

Determination of Credit Hours

Mergener Formula Documentation

Course	Chronic Absenteeism and School Avoidance: Assessment, Intervention, and Multi-Tiered Support
Provider	Child & School Psychology CE
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Delivery Format	Online independent study / home study with active learning
Credit Awarded	9.0 continuing education hours

Purpose

This record documents the method used to determine continuing education credit for this text-based independent-study course. Credit is based on estimated learner completion time using the Mergener formula, including substantial professional reading, instructional lessons, applied activities, extended case responses, and the final assessment.

Course Components Reviewed

- Ten substantial instructional lessons addressing attendance barriers, school avoidance, data interpretation, assessment, multi-tiered prevention and intervention, family engagement, monitoring, and applied consultation.
- Required professional reading: Attendance Playbook: Smart Strategies for Reducing Student Absenteeism Post-Pandemic (FutureEd and Attendance Works, May 2023).
- Thirty embedded interactive activities (three per lesson), emphasizing case decisions, data analysis, intervention matching, prioritization, and school-based problem solving.
- Three extended, integrative case studies requiring lengthy written responses addressing functional hypotheses, tiered planning, family collaboration, and progress evaluation.
- A 54-question final assessment evaluating interpretation, application, and professional decision-making.

Mergener Formula

Minutes = $0.9 \times [-22.3 + (0.00209 \times \text{words}) + (2.78 \times \text{questions}) + (15.5 \times \text{difficulty})]$

The course is assigned difficulty level 4 (Difficult) because it requires professional-level analysis of psychological, behavioral, family, and environmental contributors to attendance difficulties; functional assessment of school avoidance; interpretation of longitudinal attendance data; and design, monitoring, and revision of multi-tiered interventions.

Calculation Record

Input	Value Used	Documentation Note
Instructional words	17,000	Working estimate for unique instructional text and required professional reading. Does not count repeated links, navigation, or interface material.
Assessment / learner-response items	192	120 structured response opportunities across 30 interactive activities (four per activity); 18 written-response prompts across three extended cases (six per case); and 54 final assessment questions. Each substantive response opportunity is counted once.
Difficulty	4	Difficult; advanced assessment, attendance-data interpretation, hypothesis development, intervention design, consultation, and decision-making.

Calculation: $0.9 \times [-22.3 + (0.00209 \times 17,000) + (2.78 \times 192) + (15.5 \times 4)]$

= 548.091 minutes = 9.13 hours

CREDIT AWARDED: 9.0 CE HOURS

The nine-hour award is rounded down from the Mergener working estimate of approximately 9.13 hours.

Counting Rules Used

- Required professional reading is counted only once, even when linked from multiple lessons.
- Substantive explanations, cases, examples, datasets, and analysis instructions are included in the instructional-word estimate; noninstructional interface text is excluded.
- Interactive activities are represented through four discrete learner-response opportunities each; extended cases through six distinct, substantive written-response prompts each.
- The 54 final assessment questions are counted in the question component rather than added again as reading time.
- Word and response-opportunity figures are course-design working inputs; this determination applies to the specified 10-lesson, 30-activity, three-case, 54-question format.

Prepared for: Child & School Psychology CE

Course Instructor: Jaime Flowers, Ph.D., NCSP, LEP, BCBA