



Addendum

# Addendum: Rudasill, K.M.; et al. Promoting Higher Quality Teacher–Child Relationships: The INSIGHTS Intervention in Rural Schools. *Int. J. Environ. Res. Public Health* 2020, 17, 9371

Kathleen Moritz Rudasill <sup>1,\*</sup> , Ray E. Reichenberg <sup>2</sup>, Jungwon Eum <sup>2</sup>, Jentry Stoneman Barrett <sup>2</sup> , Yuenjung Joo <sup>2</sup>, Emily Wilson <sup>2</sup> and Martinique Sealy <sup>1</sup>

<sup>1</sup> Virginia Commonwealth University, Richmond, VA 23284, USA; sealy.m@mymail.vcu.edu

<sup>2</sup> University of Nebraska-Lincoln, Lincoln, NE 68588, USA; rreichenberg@unl.edu (R.E.R.); jeum@unl.edu (J.E.); jbarrett3@unl.edu (J.S.B.); joo9240@huskers.unl.edu (Y.J.); emily.wilson@huskers.unl.edu (E.W.)

\* Correspondence: kmrudasill@vcu.edu



**Citation:** Rudasill, K.M.; Reichenberg, R.E.; Eum, J.; Barrett, J.S.; Joo, Y.; Wilson, E.; Sealy, M. Addendum: Rudasill, K.M.; et al. Promoting Higher Quality Teacher–Child Relationships: The INSIGHTS Intervention in Rural Schools. *Int. J. Environ. Res. Public Health* 2020, 17, 9371. *Int. J. Environ. Res. Public Health* **2021**, 18, 3519. <https://doi.org/10.3390/ijerph18073519>

Received: 23 March 2021

Accepted: 24 March 2021

Published: 29 March 2021

**Publisher's Note:** MDPI stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



**Copyright:** © 2021 by the authors. Licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

The authors wish to make the following correction to this paper [1]:

The original version of our article (Rudasill, K.M.; et al. Promoting Higher Quality Teacher–Child Relationships: The INSIGHTS Intervention in Rural Schools. 2020, 17, 9371) did not include the complete funding acknowledgement. The authors wish to change the information in the Funding section from:

**Funding:** This research was funded by the United States Institute of Education Sciences, grant number R305A180290.

to:

**Funding:** The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through grant R305A180290, to the University of Nebraska-Lincoln. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

The authors apologize for any inconvenience.

## Reference

1. Rudasill, K.M.; Reichenberg, R.E.; Eum, J.; Barrett, J.S.; Joo, Y.; Wilson, E.; Sealy, M. Promoting Higher Quality Teacher–Child Relationships: The INSIGHTS Intervention in Rural Schools. *Int. J. Environ. Res. Public Health* **2020**, 17, 9371. [[CrossRef](#)] [[PubMed](#)]