

2. On page e1358, in the section on Spinosad (0.9% Suspension), the second sentence should have read: “It is not recommended for children younger than 6 months because it also contains benzyl alcohol.” (instead of “It is contraindicated...”).

3. On page e1358, in the section on Spinosad (0.9% Suspension), the last sentence, which read, “Safety in children younger than 4 years has not been established.” should have been deleted.

doi:10.1542/peds.2015-2696

Campbell et al. Critical Elements in the Medical Evaluation of Suspected Child Physical Abuse. *Pediatrics*. 2015;136(1):35–43

An error occurred in the article by Campbell et al, titled “Critical Elements in the Medical Evaluation of Suspected Child Physical Abuse” published in the July 2015 issue of *Pediatrics* (2015;136[1]:35–43; doi:10.1542/peds.2014-4192). On page 41, in Table 2, under “Radiology” and “Skull Fracture,” this reads: “Head CT,^a skeletal survey^a.” This text should have read: “Head CT,^b skeletal survey^b” (footnotes were incorrectly assigned).

doi:10.1542/peds.2015-2823

Ralston SL, Lieberthal AS, Meissner HC, et al. Clinical Practice Guideline: The Diagnosis, Management, and Prevention of Bronchiolitis. *Pediatrics*. 2014;134(5):e1474–e1502

An error occurred in the American Academy of Pediatrics article, titled “Clinical Practice Guideline: The Diagnosis, Management, and Prevention of Bronchiolitis” published in the November 2014 issue of *Pediatrics* (2014;134[5]:e1474–e1502). On page e1484, in the discussion after Key Action Statement 6b, in the fifth paragraph, the sentence reading “In 1 study of 64 healthy infants between 2 weeks and 6 months of age, 60% of these infants exhibited a transient oxygen desaturation below 90%, to values as low as 83%.” should have been attributed to reference 104 (Hunt CE et al) instead of 105.

doi:10.1542/peds.2015-2862

Kurowski et al. Online Problem-Solving Therapy for Executive Dysfunction After Child Traumatic Brain Injury. *Pediatrics*. 2013;132(1):e158–e166

An error occurred in the article by Kurowski et al, titled “Online Problem-Solving Therapy for Executive Dysfunction After Child Traumatic Brain Injury” published in the July 2013 issue of *Pediatrics* (2013;132[1]:e158–e166; doi: 10.1542/peds.2012-4040). On page e163, under the Results section, in Tables 3 and 4, the baseline and 6 month

TABLE 3 Improvements From Baseline to Follow-up on the Global Executive Composite (GEC) in the CAPS Versus IRC Treatments in the Entire Sample Older Teens (9th–12th Grade) and Younger Teens (6th–8th Grade)

	CAPS (n = 57)			IRC (n = 62 ^a)			F (df)	P ^b
	Mean (SD)			Mean (SD)				
	Baseline	6 Month	Change	Baseline	6 Month	Change		
Entire Sample ^a	58.53 (10.11)	57.00 (11.40)	−1.53 (8.75)	61.56 (10.74)	60.16 (12.16)	−1.40 (7.43)	0.17 (118)	0.68
Older Teens ^a	60.15 (10.51)	55.37 (11.44)	−4.78 (6.66)	61.54 (10.98)	60.69 (10.94)	−0.86 (5.98)	6.74 (61)	0.01
Younger Teens	57.07 (9.69)	58.47 (11.37)	1.40 (9.46)	61.59 (10.63)	59.48 (13.77)	−2.11 (9.06)	1.27 (56)	0.27

CAPS = Counselor Assisted Problem Solving, IRC = Internet Resource Comparison

^a The total study participants for IRC was 63; however, one participant did not completed the Behavioral Rating Inventory (BRIEF)-Behavioral Regulation Index (BRI) Inhibit subscale, so the GEC could not be calculated for this participant and they were excluded from this analysis.

^b P values apply to differences between CAPS and IRC groups as measured by general linear models after controlling for baseline scores.

columns reported means based on all data available at each time point rather than the *n* indicated in the tables. Provided here are corrected Tables 3 and 4 with baseline and 6 month data consistent with the *n*'s indicated. No other values required correction. The findings and conclusions of the manuscript are unchanged.

doi:10.1542/peds.2015-2924

TABLE 4 Improvements From Baseline to Follow-up on the BRIEF Subscales in the CAPS Versus IRC Treatments in the Entire Sample (A), Older Teens (B), and Younger Teens (C)

A. Entire Sample								
Measure	CAPS (<i>n</i> = 57)			IRC (<i>n</i> = 63)			<i>F</i> (<i>df</i>)	<i>P</i> ^a
	Mean (SD)			Mean (SD)				
	Baseline	6 Month	Change	Baseline	6 Month	Change		
BRIEF BRI	57.54 (10.92)	56.30 (13.33)	-1.25 (9.38)	58.73 (12.23)	58.44 (13.00)	-0.29 (8.46)	0.50 (118 ^b)	0.48
Inhibit	56.53 (12.10)	56.07 (14.43)	-0.46 (11.46)	59.85 (13.74)	60.19 (14.26)	-0.34 (8.32)	0.61 (118 ^b)	0.44
Shift	56.70 (10.82)	54.95 (11.83)	-1.75 (10.12)	55.81 (11.96)	55.32 (11.89)	-0.49 (10.40)	0.30 (119)	0.59
Emotional Control	57.23 (11.07)	55.54 (12.20)	-1.68 (9.29)	56.93 (11.26)	57.54 (12.25)	0.60 (9.27)	1.85 (119)	0.18
BRIEF MI	57.98 (9.70)	56.61 (10.06)	-1.37 (8.06)	62.05 (10.07)	60.13 (11.43)	-1.92 (6.98)	0.03 (119)	0.87
Initiate	56.61 (10.08)	54.88 (9.97)	-1.74 (10.36)	58.35 (8.96)	57.46 (10.97)	0.89 (9.14)	0.91 (119)	0.34
Working Memory	60.21 (11.60)	59.88 (12.09)	-0.33 (9.24)	63.73 (13.09)	63.06 (14.08)	-0.67 (9.87)	0.08 (119)	0.77
Plan/Organize	55.82 (10.81)	55.23 (10.43)	-0.60 (8.52)	60.37 (10.68)	58.57 (11.79)	-1.79 (7.50)	0.01 (119)	0.93
Organization of Materials	53.46 (9.31)	53.28 (9.63)	-0.18 (6.82)	58.71 (8.59)	55.52 (10.21)	-3.19 (8.15)	1.62 (119)	0.21
Monitor	58.61 (10.20)	54.81 (9.93)	-3.81 (10.94)	60.25 (9.69)	58.33 (10.72)	-1.92 (8.62)	2.63 (119)	0.12
B. Older Teens (9th–12th grade)								
Measure	CAPS (<i>n</i> = 27)			IRC (<i>n</i> = 36)			<i>F</i> (<i>df</i>)	<i>P</i> ^a
	Mean (SD)			Mean (SD)				
	Baseline	6 Month	Change	Baseline	6 Month	Change		
BRIEF BRI	58.19 (10.14)	53.19 (11.79)	-5.00 (7.61)	58.77 (11.61)	58.51 (10.63)	-0.26 (7.51)	6.95 (61 ^b)	0.01**
Inhibit	56.15 (11.23)	52.52 (11.44)	-3.63 (8.95)	58.97 (13.48)	59.40 (13.15)	0.43 (8.75)	5.01 (61 ^b)	0.03*
Shift	57.93 (10.86)	52.04 (10.61)	-5.89 (9.20)	56.84 (12.02)	56.19 (10.92)	-0.64 (9.40)	5.30 (62)	0.03*
Emotional Control	57.30 (10.00)	53.56 (11.38)	-3.74 (8.34)	57.31 (9.67)	59.06 (9.69)	1.75 (7.84)	7.91 (62)	0.007**
BRIEF MI	60.40 (11.09)	56.07 (10.95)	-4.33 (6.15)	62.17 (10.51)	60.78 (10.57)	-1.39 (5.44)	5.04 (62)	0.03*
Initiate	58.44 (11.13)	54.03 (10.54)	-4.41 (7.94)	58.25 (9.49)	56.72 (10.12)	-1.53 (7.03)	2.51 (62)	0.12
Working Memory	64.26 (12.08)	59.07 (12.34)	-5.19 (6.91)	63.61 (13.74)	64.58 (12.97)	0.97 (8.40)	10.25 (62)	0.002**
Plan/Organize	57.48 (12.11)	55.26 (11.15)	-2.22 (7.61)	60.19 (11.19)	58.44 (10.83)	-1.75 (7.06)	0.44 (62)	0.51
Organization of Materials	54.04 (10.76)	52.41 (10.58)	-1.63 (5.72)	59.53 (9.01)	56.92 (9.55)	-2.61 (6.97)	0.00 (62)	0.95
Monitor	60.04 (10.11)	53.67 (9.92)	-6.37 (8.54)	60.17 (9.70)	59.25 (10.93)	-0.92 (8.62)	7.13 (62)	0.01**
C. Younger Teens (6th–8th grade)								
Measure	CAPS (<i>n</i> = 30)			IRC (<i>n</i> = 27)			<i>F</i> (<i>df</i>)	<i>P</i> ^a
	Mean (SD)			Mean (SD)				
	Baseline	6 Month	Change	Baseline	6 Month	Change		
BRIEF BRI	56.97 (11.73)	59.10 (14.19)	2.13 (9.64)	58.67 (13.22)	58.33 (15.77)	-0.33 (9.71)	0.81 (56)	0.37
Inhibit	56.87 (13.02)	59.27 (16.19)	2.40 (12.81)	61.00 (14.26)	61.22 (15.79)	0.22 (7.90)	0.34 (56)	0.57
Shift	55.60 (10.86)	57.57 (12.41)	1.97 (9.60)	54.44 (11.97)	54.15 (13.19)	-0.30 (11.78)	0.94 (56)	0.34
Emotional Control	57.17 (12.12)	57.33 (12.82)	0.17 (9.83)	56.44 (13.27)	55.52 (14.97)	-0.93 (10.86)	0.23 (56)	0.64
BRIEF MI	55.80 (7.81)	57.10 (9.34)	1.30 (8.71)	61.89 (9.64)	59.26 (12.64)	-2.63 (8.69)	1.26 (56)	0.26
Initiate	54.97 (8.92)	55.63 (9.54)	0.67 (11.75)	58.48 (8.37)	58.44 (12.14)	-0.04 (11.47)	0.27 (56)	0.61
Working Memory	56.57 (10.00)	60.60 (12.01)	4.03 (8.96)	63.89 (12.43)	61.04 (15.44)	-2.85 (11.34)	4.11 (56)	0.05
Plan/Organize	54.33 (9.44)	55.20 (9.92)	0.87 (9.14)	60.59 (10.17)	58.74 (13.16)	-1.85 (8.17)	0.39 (56)	0.54
Organization	52.93 (7.93)	54.07 (8.79)	1.13 (7.53)	57.63 (8.02)	53.67 (10.95)	-3.96 (9.59)	2.52 (56)	0.12
Monitor	57.33 (10.29)	55.83 (10.00)	-1.50 (12.41)	60.37 (9.86)	57.11 (10.53)	-3.26 (8.60)	0.00 (56)	0.98

BRIEF = Behavior Rating Inventory of Executive Function, BRI = Behavioral Regulation Index, MI = Metacognition Index, GEC = Global Executive Composite, CAPS = Counselor Assisted Problem Solving, IRC = Internet Resource Comparison.

* indicates *P* < .05; ** indicates *P* < .025.

^a *P* values apply to differences between CAPS and IRC groups as measured by general linear models after controlling for baseline scores.

^b One participant did not complete the BRIEF-BRI Inhibit subscale in the older IRC group, so they were excluded from this analysis.

**Kurowski et al. Online Problem-Solving Therapy for Executive Dysfunction After
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Pediatrics 2015;136;782

DOI: 10.1542/peds.2015-2924

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