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Nota di bibliografia	Includes bibliographical references (p. 217-225) and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; Acknowledgments; Chapter 1 Introduction: A Sociocultural Perspective on [Dis]ability; Chapter 2 The Boy Who Had Something to Say; Chapter 3 "He's What I Would Call 'Out There.'"; Chapter 4 "He Was Immediate. He Was Like Immediate."; Chapter 5 "Where's the Evidence?"; Chapter 6 "Jay Just Amazes Me During This, He Really Does."; Chapter 7 "It Will Be Very, Very Difficult for Him to Learn How to Function in the Class."; Chapter 8 "It's Like a Burst, a Burst of Fire."; Chapter 9 "You Got to Hear This!"; Chapter 10 "So Who Wrote It?" Chapter 11 "Jay, We Gotta Find You a Group."Chapter 12 "I'm the Boy Who Likes Bugs."; Chapter 13 "Do You Think I'm Proper?"; Chapter 14 "This Ain't Easy!"; Chapter 15 "Church Is Not a Game!"; Chapter 16 "I Think That's Why We Became Very Good Friends."; Chapter 17 Ability Profiling and School Failure: Learning From Jay's Story; Epilogue; Appendix: Approaches to Inquiry, Analysis, and Representation; References; Author Index; Subject Index
Sommario/riassunto	Ability Profiling and School Failure: One Child's Struggle to Be Seen as Competent explores the social and contextual forces that shape the appearance of academic ability and disability and how these forces influence the perception of academic underachievement of minority

students. It is a powerful case study of a competent fifth grader, an African American boy growing up in a predominantly white, rural community, who was excluded from participating in science and literacy discourses within his classroom community. The case study form allows for the integration of the story of
