**Parent-Teacher Partnerships for Student Success**

**L**[**as 4 “P” de la comunicación colaborativa**](https://u.osu.edu/familyschoolpartnerships/files/2016/12/4_p_s_bookmark_final_for_ptp_meeting2-1zx6cjy.docx)

**Pausa para escuchar de manera activa.**

Incrementar el tiempo de respuesta para permitir escuchar de forma más profunda; modelar el pensamiento de 3 a 5 segundos antes de responder o de plantear la pregunta. Evitar una solución improductiva, inquisitiva o conductas de escucha autobiográficas.

**Paráfrasis** **para verificar la comprensión, organizar/conectar ideas o modificar el nivel de reflexión.**

Conéctese con el orador en dos niveles: Contenido - Entiendo su mensaje. Emoción - Usted me importa.

**Presunción de un supuesto positivo** **para modelar la aceptación, la confianza y el respeto**.

La creencia de que los demás tienen buenas intenciones y el deseo/la capacidad de aprender y cambiar.

**Preguntas poderosas** **para aclarar, sondear, pensar, considerar opciones, identificar resultados, impulsar medidas y evaluar el progreso.**

Evitar hacer sugerencias encubiertas en forma de preguntas y de hacer preguntas cuando ya sabe la respuesta.

**¿Qué funciona?**

**¿Cómo lo sabemos?**

**¿Qué no funciona?**

**¿Cómo lo sabemos?**

**¿Cuáles son los próximos pasos?**

*Sin reflexión, forjamos el futuro, provocando más consecuencias indeseadas y sin lograr nada útil.*

*-Margaret J. Wheatley*

Contents were developed under a grant from the US Department of Education, #323A120002-13 and adapted in 2017 by The Ohio State University. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey. PTP Documents Archive: <https://u.osu.edu/familyschoolpartnerships/ptp/>

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