ADHD, Socioeconomic Status, Medication Use, and Academic Ethic

Zachary R. Simoni; Patricia Drentea

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ABSTRACT
This study examines the relationship between socioeconomic status and the likelihood of receiving medication for Attention Deficit Hyperactivity Disorder (ADHD) and then addresses the embodiment of the “ideal student,” using the National Survey of Child’s Health. We find that the construction of the ideal student and parents’ higher income is correlated with higher odds of medication use for children and adolescents with ADHD. Furthermore, our results imply that structural inequalities in the current healthcare system increase the odds of upper-class children and adolescents receiving medication for ADHD. We find evidence that both severity of ADHD and younger ages increase the odds of receiving medication. We conclude with a discussion of the academic ethic, upper-class life, and future suggestions for research.