

CORRECTION

Open Access



# Correction: Examining the impact of a universal social and emotional learning intervention (Passport) on internalising symptoms and other outcomes among children, compared to the usual school curriculum: study protocol for a school-based cluster randomised trial

Annie O'Brien<sup>1†</sup>, Suzanne Hamilton<sup>1\*†</sup>, Neil Humphrey<sup>1</sup>, Pamela Qualter<sup>1</sup>, Jan R. Boehnke<sup>2</sup>, Joao Santos<sup>1</sup>, Ola Demkowicz<sup>1</sup>, Margarita Panayiotou<sup>1</sup>, Alex Thompson<sup>3</sup>, Jennifer Lau<sup>4</sup>, Lauren Burke<sup>1</sup> and Yizhuo Lu<sup>1</sup>

**Correction:** *Trials* 24, 703 (2023)  
<https://doi.org/10.1186/s13063-023-07688-0>

Following publication of the original article [1], we have been notified that Line 366 of the manuscript states the “intra-cluster correlation coefficient = 0.04” and cites reference 38 (Stevens et al., 2012). This reference is incorrect. The reference should be the following paper:

Hayes D, Moore A, Stapley E, Humphrey N, Mansfield R, Santos J, Ashworth E, Patalay P, Bonin E, Evans-Lacko S, Moltrecht B. School-based intervention study examining approaches for well-being and mental health literacy of pupils in Year 9 in England: study protocol for a multi-school, parallel group cluster randomised controlled trial (AWARE). *BMJ open*. 2019 Aug 1;9(8): e029044.  
The original article has been corrected.

<sup>†</sup>Annie O'Brien and Suzanne Hamilton shared first authorship.

The original article can be found online at <https://doi.org/10.1186/s13063-023-07688-0>.

\*Correspondence:

Suzanne Hamilton

[suzanne.hamilton@manchester.ac.uk](mailto:suzanne.hamilton@manchester.ac.uk)

<sup>1</sup> Manchester Institute of Education, The University of Manchester, Manchester, UK

<sup>2</sup> School of Health Sciences, University of Dundee, Dundee, UK

<sup>3</sup> The Manchester Centre for Health Economics, The University of Manchester, Manchester, UK

<sup>4</sup> Youth Resilience Unit, Wolfson Institute of Population Health, University of London, London, Queen Mary, UK

Published online: 09 January 2024

## Reference

1. O'Brien A, et al. Examining the impact of a universal social and emotional learning intervention (Passport) on internalising symptoms and other outcomes among children, compared to the usual school curriculum: study protocol for a school-based cluster randomised trial. *Trials*. 2023;24:703. <https://doi.org/10.1186/s13063-023-07688-0>.

