



Correction to: Exploring Individual Differences as Predictors of Performance Change During Dual-N-Back Training

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Published online: 21 August 2021
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Correction to: Journal of Cognitive Enhancement
<https://doi.org/10.1007/s41465-021-00216-5>

The original version of this article was revised. The table below shows the incorrect and correct columns.

Page No.	Incorrect	Correct
Page 2	Individuals with higher working memory capacity showed higher gains on the training task compared to individuals with lower working memory capacity.	Individuals with higher working memory capacity showed higher gains on the training task compared to individuals with lower working memory capacity.
Page 4	ITI has been shown to affect goal setting	ITI has been shown to affect goal setting

Page No.	Incorrect	Correct
Page 4	In an educational context, Bücker et al. (2018) found a small to medium correlation between subjective psychological well-being, depression, general anxiety, subjective well-being and academic achievement	In an educational context, Bücker et al. (2018) found a small to medium correlation between subjective well-being and academic achievement.
Page 4	Alternatively, poor sleep quality rather than the actual sleep schedule or number of sleep hours could lead to a compromised working memory (Xie et al. 2019; K2020) failed to observe poor sleep quality	Alternatively, poor sleep quality rather than the actual sleep schedule or number of sleep hours could lead to a compromised working memory (Xie et al. 2019; Könen et al. 2015). Poor sleep quality
Page 4	This is illustrated in a study by Santisteban et al. (2019) where participants, who eliminated 1, of sleep relative to their baseline habitual sleep for six nights,	This is illustrated in a study by Santisteban et al. (2019) where participants, who eliminated 1 hour of sleep relative to their baseline habitual sleep for six nights,
Page 5	and the overall results of the trial are reported elsewhere (and the overall results.	and the overall results of the trial are reported elsewhere (Ørskov et al. 2020).

The original article can be found online at <https://doi.org/10.1007/s41465-021-00216-5>.

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Page No.	Incorrect	Correct	Page No.	Incorrect	Correct
Page 5	detailed methods concerning the full trial have been reported elsewhere (etailed methods con.	detailed methods concerning the full trial have been reported elsewhere (Ørskov et al. 2020).	Page 7	RIST has a stability coefficient of $r = 0.84$, an internal consistency of $\alpha = 0.95$ and a standard error of measurement (SEM) of 3.35, which is sufficient for screening purposes Reynolds (2011)	RIST has a stability coefficient of $r = 0.84$, an internal consistency of $\alpha = 0.95$ and a standard error of measurement (SEM) of 3.35, which is sufficient for screening purposes (Reynolds 2011).
Page 5	The study was conducted in a school setting, and it was carried implemented using an opt out procedure.	The study was conducted in a school setting, and it was implemented using an opt-out procedure.	Page 8	Dweck's questionnaire (Dweck 2013) on implicit beliefs about intelligence was used to assess how much the participants believed that their efforts could change their intelligence.	Dweck's questionnaire (Dweck 2013) on implicit beliefs about intelligence was used to assess how much the participants believed that their efforts could change their intelligence.
Page 6	Figure 2 has minor mistakes	Correct figure has been send to the production coordinator.	Page 8	Dweck's questionnaire (Dweck 2013) on implicit beliefs about intelligence was used to assess how much the participants believed that their efforts could change their intelligence.	Dweck's questionnaire (Dweck 2013) on implicit beliefs about intelligence was used to assess how much the participants believed that their efforts could change their intelligence.
Page 6	The score was calculated using the following equation: score = true positive / (true negative + false positive + false negative) 100%.	The score was calculated using the following equation: score = true positive / (true negative + false positive + false negative) 100%.	Page 9	Table 1 legend not captured correctly	Correct legend can be found in the original article: "The original sample consisted of all the students enrolled in the dual n-back group. In this paper, we focus on a sub-sample that met specific completion criteria (cf. text for details). The two samples are compared using t -tests and chi-square tests; p -values are displayed in the right column. *Significant at 0.05 level. †Higher scores refer to higher levels of perceived stress and poorer sleep quality."
Page 7	Participants were asked: "ir training motivation. Training motivation was measured on a g a syntax crea We used the individual score at each training session as a time variant predictor in the analytical model	Participants were asked: "How was your motivation for carrying out the computer-based training today?" We used the individual score at each training session as a time variant predictor in the analytical model.	Page 9	Three different baseline models were fitted, and the following indices for best fit were compared: 1) linear 2) quadratic, and 3) piecewise linear.	Three different baseline models were compared: (1) linear, (2) quadratic, and (3) piecewise linear.
Page 7	We used the subtest Odd Item Out (OIO) from Reynolds' Intellectual Screening Test (RIST) as a proxy for participants' general intelligence Reynolds (2011).	We used the subtest Odd Item Out (OIO) from Reynolds' Intellectual Screening Test (RIST) as a proxy for participants' general intelligence (Reynolds 2011).	Page 9	Three different baseline models were fitted, and the following indices for best fit were compared: 1) linear 2) quadratic, and 3) piecewise linear.	Three different baseline models were compared: (1) linear, (2) quadratic, and (3) piecewise linear.
Page 7	The original sub-test correlates strongly with the subtest Vocabulary (0.64) and Matrix Reasoning (0.62) from WAIS III indicating reasonable convergent validity Reynolds (2011).	The original sub-test correlates strongly with the subtest Vocabulary (0.64) and Matrix Reasoning (0.62) from WAIS III indicating reasonable convergent validity (Reynolds 2011).	Page 9	The placing of the knots were based on visualization of the overall data. A plot for the average training curve is presented in Fig. 3.	A plot for the average training curve is presented in Fig. 3.

Page No.	Incorrect	Correct	Page No.	Incorrect	Correct
Page 10	Table 2 legend not captured correctly. Also, it has incorrect numbers: - 213,932 - 131,528	Correct legend can be found in the original article: “CFI: comparative fit index, RMSEA: root mean square error of approximation.” - 213.932 - 131.528	Page 15	Nonetheless, the cross-validation of the self-reported training data with the softwareir training activities, even though they did not have any incentives for false reports. Gns.aining sessionsthm set by Brain Workshop, which largely supports the validity of self-reports.	Nonetheless, the cross-validation of the self-reported training data with the software’s adaptivity algorithm revealed that 85% of the training blocks reported by participants matched the algorithm set by Brain Workshop, which largely supports the validity of self-reports.
Page 10	Table 3 legend not captured correctly	Correct legend can be found in the original article: “A significant <i>p</i> -value indicate that the parameters are significant different from null. *Significant at 0.05 level.”	Page 18	Ørskov, P. T. (2020). Evaluation of the Effectiveness og a Multifacted Brain Training Intervetion Applied in an upper secondary Shcool Setting. (PhD thesis). University of Southern Denmark.	Ørskov, P. T. (2020). Evaluation of the Effectiveness of a Multifacted Brain Training Intervention Applied in an Upper Secondary School Setting. (PhD thesis). University of Southern Denmark
Page 10	Table 4 - some results are missing	For the row termed Sustained attention (go/no-go), the Unstandardized estimate is 0.424 and the S.E. is 0.01. These two results are missing in the table.			
Page 11	Training motivation and sleep quality predicted initial training performance.	Sleep quality predicted initial training performance.			
Page 12	Intelligence is likely promoting the acquisition and implementation of effective strategies in general (Lteligenceis2012).	Intelligence is likely promoting the acquisition and implementation of effective strategies in general (Lövdén et al. 2012).			
Page 14	Our findings can inform decisions on when it might be most important to support participantsm training motivation in order to maximize training performance.	Our findings can inform decisions on when it might be most important to support participants’ training motivation in order to maximize training performance.			
Page 14	For example, it might be beneficial to take actions to support motivation after the first couple of training sessions, such as supporting participants relationship over time. Deci et al.,1999)	For example, it might be beneficial to take actions to support motivation after the first couple of training sessions, such as supporting participants’ need for competence (Ryan and Deci 2000)			

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