Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Executive Function and School Readiness: Evidence-Based Assessment and Intervention in Early Childhood
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Format	Online independent study with assigned reading, embedded activities, applied cases with AI feedback, and a final assessment
Audience / level	Practicing school psychologists; difficulty index 4 (difficult)
CPD credits awarded	8.0
Revision	Revised October 24, 2026. Supersedes the earlier determination, which stated the 8-hour award without word or item counts. This revision documents verified counts from the live course.

Method

Estimated completion time was calculated with the Mergener formula for self-study continuing education:

Minutes = 0.9 × [−22.3 + (0.00209 × words) + (2.78 × questions) + (15.5 × difficulty)]

Inputs (measured from the published course)

Component	Instructional words	Learner-response items
Lesson 1: Foundations of Executive Function and School Readiness	4,141	5
Lesson 2: Understanding Self-Regulation in Early Childhood	2,825	9
Lesson 3: Supporting Working Memory and Cognitive Flexibility	3,839	10
Lesson 4: Developing Inhibitory Control Through Structured Activities	4,216	12
Lesson 5: Social-Emotional Skills and Behavioral Readiness	4,021	9
Lesson 6: Early Language and Cognitive Development	4,091	11
Lesson 7: Differentiating Developmental Variation From Intervention Need	4,495	12
Lesson 8: Consultation and Intervention Planning for Preschool Students	4,713	14
Lesson 9: Monitoring Progress Across Early Learning Domains	4,970	13
Assigned reading: IES/WWC *Preparing Young Children for School* (2022), printed pages 1–60 (Introduction and Recommendations 1–7)	26,146	—

Component	Instructional words	Learner-response items
Final assessment (48 multiple-choice items)	not counted as reading	48
Total	**63,457**	**143**

Difficulty index: 4. The course requires interpreting early childhood assessment data, distinguishing developmental variation from intervention need, and planning multi-domain consultation and progress monitoring.

Calculation

Term	Value
Constant	–22.30
0.00209 × 63,457 words	132.63
2.78 × 143 questions	397.54
15.5 × difficulty 4	62.00
Sum	569.87
× 0.9 = estimated minutes	512.9 minutes
Estimated hours	8.55 hours

Result

The Mergener estimate is **8.55 hours**. The course awards **8.0 CPD credits**, which does not exceed the estimated learner time.

Counting notes

• Instructional words were counted from the published lesson content: lesson introductions, objectives, reading guidance, instructional sections, case scenarios, activity prompts and options, applied practice examples, and key takeaways.

• Navigation, buttons, progress indicators, section titles repeated in the interface, headers, footers, and menus were excluded.

• Each learner-response item is counted once in the question term and is not also counted as reading.

• Assigned reading: Burchinal et al. (2022), *Preparing Young Children for School* (WWC 2022009), What Works Clearinghouse, IES. Printed pages 1–60 (PDF pages 9–68) were text-extracted and counted (26,686 words); repeated running headers on each page were removed. Each learner-response item, including each lesson's AI-feedback case, is counted once.