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Erratum to: Using Multi-component Consultation to Increase the Integrity with Which Teachers Implement Behavioral Classroom Interventions: A Pilot Study

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The original version of this article unfortunately contained a mistake, that occurred following the author's approval of the page proofs. The values in Table 6 were incorrect. The corrected Table 6 is given below. The original article was corrected.

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Table 6 Effect sizes representing benefits of the multi-component condition over the comparison condition by Latent Class and baseline groups

Variable	LC 1 Low Baseline	LC 1 High Baseline	LC 2 Low Baseline	LC 2 High Baseline
Responded appropriately—target child (%)	−0.39	−0.23	**0.51**	−0.03
Responded appropriately—other child (%)	0.29	−0.17	**0.82**	−0.03
Rate of labeled praise (per hour)	0.08	0.53	**0.33**	0.32
Global competence—class management	0.82	−0.35	**1.12**	0.46
Average across all variables	0.20	−0.06	**0.69**	0.18

Boldface indicates the group hypothesized to benefit most from multi-component condition, relative to the comparison condition. Within each Latent Class, median splits were performed on baseline levels of each dependent variable. Therefore, participants may change across baseline groups (e.g., low or high baseline) depending on dependent variable selected. *LC* Latent Class; effect sizes were derived from the difference between the slope in multi-component condition and the slope in comparison condition divided by the pooled standard deviation. Positive values indicate an advantage for the multi-component condition; negative values indicate an advantage for the comparison condition