




**PROACTIVE ATTENTION TO  
AFFECTIVE CHARACTERISTICS  
OF GIFTED STUDENTS**

Bled, 26.11.2010




DR. IVAN FERBEŽER

INSTITUTE FOR DEVELOPMENT OF GIFTEDNESS  
REVIVIS, PTUJ



Bled, 26.11. 2010

**1. FROM REACTIVE TO PROACTIVE  
ATTENTION**



Bled, 26.11. 2010

2. GIFTED STUDENTS NEED  
PROACTIVE, PREVENTION  
ORIENTED  
SERVICES



Bled, 26.11.2010

3. GIFTED STUDENTS BELIEVE  
THAT TEACHERS DO NOT  
RECOGNIZE THEIR AFFECTIVE  
NEEDS



Bled, 26.11.2010

4. LACK OF ATTENTION TO SOCIAL  
AND EMOTIONAL CONCERNS IN  
PROGRAMS FOR GIFTED  
STUDENT





Bled, 26.11.2010

5. POTENTIALS FOR ATIPIC  
DEVELOPMENT OF GIFTEDNESS




Bled, 26.11.2010

6. WHAT CAN TEACHERS,  
COUNSELORS DO TO ADDRESS  
THE AFFECTIVE CONCERN?



Bled, 26.11.2010

7. SOME COUNSELING SKILLS



Bled, 26.11.2010

8. TEACHERS AND COUNSELORS  
CONDUCT A DISCUSSION GROUP  
OF GIFTED STUDENTS.



Bled, 26.11.2010

9. DISCUSSION GROUPS OF ENTIRE  
RANGE OF GIFTED STUDENTS



Bled, 26.11.2010

10. DISCUSSION GROUPS PROVIDE  
ADDITIONAL PREVENTION  
ORIENTED BENEFITS





Bled, 26.11.2010

11. WHO ARE INVITED IN SMALL  
GROUPS ?



Bled, 26.11.2010

12. GENERATING POSITIVE SCHOOL CLIMATE



Bled, 26.26.11.2010

13. CONCLUSION

