



Correction to: Improving reading skills in children with dyslexia: efficacy studies on a newly proposed remedial intervention—repeated reading with vocal music masking (RVM)

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The original version of this article unfortunately contained an error in Table 3, which was introduced in the typesetting process. The authors would like to correct the error with this erratum. The updated Table 3 is as follows:

The online version of the original article can be found at <https://doi.org/10.1007/s11881-021-00222-4>

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Table 3 Correlations between the measured variables

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
1. Δ T1–T2	1												
2. Reading text with meaning	.28	1											
3. Word reading	.31*	.81***	1										
4. Pseudoword reading	.23	.65***	.44**	1									
5. Metaphonology	.41**	.53***	.49***	.57***	1								
6. Phonological short-term memory	.26	.29*	.25	.24	.29*	1							
7. Oral phonemic fluency	.27	.14	.09	.31*	.30*	.15	1						
8. Written phonemic fluency	.36*	.42**	.36*	.51***	.48***	.29*	.52***	1					
9. Visuo-attentionnel span	.05	.05	.06	.04	.02	.02	.15	.01	1				
10. Verbal comprehension index (VCI)	.04	.12	.13	.04	.03	.32*	.13	.01	.08	1			
11. Working memory index (WMI)	.17	.22	.37*	.25	.27	.34*	.01	.01	.01	.38*	1		
12. Processing speed index (PSI)	.42**	.15	.13	.05	.14	.51	.15	.01	.20	.13	.36*	1	
13. Visual spatial index (VSI)	.23	.32	.20	.29	.16	.01	.19	.13	.11	.21	.41*	.39*	1

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

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