



# Correction to: Interventions with an Impact on Cognitive Functions in Cerebral Palsy: A Systematic Review

Montse Blasco<sup>1,2,3</sup> · María García-Galant<sup>1,2,3</sup> · Alba Berenguer-González<sup>1</sup> · Xavier Caldú<sup>1,2,3</sup> · Miquel Arqué<sup>1</sup> · Olga Laporta-Hoyos<sup>1,2,3</sup> · Júlia Ballester-Plané<sup>1,2,3</sup> · Júlia Miralbell<sup>1,2,3</sup> · María Ángeles Jurado<sup>1,2,3</sup> · Roser Pueyo<sup>1,2,3</sup>

Published online: 30 March 2023

© The Author(s), under exclusive licence to Springer Science+Business Media, LLC, part of Springer Nature 2023

## Correction to: Neuropsychology Review

<https://doi.org/10.1007/s11065-022-09550-7>

Following the publication of the original article, the authors identified a data entry error in reporting the results of the study of Aran et al. (2020). The updated sentences are given below and the changes have been highlighted in bold typeface:

### Results section

Although there was certain variability in types of interventions, it seems that physical activity and cognitive training together produced significant improvements in general cognitive functioning (Morgan et al., 2016b), visual perception (small to large effect size) (Alwhaibi et al., 2020; Aran et al., 2020; Piovesana et al., 2017) and specific executive function domains (**small and large effect sizes**) (Aran et al., 2020; Mak et al., 2018).

**Improvements** were found in thinking operations of Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch) after 10 weeks of multi-modal intervention through virtual reality (Aran et al., 2020).

### Discussion section

Higher order executive functions (planning, reasoning and problem solving) play an important role in daily life, but no beneficial effects were reported on **planning and problem solving** after a multi-modal intervention (Piovesana et al., 2017).

### Table 1

Aran et al. (2020), Cognitive Outcomes:

DOTCA-Ch:

Orientation: ↑↑ (**p = .04**, **d<sub>ppc2</sub> = 0.02**).

Spatial perception: ↑↑ (**p < .001**, **d<sub>ppc2</sub> = 0.39**).

Praxis: ↑↑ (**p < .001**, **d<sub>ppc2</sub> = 0.50**).

Visuomotor construction: ↑↑ (**p < .001**, **d<sub>ppc2</sub> = 0.26**).

Thinking operations: ↑↑ (**p = .04**, **d<sub>ppc2</sub> = 0.02**).

### Figure 5

Line and font color of Aran et al. (2020) box should be black in Reasoning and problem solving section.

The original article has been corrected.

The online version of the original article can be found at <https://doi.org/10.1007/s11065-022-09550-7>.

✉ Roser Pueyo  
rpueyo@ub.edu

<sup>1</sup> Departament de Psicologia Clínica i Psicobiologia, Universitat de Barcelona, Passeig de la Vall d'Hebron, 171, Barcelona 08035, Spain

<sup>2</sup> Institut de Neurociències, Universitat de Barcelona, Passeig de la Vall d'Hebron, 171, Barcelona 08035, Spain

<sup>3</sup> Institut de Recerca Sant Joan de Déu, Hospital Sant Joan de Déu, Passeig de Sant Joan de Déu, 2, Esplugues de Llobregat, Barcelona 08950, Spain

**Publisher's Note** Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.