



OPEN ACCESS

APPROVED BY
Frontiers Editorial Office,
Frontiers Media SA, Switzerland

*CORRESPONDENCE

Raquel Flores-Buils
✉ flores@uji.es
Clara Andrés-Roqueta
✉ candres@uji.es
Rosa Mateu-Pérez
✉ rmateu@uji.es

RECEIVED 10 October 2025

ACCEPTED 13 October 2025

PUBLISHED 22 October 2025

CITATION

Flores-Buils R, Andrés-Roqueta C and Mateu-Pérez R (2025) Correction: Design and psychometric evaluation of RES-PRIM: a resilience scale for primary education students with and without neurodevelopmental disorders. *Front. Psychiatry* 16:1722457. doi: 10.3389/fpsyt.2025.1722457

COPYRIGHT

© 2025 Flores-Buils, Andrés-Roqueta and Mateu-Pérez. This is an open-access article distributed under the terms of the [Creative Commons Attribution License \(CC BY\)](#). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

Correction: Design and psychometric evaluation of RES-PRIM: a resilience scale for primary education students with and without neurodevelopmental disorders

Raquel Flores-Buils^{1*}, Clara Andrés-Roqueta^{1*} and Rosa Mateu-Pérez^{2*}

¹Department of Developmental, Educational Social and Methodological Psychology, Universitat Jaume I, Castellón de la Plana, Spain, ²Department of Pedagogy and Didactics of Social Sciences, Language and Literature, Universitat Jaume I, Castellón de la Plana, Spain

KEYWORDS

resilience, children, primary education, typical development, neurodevelopmental disorders, individual and contextual protective factors, quality of life, psychometric evaluation

A Correction on

[Design and psychometric evaluation of RES-PRIM: a resilience scale for primary education students with and without neurodevelopmental disorders](#)

By Flores-Buils R, Andrés-Roqueta C and Mateu-Pérez R (2025). *Front. Psychiatry* 16:1663460. doi: 10.3389/fpsyt.2025.1663460

There was a mistake in [Figure 3](#) as published. The right panel was missing the English translation of the Likert scale. The corrected [Figure 3](#) appears below.

The figures were in the wrong order in the paper. [Figures 1](#) and [3](#) were swapped, though their captions were correct. The order of the figures has now been corrected.

The original version of this article has been updated.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

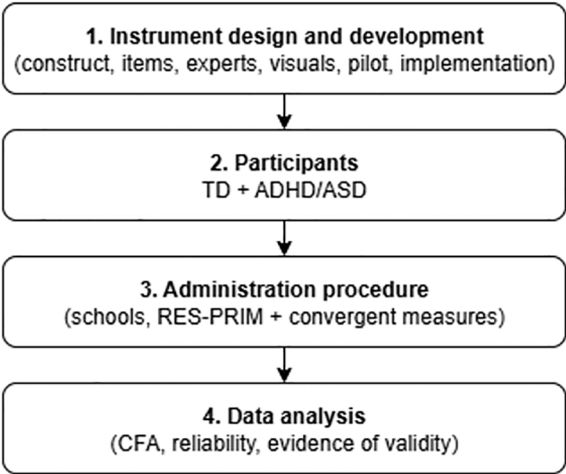


FIGURE 1
Methodological sequence of the study.

26. Hay algún adulto con el que puedo hablar y contarle mis problemas.
26. *There is an adult I can talk to and tell my problems to.*



Siempre Always	Muchas veces Many times	Pocas veces Few times	Nunca Never
-------------------	----------------------------	--------------------------	----------------

36. Tengo algún amigo/a con el que juego
36. *I have a friend to play with.*



Siempre Always	Muchas veces Many times	Pocas veces Few times	Nunca Never
-------------------	----------------------------	--------------------------	----------------

FIGURE 3
Examples of items on contextual factors.