A Qualitative Study of Street Smart Among African American Male High School Dropouts: Implications for School Counselors

by

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ABSTRACT

This study investigates street smart African American males who dropped out of high school. Using a qualitative phenomenological design, the researcher interviewed six participants, to explore their experiences related to street smarts in school and the influences of their decision to drop out. The framework of the study is based on Robert Sternberg’s Triarchic Theory of Intelligence. The role of the school counselor in dropout prevention according to the American School Counselor Association’s (ASCA) National Model is presented. Themes from the data include: intelligence, self-sufficient, and support. Implications for school counselors who work in direct and indirect consultation with teachers, parents, administrators, and other stakeholders, are provided.