands on, experiential involvement with the attendees. In future presentations I plan to include experiential activities and discussion time to facilitate audience participation and cohesion. I plan to advertise the workshop through other community resources including MOPS (mothers of preschoolers), daycares and schools for professional in-service trainings. I will also tailor the workshop to fit the needs specific age groups, such as preschool, school age or adolescents. This would allow for more individualized information that is pertinent to the audience, as there is a vast difference between toddlers and teenagers.

The project could also be developed into 4- session workshop for parents to be offered through community education or through association with a counseling practice. Additional areas of education could include information on the impact of parenting styles and birth order in overindulgent parenting. The first session would focus on what overindulgence is and the long-term effects of overindulgence. The second session would examine reasons for parental overindulgence as it relates to changes in society and the historical evolution of childrearing practices. The third session would bring attention to parenting styles and birth order. The final session would focus on practical solutions for parents and parenting strategies.
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