This study investigated whether changes in academic demands since the 1970s have contributed to the rise in attention-deficit/hyperactivity disorder among young children in the United States.

The prevalence of attention-deficit/hyperactivity disorder (ADHD) among children in the United States has doubled since the 1970s. Possible reasons include changes in diagnostic criteria and epidemiological methods, shifts in national policy regarding disability and special education, marketing of ADHD medications by the pharmaceutical industry, and secular trends such as the effect of electronic media.