Correction to: Understanding Students' Transition to High School: Demographic Variation and the Role of Supportive Relationships

Aprile D. Benner¹ · Alaina E. Boyle¹ · Farin Bakhtiari¹

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Correction to: J Youth Adolescence

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The original version of the article was published with few errors in Tables 2 and 4. The correct version of the tables are presented along in this erratum.

The originally reported correlation value between change in attendance and change in grades incorrectly included a negative sign and has been corrected in Table 2.

Table 2 Correlations, means, and standard deviations

Variable	1	2	3	4	5	6	7	8
1. Parent support (W1)	–							
2. Friend support (W1)	.11	–						
3. School belonging (W1)	.31***	.28***	–					
4. Δ Depressive symptoms	.29***	.18*	.12	–				
5. Δ Feelings of Loneliness	.04	.31***	–.01	.44***	–			
6. Δ School engagement	–.20*	–.15	–.25**	–.28**	–.13	–		
7. Δ Grades	–.12	–.16*	.02	–.07	.01	.06	–	
8. Δ Attendance	–.04	–.21**	–.04	–.06	–.07	–.08	.41***	–
<i>M</i>	4.11	4.43	4.00	–0.04	0.14	0.04	–7.31	–0.01
<i>SD</i>	.95	.68	.73	.33	.87	.74	5.33	.07
<i>N</i>	247	247	247	142	142	142	179	202

Note: All variables reported by the student, with the exception of grades and attendance, which were gathered from school records. Δ = change in support predictor variables (i.e., parent and friend support and school belonging), measured by subtracting students' support scores at W1 from W2. W1 = 8th grade, W2 = 9th grade

* $p < .05$, ** $p < .01$, *** $p < .001$

In the primary analyses section, the originally reported SE value on the link between decreasing school belonging (vs. stable/inc) and change in attendance was incorrectly rounded and has been corrected. In the secondary analyses section, the originally reported SE value on the link between increasing friend support (vs. stable) and change in engagement was incorrectly rounded and has been corrected. Additionally, the standardized coefficient of the link between decreasing parent support (vs. stable) and change in engagement was incorrectly rounded and has been corrected. The originally reported standardized coefficient between decreasing school belonging (vs. stable) and change in loneliness incorrectly included a negative sign and was missing an asterisk ($p < .05$) and has been corrected. The originally reported standardized coefficient between decreasing school belonging (vs. increasing) and change in loneliness incorrectly included an asterisk and has been corrected in Table 4.

The originally reported SE value on the link between Parent Support (W1) and change in feelings of loneliness was incorrectly rounded and has been corrected in the Appendix.

The original article can be found online at <https://doi.org/10.1007/s10964-017-0716-2>

✉ Aprile D. Benner
abenner@prc.utexas.edu

¹ Department of Human Development and Family Sciences, University of Texas at Austin, 1 University Station Stop A2702, Austin, TX 78712, USA

Table 4 Influence of change in support variables and covariate effects on the change in students' socioemotional adjustment and academic outcomes over the transition to high school

	Socioemotional adjustment		Academic outcomes		
	Δ Depressive symptoms	Δ Loneliness	Δ Engagement	Δ Grades	Δ Attendance
	β (SE)	β (SE)	β (SE)	β (SE)	β (SE)
Primary analyses					
Decreasing parent support (vs. stable/inc.)	0.10 (.08)	0.09 (.08)	−0.05 (.09)	0.05 (.10)	−0.10 (.12)
Decreasing friend support (vs. stable/inc.)	0.22 (.08)**	0.25 (.08)**	−0.01 (.09)	0.01 (.11)	−0.21 (.12)
Decreasing school belonging (vs. stable/inc.)	0.25 (.08)**	0.16 (.08)*	−0.20 (.08)*	−0.13 (.10)	0.12 (.11)
Sensitivity analyses					
Increasing parent support (vs. stable)	−0.45 (.12)***	−0.37 (.13)**	0.26 (.14)	−0.49 (.15)**	−0.25 (.21)
Decreasing parent support (vs. stable)	0.40 (.11)***	0.33 (.11)**	−0.24 (.13)	0.44 (.14)**	0.23 (.18)
Decreasing parent support (vs. increasing)	0.14 (.07)	0.04 (.07)	−0.14 (.08)	0.05 (.09)	−0.05 (.12)
Increasing friend support (vs. stable)	−0.27 (.11)*	−0.34 (.12)**	0.02 (.13)	0.07 (.14)	0.19 (.19)
Decreasing friend support (vs. stable)	0.26 (.11)*	0.33 (.11)**	−0.02 (.13)	−0.07 (.14)	−0.18 (.18)
Decreasing friend support (vs. increasing)	0.31 (.07)***	0.30 (.07)***	0.03 (.08)	−0.02 (.09)	−0.04 (.12)
Increasing school belonging (vs. stable)	−0.22 (.10)*	−0.22 (.10)*	0.21 (.11)	0.37 (.11)**	0.19 (.14)
Decreasing school belonging (vs. stable)	0.25 (.11)*	0.26 (.11)*	−0.24 (.12)	−0.42 (.13)**	−0.21 (.16)
Decreasing school belonging (vs. increasing)	0.14 (.08)	0.05 (.08)	−0.21 (.09)*	−0.26 (.09)**	−0.15 (.11)

Note: Primary Analyses used Δ support ≥ 0 as the cut-point. Sensitivity Analyses used 0.5 SD for the cut points for creating the three groups (increasing, decreasing, relatively stable)

Appendix Supportive relationships and control variable effects on socioemotional and academic outcomes

	Socioemotional adjustment		Academic outcomes		
	Δ Depressive symptoms	Δ Feelings loneliness	Δ School engagement	Δ Grades	Δ Attendance
	β (SE)	β (SE)	β (SE)	β (SE)	β (SE)
Parent support (W1)	0.18 (.08)*	0.04 (.08)	−0.11 (.09)	−0.19 (.09)*	−0.04 (.09)
Friend support (W1)	0.20 (.08)*	0.32 (.08)***	−0.08 (.08)	−0.20 (.08)*	−0.16 (.08)
School belonging (W1)	−0.04 (.09)	−0.10 (.09)	−0.08 (.09)	0.15 (.09)	−0.04 (.09)
Female (W1)	−0.21 (.08)**	−0.13 (.08)	0.02 (.09)	−0.08 (.08)	0.02 (.08)
Latina/o (W1)	−0.10 (.08)	0.01 (.08)	−0.08 (.09)	−0.01 (.09)	0.07 (.08)
U.S born (W1)	0.01 (.08)	−0.11 (.09)	−0.17 (.09)	−0.04 (.08)	0.02 (.08)
Lives with two bio. parents (W1)	0.11 (.07)	0.01 (.08)	0.01 (.08)	−0.08 (.08)	0.04 (.07)
Highest parent education (W1)	−0.07 (.08)	−0.05 (.08)	0.09 (.08)	0.02 (.08)	0.17 (.08)*
Survey language Spanish (W1/W2)	0.04 (.08)	−0.10 (.08)	0.04 (.09)	0.03 (.10)	0.13 (.11)
MS to HS feeder pattern 1	0.19 (.09)*	0.20 (.09)*	0.24 (.09)**	−0.03 (.08)	−0.04 (.08)
MS to HS feeder pattern 2	0.17 (.08)*	0.07 (.09)	0.05 (.09)	−0.04 (.08)	0.00 (.08)
MS to HS feeder pattern 3	0.08 (.09)	0.09 (.09)	0.01 (.10)	−0.05 (.09)	−0.00 (.09)
MS to HS feeder pattern 4	0.09 (.08)	−0.01 (.08)	0.01 (.08)	−0.03 (.08)	0.05 (.08)

Note. $N = 252$. Models for each set of outcomes (i.e., socioemotional adjustment, academic outcomes) were run simultaneously. Coefficients are from the primary analyses. Difference scores for each outcome (e.g., depression, school engagement) were measured as the difference between the students' outcome scores from W1 to W2. Highest parent education (0 = neither parent completed HS, 1 = at least one parent completed HS or higher education level) and survey language Spanish (0 = W1 and W2 survey completed in English, 1 = W1 and or W2 survey completed in Spanish) were both dichotomous variables

W1 = 8th grade, W2 = 9th grade

* $p < .05$; ** $p < .01$; *** $p < .001$