

The Corner We Fixed

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What this builds (transformative SEL): Collaborative problem-solving (“We solve it together”) with a thread of Agency (“I can do it”).

What this practices: collaborative problem-solving (noticing facts without blame, building a small-steps plan, making a respectful ask, and working alongside others), with a strong thread of **agency**: the felt experience that a child's own actions can change something real. Two literacy lifts ride along: **sequencing** (first / next / last) and **stating an opinion with a reason**. This is a practice tool for rehearsing skills, not therapy, counseling, or a clinical service.

The best thing you can do

Receive the plan seriously. When a child brings you a noticing and a plan, the most powerful move is to treat it like a real proposal: listen to the end, ask one honest question, and say yes to the doable part. A child whose plan was taken seriously once will bring you ten more.

Do the part they cannot, and only that part

It is tempting to take a child's good idea and finish it for them by bedtime. Try not to. In this story, Ms. Carter brings the screwdriver and nothing else: the sorting, the sign, and the pride stay with the kids. The part that changes a child is the part they do.

Why "nobody's fault" matters

Shared places fall into disrepair through a hole in care, not through villains, and a seven-year-old can understand that. Skipping blame keeps every possible helper at the table, and it teaches something researchers call collective efficacy: the belief that together, we can fix this. That belief, practiced small, is what this comic is for.

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