

CORRECTION

Correction: School-based intervention to address self-regulation and executive functioning in children attending primary schools in remote Australian Aboriginal communities

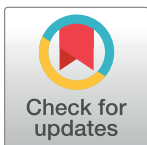
PLOS ONE Staff

Notice of republication

This article was republished on July 6, 2020, to remove a paragraph that was incorrectly included in the originally published article. The publisher apologizes for the errors. Please download this article again to view the correct version.

Reference

1. Wagner B, Latimer J, Adams E, Carmichael Olson H, Symons M, Mazzucchelli TG, et al. (2020) School-based intervention to address self-regulation and executive functioning in children attending primary schools in remote Australian Aboriginal communities. *PLoS ONE* 15(6): e0234895. <https://doi.org/10.1371/journal.pone.0234895> PMID: 32579567



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