



Corrigendum: Social Acceptance in Inclusive Classrooms: The Role of Teacher Attitudes Toward Inclusion and Classroom Management

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Keywords: classroom management, teacher attitudes, social acceptance, primary school, special educational needs, inclusive classrooms

A Corrigendum on

Social Acceptance in Inclusive Classrooms: The Role of Teacher Attitudes Toward Inclusion and Classroom Management

by Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., Sermier Dessemontet, R., and Moser Opitz, E. (2020). *Front. Educ.* 5:582873. doi: 10.3389/feduc.2020.582873

OPEN ACCESS

Edited and reviewed by:

Antonius H. N. Cillessen,
Radboud University
Nijmegen, Netherlands

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Specialty section:

This article was submitted to
Educational Psychology,
a section of the journal
Frontiers in Education

Received: 08 March 2021

Accepted: 26 March 2021

Published: 20 April 2021

Citation:

Garrote A, Felder F, Krähenmann H, Schnepel S, Sermier Dessemontet R and Moser Opitz E (2021)

Corrigendum: Social Acceptance in Inclusive Classrooms: The Role of Teacher Attitudes Toward Inclusion and Classroom Management.

Front. Educ. 6:677881.

doi: 10.3389/feduc.2021.677881

In the published article, there was an error in affiliation 3. Instead of “Canton of Vaud,” it should be “State of Vaud.”

In the original article, there was an error. The SRMR-Value on level 2 is missing.

A correction should be made to **Results, The Role of Teacher Attitudes Toward Inclusion and Classroom Management in Student Social Acceptance**, paragraph one:

“The hypothesized model with teacher attitudes toward inclusion as a manifest variable fitted the data well, $\chi^2(6) = 6.36$, $p = 0.384$, CFI = 1, RMSEA = 0.01 [90% CI: 0,0.06], SRMR = 0.02, SRMR_{between} = 0.05. The results are presented in Figure 2. On the individual level, student social behavior was correlated with student social acceptance at t_1 and was a predictor of student social acceptance at t_2 . Student sex was correlated with student social behavior. More specifically, girls were rated as having significantly higher levels of social behavior than boys. On the class level, classroom management was a significant predictor of student social acceptance at t_2 . As hypothesized, teacher attitudes toward inclusion did not predict student social acceptance at t_2 . In addition, teacher attitudes toward inclusion were not related to teacher classroom management, which was unexpected. On both levels, social acceptance at t_1 strongly predicted social acceptance at t_2 , which indicates a high stability of social acceptance over time.”

An additional correction should be made to **Results, The Role of Teacher Attitudes Toward Inclusion and Classroom Management in Student Social Acceptance**, paragraph two:

“An alternative model was tested with the three factors of teacher attitudes toward inclusion added separately as manifest variables. The adapted model also fitted the data well, $\chi^2(11) = 23.29$, $p < 0.05$, CFI = 0.99, RMSEA = 0.05 [90% CI:0.02,0.07], SRMR = 0.02, SRMR_{between} = 0.17. As expected, teacher attitudes about benefits of inclusion, about behavior management in inclusive classrooms, and about the ability to teach in inclusive classrooms had no effect on student social

acceptance t_2 at the classroom level. In addition, none of the three factors of teacher attitudes toward inclusion predicted classroom management.”

The authors apologize for these errors and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

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