

CHAPTER 18 BRAIDING AND BRAID EXTENSIONS

ESSENTIAL OBJECTIVES

After completing this chapter and completing the Essential Companion components, you will be able to:

- LO 1 Know the general history of braiding.
- LO 2 Recognize braiding basics and the importance of a consultation.
- LO 3 Explain how to prepare the hair for braiding.
- LO 4 Describe six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions.
- LO 5 Demonstrate the procedure for crowning.
- LO 6 Explain the techniques for textured sets and styles.
- LO 7 Demonstrate the procedures for starting locks and lock grooming.

why study BRAIDING AND BRAID EXTENSIONS?

Long hairstyles with braids present an opportunity for those professionals who are experts in these services and readily available to provide them. By offering total hair care services to all clients, you will build a solid client base more readily and will never need to refer a client to another stylist or salon. In the end, you will reap the benefits of increased income and satisfied clients.

Cosmetologists should study and have a thorough understanding of the importance of braiding and braid extensions because:

- > These services are very popular and consumers are interested in wearing styles specific to their hair texture.
- > These techniques provide an opportunity for stylists to express their artistic abilities and to add another high-ticket service to their current service menu.
- > All professional cosmetologists should be prepared to work with every type of hair texture and hairstyle trend.
- > Working with braid extensions exposes cosmetologists to the fundamental techniques of adding hair extensions, which is another lucrative service for the stylist and the salon.

ACTIVITY 1 Why is a Consultation Important with Regard to Braiding?

ACTIVITY 2 Braiding and Textured Hairstyling Consultation Tips

List the five points to cover in a braiding and textured hairstyling consultation.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY 3 Tools for Braiding

List the tools that are essential in order to master braiding techniques.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



ACTIVITY 1 Braiding Techniques

Complete the chart below. Describe the six types of basic braiding techniques.

Technique	Description



ACTIVITY 2 Research and Design

Research Objective: Contact various salons in your area and interview them by asking the following questions:

- Contact information for salons:

Salon 1: _____

Salon 2: _____

Salon 3: _____

ACTIVITY 3 CORROWS

Procedure for Basic Corrows

Number the following steps in their proper sequence.

1. **Dry hair:** Gently towel dry the hair, separate hair into four sections, and then blow dry the hair completely.
2. **Perform Pre-Service procedure.**
3. **Determine size of base and apply oil.** Depending on the desired style, determine the correct size and direction of the coronrow base. With tail comb, part hair into 2-inch (5 centimeters) sections, and apply a light essential oil to the scalp. Massage oil throughout scalp and hair.
4. **Take two even partings.** Start by taking two even partings to form a neat row for the coronrow base. With a tail comb, part the hair into a panel, using butterfly clips to keep the other hair pinned to either side.
5. **Continue picking up strands with each revolution.** As you move along the braid panel, pick up a strand from the scalp with each revolution, and add it to the outer strand before crossing it under, alternating the side of the braid when you pick up the hair.
6. **Divide the panel into three even strands.** To ensure consistency, make sure that strands are the same size. Place fingers close to the base. Cross the left strand (1) under the center strand (2). The center strand is now on the left and the former left strand (1) is the new center.
7. **Braid next panel.** Braid the next panel in the same direction and in the same manner. Keep the partings clean and even.
8. **Begin underhand coronrow.** Cross the right strand (3) under the center strand (1). Passing the outer strands under the center strand this way creates the underhand coronrow braid.
9. **Secure ends of braids and finish.** Simply braiding to the ends can finish the coronrow; small rubber bands can be used to hold the ends in place. Other optional finishes, such as singeing (heat sealing), are considered advanced methods and require special training.
10. **Pick up new strand with each revolution.** With each crossing under or revolution, pick up from the base of the panel a new strand of equal size and add it to the outer strand before crossing it under the center strand.
11. **Shampoo hair.** Shampoo, rinse, apply conditioner, and rinse thoroughly.
12. **Complete Post-Service Procedure.**
13. **Drape client.** Drape the client for a shampoo. If necessary, comb and detangle the hair before shampooing.
14. **Braid to the end.** As new strands are added, the braid will become fuller.
15. **Repeat until all the hair is braided, and apply oil sheen for shine.**



- Development of lock stage where a bulb can be felt at the end of each lock _____
- Hair with a tight coil pattern _____
- Three-strand braid made by the underhand technique _____
- Strong fiber from ox _____

ESSENTIAL RUBRICS

Rubrics are used in education for organizing and interpreting data gathered from observations of student performance. A rubric is a clearly developed scoring document used to differentiate between levels of development in a specific skill performance or behavior. A rubric is provided in this study guide as a self-assessment tool to aid you in your behavior development.

Rate your performance according to the following scale:

(1) Development Opportunity: There is little or no evidence of competency; assistance is needed; performance includes multiple errors.

(2) Fundamental: There is beginning evidence of competency; task is completed alone; performance includes few errors.

(3) Competent: There is detailed and consistent evidence of competency; task is completed alone; performance includes rare errors.

(4) Strength: There is detailed evidence of highly creative, inventive, mature presence of competency.

Space is provided for comments to assist you in improving your performance and achieving a higher rating.

PREPARING TEXTURED HAIR FOR BRAIDING PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Draped the client for a shampoo					
Combed and detangled the hair					
Shampooed, applied conditioner, and rinsed thoroughly					
Gently towel dried the hair					
Parted damp hair from ear to ear across crown					
Detangled hair with a tail comb.					

HALO BRAIDS PROCEDURE

Performance Assessed	1	2	3	4
Used comb-out motion with the pick				
Used moderate tension, and directed air flow down the hair shaft to smooth and seal the cuticle				

Improvement Plan

Performance Assessed	1	2	3	4
Draped the client for a shampoo				
If necessary, combed and detangled the hair				
Gently towel dried the hair, then blow dried it completely				
Brushed the hair with a boar bristle brush or smoothing brush from the center toward the entire hairline				
Misted the hair with a water bottle to dampen the hair				
Started at the ear and gathered three sections of hair to begin braid				
In your right hand, gathered a section of hair between your thumb and your index finger				
Crossed over side section and middle section				

Improvement Plan

Improvement Plan	4	3	2	1	Performance Assessed
					Prepared extension fibers
					Applied a light essential oil to the scalp and massaged the oil into the scalp and hair
					Divided hair in half by parting from ear to ear across the crown
					Clipped aside the front section
					Determined the size and direction of the base of the braid
					Parted a diagonal section in the back of the head about 1-inch (2.5 centimeters) wide, taking into account the texture and length of the client's hair
					Used vertical parts to separate the base into subsections, creating a diamond-shaped base
					Selected the appropriate amount of extension fibers from the drawing board or tray
					Divided the natural hair into three even strands
					Place the folded extension on top of the natural hair, on the outside and center portions of the braid
					Passed the outer strands under the center strands, moving down the single braid to the desired length
					Created a part above the previous section on a diagonal part, moving toward the ear

Improvement Plan

Performance Assessed

Gently towel dried the hair and detangled hair

Parted and separated hair into four sections

Blow dried hair completely

Determined size of base

With tail comb, parted hair into 2-inch (5 centimeter) sections (or smaller, depending on the desired style)

Applied a light essential oil to the scalp

Massaged oil throughout scalp and hair

Started by taking two even partings to form a neat row for the coronal base

With a tail comb, parted the hair into a panel, using butterfly clips to keep the other hair pinned to either side

Divided the panel into three even strands

Placed fingers close to the base

Crossed the left strand (1) under the center strand (2)

1
2
3
4

NUBIAN COILS: COIL COMB TECHNIQUE PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Draped the client for a shampoo. If necessary, combed and detangled the hair					
Cleansed the hair with sulfate-free shampoo, then conditioned and rinsed					
Used leave-in conditioner and detangled with a wide-tooth comb					
Applied natural botanical oil to the scalp and massaged the oil into the scalp					
Detangled and divided hair into two sections. Clipped for control.					
Created a crescent-shape part with smaller end of comb					
Applied gel to tip of the comb					
Combed through the entire parted section					
At the base, started to rotate or roll-comb with a clockwise rotation, down the hair shaft to the end					
The hair was curled toward the end, and the coil lay flat on the scalp					
Used the comb to twirl hair and place coil end in the direction you wanted the hair to lie					

Improvement Plan	4	3	2	1	Performance Assessed
					<p>Applied natural botanical oil to the scalp and massaged the oil into the scalp</p> <p>Detangled the hair and divided hair into three sections, clipping off the crown</p> <p>Clipped all three sections for control</p> <p>Applied curl-enhancing cream to wet hair on entire head and smoothed into hair; if the hair was very tight, blow dried lightly with nozzle comb attachment to stretch the curl pattern, then applied product</p> <p>Started on the right side of the head, behind the ear to the nape of the neck, made a 45-degree, 1/2-inch (1.25 centimeters) diagonal parting for small twist or 1-inch (2.5 centimeters) sections for medium size twist</p> <p>Parted a subsection with 1/2-inch (1.25 centimeters) sections for small or larger partings for a medium-size twist</p> <p>Divided the subsection into two equal parts. Overlapped both sections to create a twisting movement—a rope-like effect</p> <p>Applied holding gel to each individual section before you started the twist</p> <p>Continued twisting hair down the hair shaft</p> <p>Finished twisting with overlapping twisting movement until the ends of the hair were reached</p> <p>Repeated the twisting movement until the end of the hair strands were reached. Then twirled the ends of the hair with index finger and created a curl</p>

Improvement Plan	4	3	2	1	Performance Assessed
					Continued moving up the head to the crown area
					At the crown, made diagonal parts across the head and connected the parts on the right and left sides of the head.
					Continued with subsections and twisting movement, directing the hair to the left or right side as desired
					Determined desired look
					Started horizontal parts at the back of the crown, and then continued horizontal parts with subsections toward the front hairline
					Completed entire head and placed the straight ends in rods with two or three rotations
					Placed client under hood dryer for 30 to 40 minutes, or until entire head was completely dry
					Removed rods
					Applied light oil and finger style twist

Improvement Plan	4	3	2	1	Performance Assessed
					<p>Started at the hairline and created a crescent-shaped part with the smaller end of the comb to create volume</p> <p>Applied gel to the tip of the comb</p>
					<p>Used the comb to twirl hair and placed coil end in the direction you wanted the hair to lay</p> <p>Combed the gel through the entire parted section. At the base, start to rotate or roll- comb with a clockwise rotation, down the hair shaft to the end</p>
					<p>Curled hair toward end and coil lay flat on the scalp</p> <p>Used the comb, twirled hair and placed coil end in the direction you wanted the hair to lay</p>
					<p>Created a sculpting movement that featured the head contour</p> <p>Positioned the comb and, directing the hair upward, gave a different directional movement to the top crown</p>
					<p>Completed right back section to front section</p> <p>Started on the right side, twirling the comb toward the front of the head in a counterclockwise rotation</p>
					<p>Continued coil movement at the crown, kept contours and directions of coil uniform, directed from back to front in a upward and forward direction</p> <p>Created soft bang while front coils were still damp</p>

Improvement Plan	4	3	2	1	Performance Assessed
					Removed the comb and, using two fingers (index finger and thumb), pushed loose hair together and smoothed and then rolled hair between fingers
					Placed the lock between palms of both hands; pressed gently, rotated the lock in your palm with a back-and-forth motion
					Moved down the entire length of the lock, palm rolling to smooth loose hair into the lock
					Clipped off each section at the base if needed with a small or large duckbill clip
					Completed the entire back section, and continued to the right and left sides of the head and saved the crown section for last
					Placed the client under hood dryer for 30 to 40 minutes until locks were completely dry
					For dimensional styling, gathered several locks and braided hair and created crimped locks, or after removal from dryer, cornrowed entire head of locks with eight to ten cornrows; secured ends with elastic bands
					Took the braided locks and created a fishtail braid; secured with elastic band and tucked fishtail under
					Secured with hair pins
					Sprayed locks with oil shine

12. _____, gels, or lotions can be used to hold the hair in place for a finished look.
13. Single braids, _____, and individual braids are all considered to be free-hanging braids, with or without extensions, that can be executed with either an underhand or overhand technique.
14. For the _____, the stylist divides the hair into two sections and then overlaps them to create a twisted rope effect (dry) or textured effect (wet).
15. An underhand technique is also known as _____.
16. _____ is the gold standard for hair extensions.
17. _____ are flat leather pads with very close, fine teeth that sandwich human hair extensions.
18. The _____ is created with two strands that are twisted around each other.
19. The _____ is a simple, two-strand braid in which hair is picked up from the sides and added to the strands as they are crossed over each other.
20. The _____ are two or three long, simple, inverted, thick cornrows created around the head.
21. Braids can be created in different lengths and styled into a variety of updos that suits clients' _____.
22. _____ is when the client's hair is braided or cornrow braided along with hair extensions, but the finished look shows mostly faux hair.
23. The _____ can be achieved with rods, flexi-rods, or curl reformers of all sizes. Hair is wrapped around a vertical rod, moving up the rod in a spiral movement.
24. The _____ style involves unraveling the twist to add fullness and a crimped effect.
25. The _____ method is the gentlest on the hair, and it works through all the natural stages of locking.
26. An interlocking method that instantly locks any textured hair whether straight, relaxed, wavy, curly, and coily or highly textured using a special tool to achieve the single lock is known as _____.
27. After several weeks, a braid will grow away from the scalp, at which time the palm roll method can be used to cultivate the _____ to form a lock.
28. _____ phases of locks include 5 phases.
29. All professional cosmetologists should be prepared to work with every type of hair texture and _____.
30. People today borrow and enjoy styles and traditions from many different _____.

ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO 1 Understand why cosmetologists should study wigs and hair additions.
- LO 2 Explain the differences between human hair and synthetic hair.
- LO 3 Examine the two basic categories of wigs.
- LO 4 Distinguish several types of hairpieces and their uses.
- LO 5 Review several different methods of attaching hair extensions.


WIGS AND HAIR ADDITIONS? why study

People wear wigs for a number of reasons. Some people wear them for convenience, some have a desire to create a different, dramatic look, and some wear wigs due to hair loss. Wigs and hair additions continue to be used extensively in theater, music, and movie productions today.

Cosmetologists should study and have a thorough understanding of wigs and hair additions because:

- > The market for products and services related to faux hair has expanded to every consumer group, from baby boomers with fine and thinning hair, to young trendsetters, to celebrities.
- > Hair extensions, additions, and customized wigs can be some of the most lucrative services in the salon.
- > Each manufacturer has its own systems, but if you understand the fundamentals, you can easily work with any company on the market.
- > The skills you develop will open many doors, from working behind the scenes on Broadway shows to working with celebrities, who today invariably wear faux hair.



ACTIVITY 1 History Research Project 

Research the history of wigs, and write a brief essay on the subject. Be prepared to present the report to the full class if directed by your instructor. Obtain copies of pictures and prepare drawings to help illustrate your report.

ACTIVITY 2 Collage 

Peruse magazines for a variety of photos of wigs and hair additions. Use poster board to create your collage.



ESSENTIAL EXPERIENCE

Learn Basic Wig Knowledge

ACTIVITY 1 Types of Wigs

Name and explain the two basic categories of wigs.

1.

2.

ACTIVITY 2 Manufacturer Wig Measurements

Research at least three different wig manufacturers. Review their websites to locate a form for measuring wigs. Using each manufacturer's form, measure at least three different heads (students or models) and record the required measurements below.



ESSENTIAL EXPERIENCE

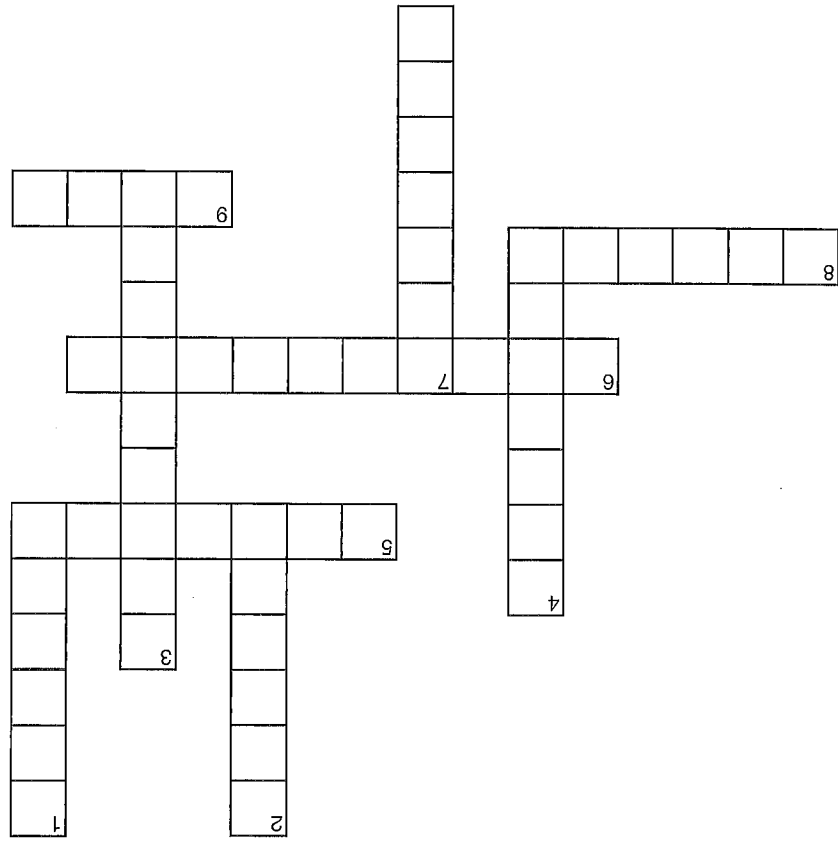
Know the Different Types of Hairpieces

ACTIVITY 1 Name the Types of Hairpieces

Name the three types of hairpieces. How are they different?

1. _____
2. _____
3. _____

ACTIVITY 2 Crossword Puzzle



Demonstrate attaching hair extensions. Then, write down the pros and cons of the various ways to attach extensions.

Practice Session!

- ---

- ---

- ---

- ---

- ---

- ---

List the guidelines to practice when attaching hair extensions.

ACTIVITY 2 Attach Hair Extensions

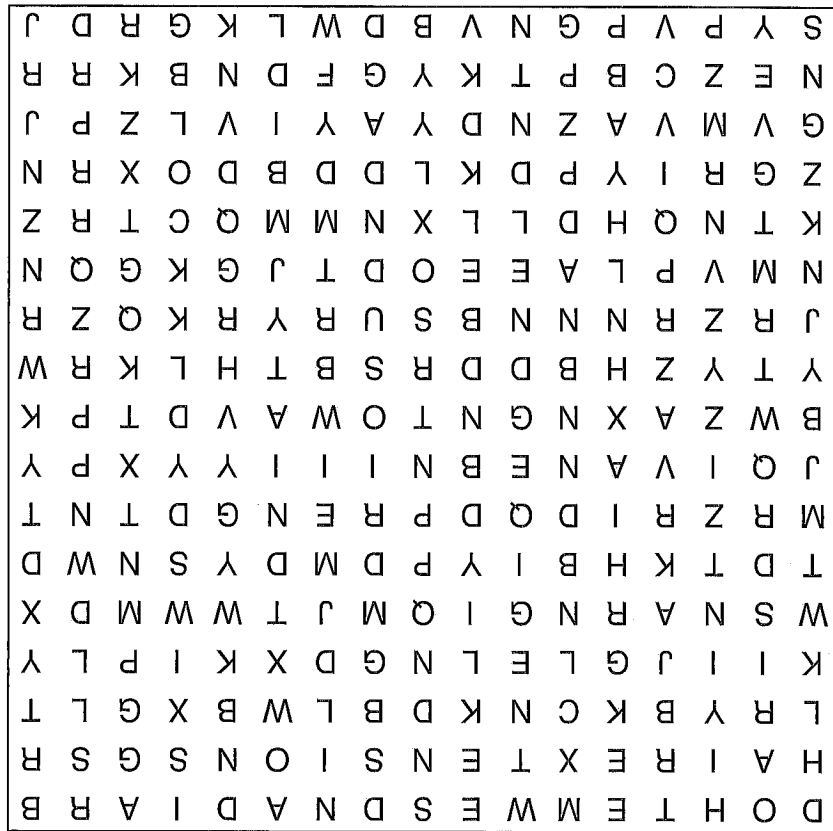
ACTIVITY 1 Explain Hair Extensions.



ESSENTIAL REVIEW

ACTIVITY Word Search

Use the clues below to fill in the blanks with the key terms to form a thorough review of Chapter 19, Wigs and Hair Additions. After identifying the correct word from the clues provided, locate the words in the word search puzzle.



Hair that has been shed from the head or gathered from a hairbrush

Head-shaped form, usually made of canvas-covered cork or Styrofoam, on which the wig is secured for fitting, cleaning, coloring, and styling

Attachment method in which hair extensions are secured to the client's own hair by sewing braids or a weft onto an on-the-scalp braid or coronet, which is sometimes called the track

Bonding method with loose hair or wefts that are cut into very small sections

Method of attaching hair extensions in which a hook is used to pick up a small amount of hair off a parting

Also known as caps; machine-made from human or artificial hair which is woven into rows of wefts

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, jot some notes about what concepts of this chapter were hardest for you to understand or remember. Imagine finding yourself suddenly in the role of *teacher* and consider what you would tell your *students* about these concepts. Share your Essential Discoveries with some of the other students in your class and ask if they are helpful to them. You may want to revise your discoveries based on good ideas shared by your peers.

Discoveries:

Accomplishments:

List at least three things you have accomplished since you decided to enroll in school.

Your success in chemical texture services depends on your knowledge of the hair, your understanding of the chemicals used, and your ability to physically perform the service. Other factors relevant to the success of the service are the condition or integrity of the hair. The professional cosmetologist will know how to properly analyze a client's hair and scalp and select the appropriate products and tools to create the desired look. Learn all about the tools used in relaxing treatments as well as the procedures to follow to ensure success. Finally, you must master all the safety precautions that need to be followed when performing chemical texture services.

Have you personally ever had a relaxer, permanent wave, or chemical texture service? Share your story or that of another person who has had an experience. What did you (or the other person) think of the results?

ESSENTIAL REFLECTIONS

- > Cosmetologists should study and have a thorough understanding of chemical texture services because:
 - > Chemical texture services allow stylists the opportunity to offer clients options to change the texture of their hair and explore the fashionable world of hairstyling.
 - > Knowing how to perform these services accurately, safely, and professionally will help build a trusting and loyal client.
 - > Knowledge builds confidence to offer chemical texture services to all clients.
 - > Chemical services are among the most lucrative and repetitive services in the salon, and many retail products are specific to hair's texture and condition.
 - > Without a thorough understanding of chemistry, cosmetologists could damage hair, cause hair loss, and harm their clients and themselves.

Across

Word

Clues

2. Long chains of amino acids joined together by peptide bonds

6. Disulfide, salt, and hydrogen bonds that cross-link polypeptide chains together

7. Long, coiled polypeptide chains

8. Bond that accounts for about one-third of the hair's total strength

9. Hair service to loosen overly curly hair

11. Bonds that are a result of an attraction between opposite electrical charges

Down

Word

Clue

1. Strong chemical side bonds formed when the sulfur atoms in two adjacent protein chains are joined together

3. Chemical bonds that join amino acids together, end-to-end in long chains, to form a polypeptide chain

4. Compounds made up of carbon, oxygen, hydrogen, nitrogen, and sulfur

5. Hair service to add wave or curl to the hair

10. Hair service to remove curl or waves; leaving the hair smooth and straight

Hair Type	Key Ingredients	pH

Research in your school. Make a chart of the agents, and hair type for which they are

hair mean?

Builds the hair neutralization

Demonstrate the Proper Technique for Chemical Hair Relaxers

ACTIVITY 1 Relaxer Product Research

Research a variety of relaxer products available in your school and found at local supply stores. Use the chart below to track your findings.

Product Name	Sodium or Thio?	Is a Base Required?	What is the Percentage of Sodium Hydroxide?	What is the pH?	For What Hair Type is the Product Used?

PERMANENT WAVE AND PROCESSING USING A BASIC PERMANENT WRAP PROCEDURE

Performance Assessed	1	2	3	4
Processed according to manufacturer's directions				
Dried the hair gently				
Evaluated the results				
Proceeded with the perm only if the test curls were satisfactory				
Rinsed and processed the test rods				
Waited to remove the test rods with the remaining rods after the perm was completed				

Improvement Plan

Performance Assessed	1	2	3	4
Performed pre-service steps including draping				
Used length of tool to measure width of panels and divided into nine panels				
Kept hair wet during wrapping				
Began wrapping front hairline				
Made a horizontal parting same size as the rod				

Improvement Plan

Improvement Plan	4	3	2	1	Performance Assessed
					<p>If plastic cap was used, punched a few holes in it and covered hair completely</p> <p>Did not allow plastic cap to touch skin</p> <p>Checked cotton and towels. If saturated with solution, replaced cotton and towels</p> <p>Processed according to manufacturer's directions</p> <p>Checked frequently for curl development</p> <p>Unwound the rod and checked the S pattern formation</p> <p>When processing was completed, rinsed hair thoroughly for at least 5 minutes</p> <p>Towel-blotted hair on each rod to remove any excess moisture</p> <p>Applied neutralizer slowly and carefully to hair on each rod</p> <p>Asked client to lean forward while applying neutralizer to back area</p> <p>Asked client to lean back while applying neutralizer to front and sides</p> <p>Avoided splashing and dripping</p> <p>Continued to apply neutralizer until each rod was completely saturated</p>

Improvement Plan	4	3	2	1	Performance Assessed
					Combed out a base section same width as diameter of rod
					Base direction pointed away from face
					Held hair at 90-degree angle to head
					Using two end papers, rolled hair down to scalp
					Positioned rod half-off base
					Remaining base sections in panel were wider on the outside of the panel (the side farthest away from face)
					Continued wrapping rest of rods in panel, alternating rod diameters
					Inserted picks to stabilize the rods
					When last rod at hairline was reached, combed hair flat at base and directed rod up and toward base, keeping base area flat
					Continued with panel two and repeated the same procedure as on the first panel
					Continued with third panel and repeated the same procedure until reaching last two rods at hairline
					Combed hair flat at base and directed last two rods up and toward base, keeping base area flat
					Continued with fourth panel, on the opposite side of head, behind and next to second panel

Improvement Plan	1	2	3	4	Performance Assessed
					In second row directly behind first rod, parted out two base sections for rods offset from center of first rod
					Held hair at 90-degree angle to head
					Using two ends papers, rolled hair down to scalp
					Positioned rods half-off base
					Inserted picks to stabilize rods
					Began third row by parting out a base section at the point where two rods met in previous row
					Used same pattern throughout entire wrap
					Continued to part out rows that radiated around curve of head through crown area
					Extended rows around and down to side hairline, parting out base sections at center of point where two tools met in previous row
					Stopped the curving rows after wrapping entire crown area
					Parted out horizontal sections throughout the back of head and continued with bricklay pattern
					Length of rods was changed from row to row to maintain pattern as necessary

Performance Assessed	Improvement Plan			
	1	2	3	4
Performed pre-service steps including draping				
Began sectioning at the front hairline on one side of the part				
Combed the hair in the direction of growth				
Sectioned out individual panels to match the length of the rod				
Placed the base rod in the middle of the strand				
Wrapped the end of the strand one revolution around the rod while holding it to one side				
Rolled the rod up to the base area, letting the loose ends follow as you rolled				
Inserted picks to stabilize the rods and to eliminate any tension caused by the bands				
Placed two end papers on the ends of the strand, positioned the rod, and rolled from the ends toward the base				

Performance Assessed	Improvement Plan			
	1	2	3	4
Continued with the same procedure in any sections where the effect is desired				
Processed and styled the hair				

PERMANENT WAVE AND PROCESSING USING A WEAVE DOUBLE-ROD OR PIGGYBACK TECHNIQUE

Improvement Plan	Performance Assessed	1	2	3	4
Combed remainder of hair up and secured out of the way	Parted out first base section on one side of first row				
Held hair at a 90-degree angle to head	Using one or two end papers, began wrapping at one end of the rod				
Rolled first two full turns at a 90-degree angle to the rod to secure ends of hair	Then started to spiral the hair on the rod by changing the angle to other than 90-degrees				
Continued to spiral the hair toward the other end of the rod	Rolled hair down to scalp				
Positioned rod half-off base	Secured it by fastening the ends of the rod together				
Continued wrapping with same technique, in same direction, until first row was completed	Sectioned out second row above and parallel to first row				
Combed remainder of hair up and secured it to keep it out of the way	Combed remainder of hair up and secured it to keep it out of the way				

Improvement Plan	4	3	2	1	Performance Assessed
					<p>Began application in the most resistant area, usually at the back of the head</p>
					<p>Made ¼-inch to ½-inch (0.6 to 1.25 centimeters) horizontal subsections and applied relaxer to the top of the strand first, then to the underside</p>
					<p>Applied relaxer ½-inch to ¾-inch (0.6 to 1.25 centimeters) away from the scalp and up to the porous ends</p>
					<p>Did not allow relaxer to touch scalp until the last few minutes of processing</p>
					<p>Continued applying the relaxer, working down the section toward the hairline</p>
					<p>Continued the same application procedure with the remaining sections; finished the most resistant sections first</p>
					<p>After the relaxer was applied to all sections, used the back of the comb or hands to smooth each section</p>
					<p>Processed according to the manufacturer's directions</p>
					<p>Performed periodic strand tests</p>
					<p>During the last few minutes of processing, worked the relaxer down to the scalp and through the ends of the hair, using additional relaxer as needed</p>
					<p>Carefully combed and smoothed all sections using either an applicator brush, fingers, or the back of the comb</p>

Improvement Plan	4	3	2	1	Performance Assessed
					Wore gloves on both hands
					Applied a protective base cream to the hairline and ears (unless using a no-base hairline product)
					Began application of the relaxer in the most resistant area, usually at the back of the head
					Made 1/2-inch to 3/4-inch (0.6 to 1.25 centimeters) horizontal subsections and applied the relaxer to the top of the strand
					Applied the relaxer 1/4-inch to 1/2-inch (0.6 to 1.25 centimeters) away from the scalp and only to new growth
					Did not allow relaxer to touch the scalp until the last few minutes of processing
					Did not overlap the relaxer onto the previously relaxed hair
					Continued applying the relaxer, using the same procedure and working down the section toward hairline
					Continued same application procedure with remaining sections, finishing the most resistant sections first
					After the relaxer had been applied to all sections, used the back of the comb or hands to smooth each section
					Processed according to the manufacturer's directions
					Performed periodic strand tests
					During the last few minutes of processing, worked the relaxer down to the scalp

Improvement Plan	Performance Assessed	1	2	3	4
	Did not shampoo the hair as the hair and scalp must be completely dry				
	Parted the hair into four sections				
	Clipped the sections up if necessary to keep hair out of the way				
	Put on gloves on both hands				
	Apply protective base cream to the hairline and ears				
	(Optional) Parted hair horizontally into ¼ inch to ½ inch (0.6 to 1.25 centimeters) sections				
	(Optional) Applied a protective base cream to the entire scalp				
	Began the relaxer application in the most resistant area				
	Parted the hair horizontally ¼ inch to ½ inch (0.6 to 1.25 centimeters)				
	Applied the relaxer to the top of the strand first				
	Using the applicator brush or the back of the comb, applied relaxer to the underside of the first section				
	Applied relaxer ¼ inch to ½ inch (0.6 to 1.25 centimeters) away from the scalp, and up to the porous ends				
	Continued applying relaxer to other sections				

HYDROXIDE RELAXER RETOUCH PROCEDURE

Improvement Plan	Performance Assessed	1	2	3	4
	Performed an analysis of the hair and scalp				
	Performed tests for porosity and elasticity				
	Draped the client for a chemical service				
	Checked the hair and scalp to confirm both were completely dry				
	Divided the hair into four sections				
	Clipped sections up to keep hair out the way				
	Put gloves on both hands				
	Applied a protective base cream to the hairline and ears. (Optional to include throughout the scalp)				
	Set timer according to manufacturer's directions				
	Started application in the most resistant area				
	Made 1/4 inch to 1/2 inch (0.6 to 1.25 centimeters) horizontal partings				
	Applied relaxer to the top the strand				
	Applied the relaxer as close to the scalp as possible				

CURL REFORMING (SOFT-CURL PERM) PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Performed an analysis of the hair and scalp					
Performed tests for porosity and elasticity					
Draped the client for a shampoo					
Shampooed hair and towel-dried hair					
Re-draped the client for a chemical service					
Conducted strand test to determine proper timing and curl pattern. Made note of timing, strength used, and rod size					
Divided the hair into four sections					
Clipped the sections up to keep them out the way					
Applied a protective base cream to hairline and ears					
Put gloves on both hands					
Began application of Thiocream relaxer to the most resistant area					
Used an applicator brush or tail comb, applied cream ¼ inch (0.6 centimeters) away from the scalp and topside and underside of the strand					
Did not apply cream to the ends of the hair					

Improvement Plan	4	3	2	1	Performance Assessed
					Used a large tooth comb, distributed the conditioner throughout the hair
					Rinsed, towel-dried, and style as desired

- 15. **Low-pH waves** Base control in which hair is wrapped at an angle of 90 degrees or perpendicular to its base section and the rod is positioned half off its base section
- 16. **Base relaxers** An acid-alkali neutralization reaction that neutralizes (deactivates) the alkaline residues left in the hair by a hydroxide relaxer and lowers the pH of the hair and scalp
- 17. **Permanent waving** Very strong alkalis with a pH over 13
- 18. **No-base relaxers** Long, coiled polypeptide chains
- 19. **Thioglycolic acid** Also known as circle rod
- 20. **Single flat wrap** Perms that use sulfates, sulfites, and bisulfites as an alternative to ammonium thioglycolate
- 21. **Basic permanent wrap** Ionic compounds formed by a metal (sodium, potassium, or lithium), which is combined with oxygen and hydrogen
- 22. **Soft curl permanent** Relaxers that do not require application of a protective base
- 23. **Double-rod wrap** Conditioners with an acidic pH that restore the hair's natural pH before the final neutralizing shampoo
- 24. **Hydroxide relaxers** Base control in which the hair is wrapped at 45 degrees below the center of the base section, so the rod is positioned completely off the base
- 25. **Base direction** Base control in which the hair is wrapped at a 45-degree angle beyond perpendicular to its base section and the rod is positioned on its base
- 26. **Double flat wrap** A two-step process whereby the hair undergoes a physical change caused by wrapping the hair on perm rod
- 27. **Glycerly imonothioglycolate** Disulfide, salt, and hydrogen bonds that cross-link polypeptide chains together
- 28. **On-base placement** Perm wrap that is similar to double flat wrap but uses only one end paper, placed over the top of the strand of hair being wrapped
- 29. **Base control** Tool about 12-inches long with a uniform diameter along the entire length

4. All perm wraps begin by sectioning the hair into panels that are further divided into subsections called _____.
- a) panels
b) base sections
c) base panels
d) base control
5. Always rinse perm solution from the hair for at least _____ minutes before applying the neutralizer.
- a) 2
b) 3
c) 4
d) 5
6. A/an _____ liquid protein conditioner can be applied to the hair and dried under a warm dryer for 5 minutes or more prior to neutralization if hair is damaged.
- a) alkaline
b) emulsified
c) neutral
d) acidic
7. When hair has been sufficiently straightened, the hair is rinsed rapidly and thoroughly with _____ water.
- a) hot
b) cold
c) cool
d) warm
8. Base control refers to the position of the tool in relation to its _____ and is determined by the angle at which the hair is wrapped.
- a) panel
b) base section
c) base panel
d) scalp position
9. End wraps are absorbent papers used to _____ of the hair when wrapping and winding hair on the perm tools.
- a) decrease moisture
b) control ends
c) control elasticity
d) decrease elasticity
10. If the hair is not _____ the hydrogen peroxide in the neutralizer can react with waving lotion and cause the hair color to lighten.
- a) thoroughly shampooed
b) rinsed properly
c) lightly shampooed
d) lightly rinsed
11. If too many _____ bonds are broken in the perming process, the hair will be too weak to hold a firm curl.
- a) disulfide
b) hydrogen
c) salt
d) polypeptide
12. When processing is complete for a soft curl permanent, what is done after rinsing the hair thoroughly with warm water?
- a) each curl is blotted
b) conditioner is applied with towel
c) client is place under dryer
d) test curl is taken

40. What type of hair is more fragile, easier to process, and more susceptible to damage from perm services?

- a) Coarse texture
- b) Medium texture
- c) Non-elastic
- d) Fine texture

41. What type of hair requires more processing than medium or fine hair and may also be more resistant to processing?

- a) Coarse texture
- b) Medium texture
- c) Non-elastic
- d) Fine texture

42. When the strand of hair is wrapped at an angle 45 degrees beyond perpendicular to its base section, it will result in _____.

- a) half-off base placement
- b) off-base placement
- c) on-base placement
- d) on-stem placement

43. When one end paper is folded in half over the hair ends like an envelope, it is called the _____.

- a) double end paper wrap
- b) bookend wrap
- c) single end paper wrap
- d) top-hand wrap

44. When the strand of hair is wrapped at an angle 90 degrees (perpendicular) to its base section, it will result in _____.

- a) half-off base placement
- b) off-base placement
- c) on-base placement
- d) on-stem placement

45. When performing a procedure for a preliminary test curl, wrap one tool in each different area of the head including the top, the side, and the _____.

- a) bang
- b) temple
- c) nape
- d) occipital

46. When hair has assumed the desired shape, the broken disulfide bonds must be _____rebonded.

- a) chemically
- b) physically
- c) temporarily
- d) semi-permanently

47. When you place one end wrap on top of the hair strand and hold it flat, it is called the _____.

- a) double flat wrap
- b) bookend wrap
- c) single flat wrap
- d) top-hand wrap

48. A hair relaxing treatment should be avoided when an examination shows the presence of _____.

- a) scalp abrasions
- b) strong curl
- c) excessive oils
- d) pityriasissteatoides

58. The action of a sodium hydroxide relaxer causes the hair to _____.
- a) swell
b) shrink
c) harden
d) set
59. The process of breaking the hair's disulfide bonds during processing and converting them to lanthionine bonds is known as _____.
- a) lanolination
b) lanthionization
c) neutralization
d) normalization
60. The scalp and skin are protected from possible burns when using a hair relaxer by applying _____.
- a) cotton
b) stabilizer
c) base
d) shampoo
61. The processing time of a chemical relaxer is affected by _____.
- a) styling products used
b) the client's age
c) relaxer strength
d) brand of relaxer
62. The chemical required to stop the action of the chemical relaxer is _____.
- a) petroleum cream
b) hydroxide neutralization
c) conditioner
d) waving lotion
63. The best type of shampoo to use after the chemical relaxer is _____.
- a) an organic shampoo
b) an antibacterial shampoo
c) a neutralizing shampoo
d) a dry shampoo
64. The strength of relaxer is determined by the strand test. General guidelines suggest that for very coarse hair, the following strength is used: _____.
- a) extra mild
b) regular
c) mild
d) strong or super
65. The strength of relaxer is determined by the strand test. General guidelines suggest that for fine, tinted, or lightened hair, the following strength is used: _____.
- a) extra mild
b) regular
c) mild
d) strong or super
66. The process of permanently rearranging the basic structure of overly curly hair into a straight form is called _____.
- a) thermal straightening
b) chemical hair relaxing
c) permanent waving
d) chemical hair softening

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write down key points learned in the chapter. Share your Essential Discoveries with the other students in your class and ask if they are helpful to them. You may want to update your discoveries based on any good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

Haircoloring is an art, and you have just begun your training as an artist. This chapter is designed to help you begin to build your confidence with haircoloring in a practical and understandable way. Haircolor is considered to be the "cosmetic for the hair" in today's market. Your clientele are no longer afraid of haircolor, and your haircolor clientele will range from teenage boys to grandmothers. By taking the time and effort required to learn haircolor, you will find that it is also a science as well as an art. You will learn that it is fun and easy and all your efforts will be rewarded financially in the salon.

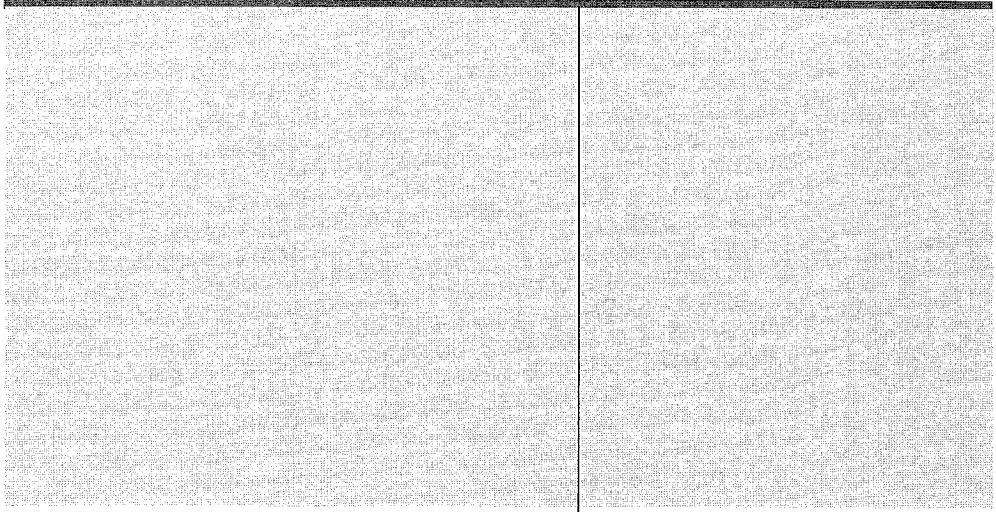
Cosmetologists should study and have a thorough understanding of chemical texture services because:

- > Haircolor services provide stylists and clients with an opportunity for creative expression and artistry.
- > Clients increasingly ask for and require excellent haircoloring services to cover gray, to enhance their haircuts, and to camouflage face-shape imperfections.
- > Haircolor products employ strong chemical ingredients to accomplish services, so being aware of what these chemicals are and how they work will enable you to safely provide color services for your clients.

ESSENTIAL REFLECTIONS

In the space below, list any fears you may have of learning and applying haircoloring principles. Take a few minutes to share your answers with your instructor. Determine a plan of action to overcome your fears. Revisit your list of fears one month prior to graduation, after you have more experience on the clinic floor, and see if you have overcome all of these initial fears.

Plan of Action To Overcome Fear	Fears



Plan of Action To Overcome Fear

Fears

ACTIVITY 2 The Level System

Research magazines with the goal of finding pictures of anything (hair, clothing, etc.) that show the 10 levels of hair or decolorization as stated in the chart below. Cut the colors out and paste them in the appropriate box. Option: Gather actual strands of hair in the various levels. Note: The names for the natural color levels may vary from manufacturer to manufacturer.

Level 10: Lightest Blond	Level 9: Very Light Blond
Level 8: Light Blond	Level 7: Medium Blond
Level 6: Dark Blond	Level 5: Lightest Brown
Level 4: Light Brown	Level 3: Medium Brown
Level 2: Dark Brown	Level 1: Black



Apply Haircolor

ACTIVITY Windowpane Color Applications

Windowpaning is the process of transferring key elements, points, or steps in a lesson into visual images that are hand-drawn into the squares, or *panes*, of a matrix. Let your mind think in pictures and sketch the essential concepts printed in each of the following windowpanes. Conduct additional research as applicable.

Lightener Retouch	Virgin Toner	Toner Retouch
Virgin Tint Going Lighter	Lighter Tint Retouch	Virgin Lightener
Virgin Tint Going Darker	Darker Retouch	Tint Back to Natural

- (2) **Fundamental:** There is beginning evidence of competency; task is completed alone; performance includes few errors.
 - (3) **Competent:** There is detailed and consistent evidence of competency; task is completed alone; performance includes rare errors.
 - (4) **Strength:** There is detailed evidence of highly creative, inventive, mature presence of competency.
- Space is provided for comments to assist you in improving your performance and achieving a higher rating.

PERFORMING A PATCH TEST PROCEDURE

Performance Assessed	1	2	3	4
Selected test area behind ear or on inside of elbow				
Cleaned and dried test area the size of a quarter				
Mixed product				
Applied product to test area				
Left mixture undisturbed for 24 to 48 hours				
Examined test area				
Recorded results on haircolor service record card				

PRELIMINARY STRAND TEST PROCEDURE

Performance Assessed	1	2	3	4
Performed scalp and hair analysis				
Properly draped client				
Parted off a 1/2-inch (1.25 centimeters) square section of hair in the interior nape area				
Used plastic clips to fasten other hair out of the way				
Placed hair strand over the foil or plastic wrap				
Applied color mixture				

Improvement Plan

DEMIPERMANENT HAIRCOLOR APPLICATION PROCEDURE

Performance Assessed	Improvement Plan			
	1	2	3	4
Towel-blotted excess product				
Proceed with styling and finish				

Performance Assessed	Improvement Plan			
	1	2	3	4
Shampooed client's hair with mild shampoo				
Towel-dried hair				
Put on gloves				
Parted the hair into four sections, from ear to ear and from front center to center nape				
Applied protective cream around hairline and over the ears				
Outlined the partings with color product				
Used ½-inch (1.25 centimeter) partings				
Applied color to new growth or scalp area in all four sections				
Worked product through to ends				
Set timer to process				
Massaged color into a lather and rinsed thoroughly				
Removed any stains around hairline with shampoo or stain remover				
Shampooed and conditioned hair				

LIGHTENING VIRGIN HAIR PROCEDURE

Performance Assessed	1	2	3	4
Draped client for haircolor service				
Put on gloves				

Improvement Plan

Performance Assessed	1	2	3	4
Draped client for haircolor service				
Put on gloves				
Parted dry hair into four sections and applied barrier cream around hairline and ears				
Outlined all four quadrants with color product				
Applied to new growth area using 1/4-inch (0.6 centimeter) partings				
Completed all four sides and set timer according to manufacturer's directions				
Prepared a no-lift deposit-only glaze formula				
Applied no-lift deposit-only glaze to mid-strand and worked through hair to ends				
Checked results before rinsing thoroughly				

Improvement Plan

PERMANENT SINGLE-PROCESS RETOUCH WITH GLAZE PROCEDURE

Performance Assessed	1	2	3	4
Shampooed hair				
Conditioned as needed				

Improvement Plan

TONER APPLICATION PROCEDURE

Performance Assessed	Improvement Plan			
	1	2	3	4
Applied lightener to hair near scalp with a ½-inch (0.25 centimeter) partings				
Applied lightener to porous ends				
Processed until desired stage was reached				
Rinsed hair thoroughly with warm water				
Shampooed gently and conditioned as needed, keeping hands under hair to avoid tangling				
Applied acid-balanced conditioner				
Reconditioned as necessary				
Towel-dried hair or dried under cool dryer per manufacturer instructions				
Examined scalp for abrasions				
Analysed condition of hair				
Proceeded with toner application if desired				

Performance Assessed	Improvement Plan			
	1	2	3	4
Pre-lightened hair to desired stage				
Shampooed hair				

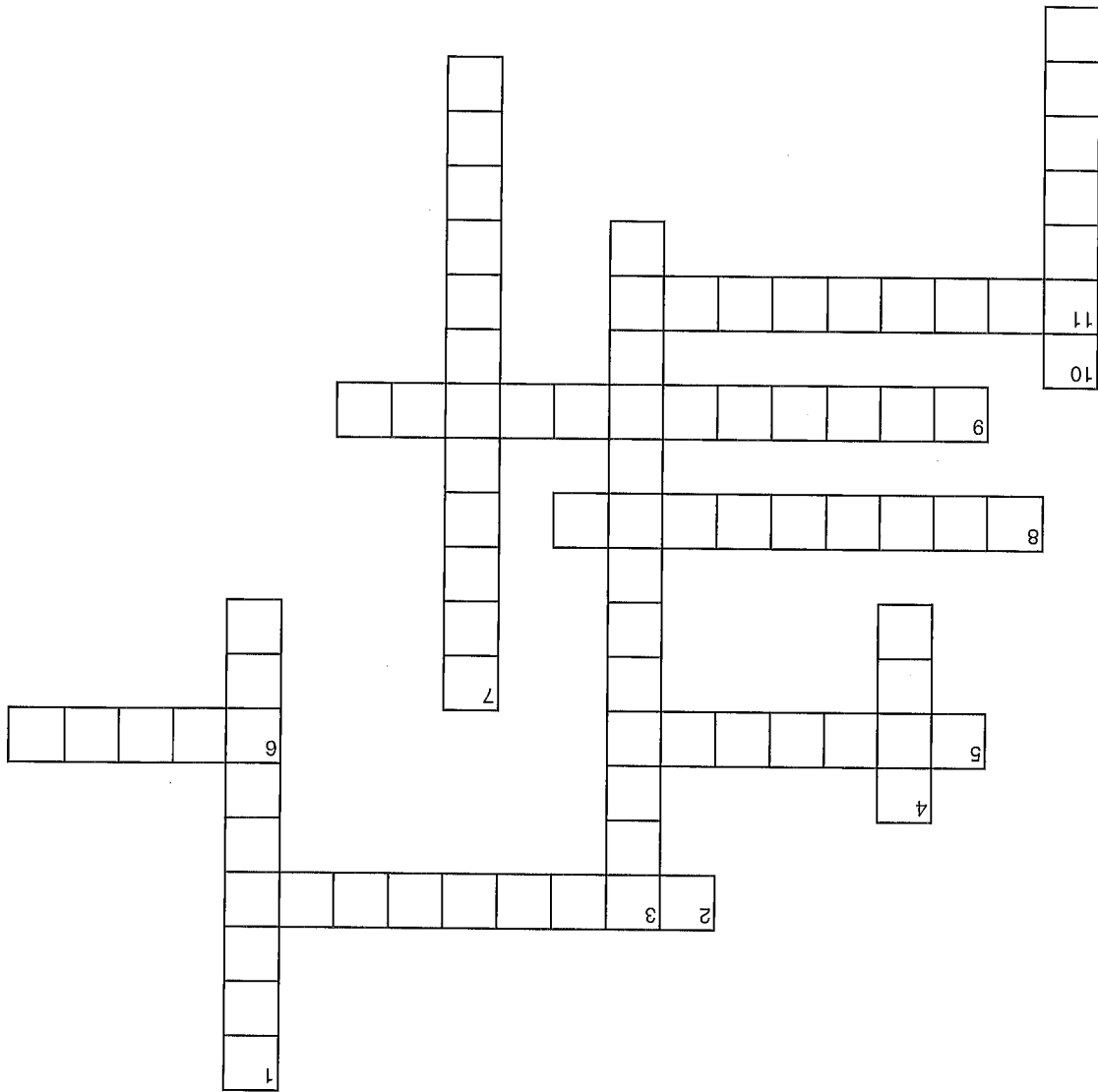
Improvement Plan	4	3	2	1	Performance Assessed
					<p>Removed toner by wetting hair and massaging into a lather</p> <p>Rinsed with warm water</p> <p>Shampooed gently</p> <p>Rinsed thoroughly a second time</p> <p>Applied acidic conditioner to close cuticle, lower the pH, and help prevent fading</p> <p>Removed toner stains from skin, hairline, and neck</p>
					<p>Applied more toner if needed</p> <p>Gently worked toner through ends of hair using brush, bottle, and/or fingers</p> <p>Left hair loosely piled to permit air circulation or covered hair with cap if required</p> <p>Timed according to strand test</p> <p>Removed toner by wetting hair and massaging into a lather</p> <p>Rinsed with warm water</p> <p>Shampooed gently</p> <p>Rinsed thoroughly a second time</p> <p>Applied acidic conditioner to close cuticle, lower the pH, and help prevent fading</p> <p>Removed toner stains from skin, hairline, and neck</p>
					<p>Applied more toner if needed</p> <p>Gently worked toner through ends of hair using brush, bottle, and/or fingers</p> <p>Left hair loosely piled to permit air circulation or covered hair with cap if required</p> <p>Timed according to strand test</p> <p>Removed toner by wetting hair and massaging into a lather</p> <p>Rinsed with warm water</p> <p>Shampooed gently</p> <p>Rinsed thoroughly a second time</p> <p>Applied acidic conditioner to close cuticle, lower the pH, and help prevent fading</p> <p>Removed toner stains from skin, hairline, and neck</p>
					<p>Applied more toner if needed</p> <p>Gently worked toner through ends of hair using brush, bottle, and/or fingers</p> <p>Left hair loosely piled to permit air circulation or covered hair with cap if required</p> <p>Timed according to strand test</p> <p>Removed toner by wetting hair and massaging into a lather</p> <p>Rinsed with warm water</p> <p>Shampooed gently</p> <p>Rinsed thoroughly a second time</p> <p>Applied acidic conditioner to close cuticle, lower the pH, and help prevent fading</p> <p>Removed toner stains from skin, hairline, and neck</p>

Improvement Plan	4	3	2	1	Performance Assessed
					Completed back right side section
					Repeated procedure on the back left side of head
					Worked around the head to the left side area
					Worked upto the side areas
					Brought fine slices of hair into foil and applied lightener to hair
					Clipped up foil
					Moved to other side of head and completed matching sections
					Took a fine slice of hair from the top of the side section to the center part, following the shape of the hairline; placed it on foil and applied lightener
					Continued toward top until last foil was placed
					Allowed lightener to process according to strand test
					Checked foils to determine if desired lightness was achieved
					Removed foils one at a time at shampoo area

ESSENTIAL REVIEW

ACTIVITY 1 Crossword Puzzle

After identifying the appropriate word from the clues listed below, locate the word in the following crossword puzzle.



Across
Word

Clues

2. Oxidizer added to hydrogen peroxide to increase lifting power
5. A combination of equal parts of a prepared permanent color mixture and shampoo used during the last 5 minutes of a haircolor service and worked through the hair to refresh the ends.
6. Unit of measurement of lightness or darkness of a color

Match each of the following essential terms with its identifying phrase or definition.

ACTIVITY 3 Matching Exercise 

P	G	N	I	T	H	G	I	L	H	G	I	H
R	P	V	I	T	E	R	T	I	A	R	Y	C
E	D	R	D	N	K	G	B	T	W	R	A	M
L	S	V	E	Y	T	A	N	L	O	P	G	K
I	D	E	N	S	L	E	S	I	T	N	P	L
G	C	N	C	I	O	L	N	E	V	R	E	E
H	T	I	A	O	I	F	C	S	I	A	M	R
T	F	G	L	C	N	H	T	M	I	U	E	L
E	E	I	I	L	N	D	A	E	L	T	Y	W
N	L	N	L	I	A	R	A	O	N	N	Y	L
I	G	D	Q	L	Y	T	V	R	M	I	T	T
N	J	U	Y	L	E	J	E	N	Y	Z	N	R
G	E	M	J	P	N	R	D	M	L	D	J	G

Analysis

Blonding

Coating

Complementary colors

Base color

Glaze

Intensity

High porosity

Line of demarcation

Primary color

1. The predominant color and tone

2. An examination of the hair

3. A term applied to lightening the hair

4. Pigment that is fundamental and cannot be made

5. The cuticle is lifted and the hair is overly porous

6. Residue that can block/interfere with color penetration

7. Strength of color

8. Visible line separating colored hair from new growth

9. A no-lift deposit-only color that adds shine and tone

10. Primary and secondary colors positioned directly opposite each other on the color wheel

11. After the hair goes through the 10 stages of decolorizing, the color that is left in the hair is known as its _____.
12. An example of a natural or vegetable haircolor obtained from the leaves or bark of plants is _____.
13. Chemical compounds that lighten hair by dispersing, dissolving, and decolorizing the natural hair pigment are _____.
14. Colored mousses and gels are considered to be in what haircolor category?
- a) dispersers
b) dissolvers
c) decolorizers
d) lighteners
15. Colors achieved by mixing equal parts of two primary colors are called _____ colors.
- a) secondary
b) tertiary
c) neutral
d) protein
16. Colors tones that are golden, orange, red, and yellow are considered to be _____ tones.
- a) warm
b) cool
c) neutral
d) primary
17. Colors tones that are blue, green, and violet are considered to be _____ tones.
- a) warm
b) cool
c) neutral
d) primary
18. Equal parts of blue and yellow mixed together create _____.
- a) pink
b) violet
c) green
d) orange
19. Equal parts of red and yellow mixed together create _____.
- a) pink
b) violet
c) green
d) orange
20. Equal parts of red and blue mixed together create _____.
- a) pink
b) violet
c) green
d) orange
21. Hair texture is determined by the _____ of the individual hair strand.
- a) length
b) strength
c) diameter
d) color

32. The cortex or middle layer of the hair gives strength and elasticity and contributes about _____ percent to the overall strength of the hair.
- a) 10
b) 20
c) 60
d) 80
33. The strength of a color tone is referred to as _____.
- a) level
b) value
c) depth
d) intensity
34. The measure of the potential oxidation of varying strengths of hydrogen peroxide is _____.
- a) density
b) value
c) volume
d) percentage
35. The cuticle of the hair protects the interior and contributes _____ percent to the overall strength of the hair.
- a) 10
b) 20
c) 60
d) 80
36. The U.S. Federal Food, Drug, and Cosmetic Act prescribes that a patch test, also called a/an _____ test, be given twenty-four to forty-eight hours prior to an application of aniline derivative tint.
- a) predisposition
b) allergy
c) reaction
d) postdisposition
37. The term used to describe the warmth or coolness of a color is _____.
- a) mixed melanin
b) contributing pigment
c) tone or tonality
d) value or depth
38. The preliminary strand test will tell you how the hair will react to the color formula and indicate _____.
- a) application method
b) processing time
c) client satisfaction
d) application time
39. The method used to analyze the lightness or darkness of a hair color, whether natural or artificial, is called _____.
- a) the law of color
b) the level system
c) the color wheel
d) primary color system
40. The tint formula in permanent haircolor contains uncolored dye _____, which are small compounds that can diffuse into the hair shaft.
- a) successors
b) precursors
c) activators
d) protinators
41. The melanin found in red hair is known as _____.
- a) pheomelanin
b) eumelanin
c) neomelanin
d) eurmelanin

53. What is added to hydrogen peroxide to increase its chemical action or lifting power?
- a) accelerator
b) diffuser
c) dissolver
d) lightener
54. What are the three types of hair lighteners?
- a) oil, cream, powder
b) oil, paste, powder
c) cream, powder, paste
d) cream, paste, powder
55. What product is used to open the cuticle of the hair fiber so that tint can penetrate it?
- a) hair conditioner
b) color filler
c) alkalinizing agent
d) medicated shampoo
56. When performing retouches on red hair, the reds will last longer if you create them using a separate formula with a _____ haircolor product applied to the mid-shaft and ends of the strand.
- a) high-lift
b) deposit-only
c) temporary
d) vegetable tint
57. When arranging for a haircolor service consultation, _____ walls are recommended.
- a) pastel-colored
b) white or neutral
c) bright-colored
d) soft, yellow
58. When applying haircoloring products, always follow _____.
- a) manufacturer's directions
b) your instincts
c) client's directions
d) personal preference
59. Which type of lightener is not used directly on the scalp?
- a) oil
b) cream
c) powder
d) paste
60. Which type of haircolor product uses the largest pigment molecules?
- a) permanent
b) semipermanent
c) demipermanent
d) temporary

ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO 1 Explain the significance of a client intake form used in hair removal services.
- LO 2 Name the conditions that contraindicate hair removal in the salon.
- LO 3 Identify and describe three methods of permanent hair removal.
- LO 4 List the eight methods used for temporary hair removal.

why study

HAIR REMOVAL?

The technical terms for superfluous hair are *hirsuties* (hur-SUE-shee-eez) and *hypertrichosis* (hy-pur-trih-KOH-sis). Actually, the terms mean nothing more than hair growth occurring in unusual amounts or locations on male and female clients. Often, these clients would like to have the hair removed, and this is where the professional cosmetologist comes in.

At some point, nearly every client will encounter unwanted hair in one area or another. In fact, excessive hair can be extremely embarrassing and unattractive for female clients, especially when the hair is found on the face and chest. It is essential that you master the techniques used for removal of unwanted hair and also learn to be sensitive when approaching a client about this type of service.

Cosmetologists should study and have a thorough understanding of hair removal because:

- > Removing unwanted hair is a primary concern for many clients, and being able to advise them on the various types of hair removal will enhance your ability to satisfy your clients.
- > Offering clients hair removal services that meet their needs and can be scheduled while they are already in the salon can be a valuable extra service you can offer.
- > Learning the proper hair removal techniques and performing them safely makes you an even more important part of a client's beauty regimen.

Client history

Name Sally Boston

Address 555 Mystery Lane

City Atlanta State GA Zip code 555-4444

Email Home phone 555-3333

Cell phone 555-5555 Work phone 555-4444

Occupation Accountant Referred by Janet Cooper

Date of Birth 12/1/1980

Is this your first facial treatment? YES NO

Have you been waxed before? YES NO

Do you have acne or frequent blemishes? YES NO

Have you ever used:

RetinA (Tretinoin), Differin (Adapalene), Tazorac (Tazarotene), Azelox? YES NO

Any other topical/dermatological prescription drugs? YES NO

Accutane: (isotretinoin)? YES NO

Are you using glycolic or alphahydroxy acids, salicylic acid, or skin bleaching products? YES NO

Have you had microdermabrasion or a chemical peel? YES NO

Have you had laser resurfacing, laser or light treatment, facial injectables, or plastic surgery? YES NO

Do you smoke? YES NO

Do you tan or use tanning beds/booths? YES NO

Are you pregnant? YES NO

Are you nursing? YES NO

Taking birth control pills? YES NO If so, how long?

Have you had skin cancer? YES NO

Do you experience stress? YES NO If so, how often?

Do you wear contact lenses? YES NO

Are you under a physician's care? YES NO

Physician's Name Dr. Bibbs

Do you have any allergies to cosmetics, foods, or drugs? YES NO

Please list

Eyebrow Tweezing Procedure

ACTIVITY Eyebrow Tweezing Procedure

Number the steps for an eyebrow tweezing procedure in the order in which they should occur:

Eyebrow Tweezing Procedure

Remove the hairs between the brows.

Cleanse the eyelid area.

Brush the eyebrows.

Brush the eyebrow hair to its normal position.

Soften brows.

Sponge the tweezed area with antiseptic.

Apply mild toner.

Brush the hair downward and shape the upper section of one eyebrow.

Sponge the area with toner to soothe skin.

Brush the hairs upward and remove hairs from under the eyebrow line.

EYEBROW TWEEZING PROCEDURE

Improvement Plan	4	3	2	1	Performance Assessed
					Put on gloves. Cleansed the eyelid area with cotton balls moistened with gentle eye makeup remover
					Used a small brush to remove any powder or scalliness
					Saturated cotton or towel with warm water and placed over brows for 1 to 2 minutes
					Applied a mild toner on a cotton ball prior to tweezing
					Removed hairs between the brows by stretching skin taut
					Grasped individual hairs with tweezers and pulled with a quick motion, always in the direction of growth
					Tweezed between the brows and above the eyebrow line first
					Sponged the tweezed area frequently with cotton moistened with an antiseptic lotion
					Brushed hair downward
					Removed excessive hairs from above the eyebrow line without creating a hard line
					Shaped upper section of one eyebrow and then shaped the other
					Frequently sponged the area with toner
					Brushed hairs upward

Improvement Plan	4	3	2	1	Performance Assessed
					Dried treatment area
					Tested wax temperature and consistency by applying a small drop on your inner wrist
					Using spatula, spread thin coat of wax over area to be treated
					Did not double dip
					Applied a fabric strip over the waxed area
					Ran finger over fabric surface three to five times in direction of hair growth
					Gently applied pressure and quickly removed the fabric strip by pulling it in the direction opposite the hair growth
					Did not pull straight up on the strip
					Applied light pressure to the treated area
					Removed remaining wax residue from skin with a gentle wax remover
					Repeated procedure on other eyebrow
					Cleansed skin with mild emollient cleanser and applied emollient or antiseptic lotion

BODY WAXING USING SOFT WAX PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Immediately applied pressure to the waxed area with finger					
Held finger on the area for approximately 5 seconds to relieve discomfort					
Repeat the application and removal in the same manner to the other side of the lip					
Removed any remaining wax residue from the skin with a gentle wax remover					
Cleansed the skin with a mild emollient cleanser					
Applied an emollient or antiseptic lotion					

Performance Assessed	1	2	3	4	Improvement Plan
Melted the wax in the heater					
Draped treatment bed with disposable paper or a bed sheet with paper over the top					
If bikini waxing, offered client disposable panties or a small clean towel					
If waxing the underarms, had client remove bra and put on a terry wrap					
Offered terry wrap when waxing legs					
Assisted client onto the treatment bed					

Improvement Plan	4	3	2	1	Performance Assessed
					Did not pull the fabric strip straight upwards
					Applied gentle pressure and lightly massaged the treated area
					Repeated steps, using a fresh fabric strip every time
					Removed remaining residue of powder from skin
					Cleansed area with a mild emollient cleanser
					Applied an emollient or antiseptic lotion
					If waxing the legs, had client turn over, and repeated procedure on the backs of legs
					Undraped client
					Escorted to dressing room

ACTIVITY 2 Matching Exercise

Match the following essential terms with their identifying phrases or definition.

- | | | |
|---|-------|--------------------|
| 1. The targeted area should be softened by applying a warm, moist towel, and then applying a cream or lotion that has excellent lubrication qualities and calms the skin. | _____ | Threading |
| 2. Depilatory that can be used on the cheeks, chin, upper lip, arms, and legs | _____ | Hard wax |
| 3. Used for the temporary removal of superfluous hair by dissolving it at the skin's surface | _____ | Laser hair removal |
| 4. Does not require fabric strips for removal | _____ | Tweezing |
| 5. A laser beam is pulsed on the skin, impairing hair growth. | _____ | Soft wax |
| 6. Substance used to remove hair from the bottom of the follicle | _____ | Depilatory |
| 7. The twisting and rolling of cotton thread along the skin surface, entwining the hair in the thread and lifting it from the follicle | _____ | Epilator |
| 8. Commonly used for shaping the eyebrows | _____ | Shaving |
| 9. Permanent hair removal treatment that uses intense light to destroy the hair follicles | _____ | Sugaring |
| 10. Temporary method of hair removal that uses a thick, sugar-based paste | _____ | Photoepilation |

Down
Word

Clue

- | | |
|---|-------|
| 1. Temporary hair removal that involves the use of a thick, sugar-based paste | _____ |
| 2. Temporary hair removal method that involves twisting and rolling cotton thread along the surface of the skin, entwining the hair in the thread, and lifting it from the follicle | _____ |
| 4. Hair removal by means of an electric current that destroys the growth cells of the hair | _____ |
| 5. Advisable to determine whether the individual is sensitive to the action of the depilatory | _____ |
| 8. Substance, usually a caustic alkali preparation, for temporary hair removal | _____ |

14. When tweezing the eyebrows, tweeze between the brows and above the brow line first because the area under the brow line is much more _____.
15. Threading, sugaring, and specialty waxing, such as Brazilian waxing, are advanced techniques that require additional _____.
16. When performing waxing services, wear disposable gloves to prevent contact with _____.
17. Depilatories contain detergents to strip the sebum from the hair and _____ to hold the chemicals to the hair shaft for the 5 to 10 minutes that are necessary to remove the hair.
18. If a client requests a chemical depilatory, you should perform a _____ to determine whether the individual is sensitive to the action of the product.
19. Wax is a commonly used _____, applied in either hard or soft form.
20. The natural arch of the eyebrow follows the _____, or the curved line of the eye socket.
21. When performing a soft wax service, the fabric strip and the wax that sticks to it are removed by pulling it in the direction _____ the hair growth.
22. Do not apply wax over warts, moles, _____, or irritated or inflamed skin.
23. Apply _____ to calm and soothe sensitive skin that becomes red or swells due to a waxing procedure.
24. The condition pertaining to an excessive growth or cover of hair is called _____.
25. _____ is also known as photoepilation.

ESSENTIAL OBJECTIVES

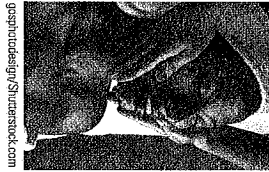
After completing this chapter and completing the Essential Companion components, you will be able to:

- L01 Explain the pertinent information to gather during a client consultation and skin analysis performing facial treatments.
- L02 Identify examples of contraindications that prohibit performing facial treatments.
- L03 Determine the difference between skin type and skin condition.
- L04 Name the different categories of skin care products used in facial treatments.
- L05 Explain the different categories of skin care products used in facial treatments.
- L06 Define why massage is used during a facial.
- L07 Name and briefly describe the five categories of massage manipulations
- L08 Name and describe two types of electrical machines used in facial treatments.
- L09 Explain how the two types of electrical machines add value to a facial.
- L10 Know the difference between galvanic and high frequency treatments used in facial services.
- L11 Explain how light therapy is used to treat the skin.
- L12 Discuss how aromatherapy is used in the basic facial.


ESSENTIAL REFLECTIONS

Mind Map Facials

Mind mapping creates a free-flowing outline of material or information. Using the central or key points of *preservative* and *corrective* facials, diagram the purpose and benefits of such treatments. Use terms, pictures, and symbols as desired. Using color will increase retention of the material. Keep your mind open and uncluttered, and do not worry about where a line or word should go as the organization of the map will usually take care of itself. (Note: There is free mind mapping software online if you prefer to create the mind map digitally instead of drawing it by hand.)



gasparddesign/Shutterstock.com

 **ACTIVITY 2** Contraindications

Identify six examples of contra indications that prohibit performing facial treatments.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

ACTIVITY 1 Categorize Skin Care Products

List the major categories of skin care products used in facial treatments.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

ACTIVITY 2 Skin Care Product Research

Research a variety of skin care products available in your school and found at local supply stores. Include cleansers, toners, moisturizers, and so on. Use the chart below to track your findings.

Product Name	Pleasant Fragrance (Yes/No) Identify	Texture: How Does Product Feel?	Purpose of the Product	What Skin Type Is Product Used For?

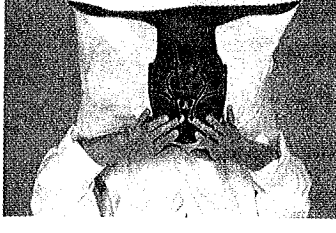
1.



2.



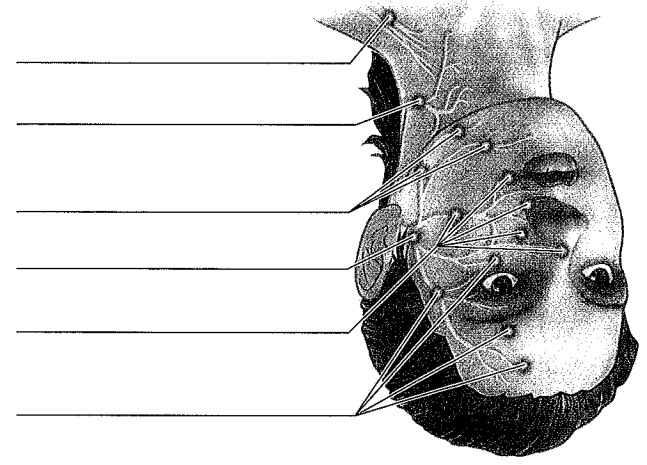
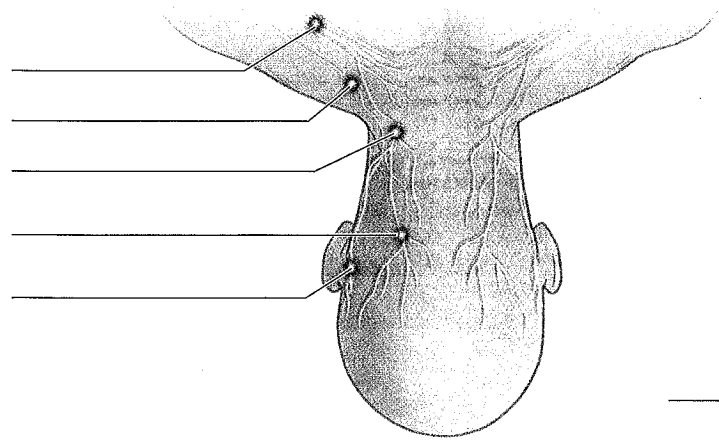
3.



Label each of the manipulations found below in the space provided.

ACTIVITY 3 Massage Manipulations

Where Used	Movement Description	Name of Movement
		Vibration
		Tapotement
		Friction



On the diagrams below, identify the motor nerve points of the face and neck.

ACTIVITY 5 Motor Nerve Points

- | | |
|--|------------------|
| 10. Vigorous movement that applies a twisting motion against the bones in the opposite direction | _____ Hacking |
| 9. Grasping flesh firmly in one hand and moving hand up and down along the bone while other hand keeps arm or leg in steady position | _____ Tapotement |
| 8. Pressing and twisting the tissues with a fast back-and-forth movement | _____ Wringing |
| 7. Another term for percussion | _____ Chucking |
| 6. Chopping movement performed with edges of hands | _____ Rolling |
| 5. Deep rubbing movement | _____ Vibration |
| 4. Kneading movement | _____ Percussion |
| 3. Shaking movement | _____ Friction |
| 2. Light, continuous, stroking movement | _____ Pétissage |
| 1. Tapping, slapping, and hacking movements | _____ Effleurage |

Match the following essential terms with their identifying phrases or definition.

Matching Exercise

ACTIVITY 4 Basic Massage Movements

How Electrotherapy and Light Therapy Treat the Skin

ACTIVITY Electrotherapy and Light Therapy

List the contraindications for electrotherapy.

Explain the difference between galvanic and high-frequency treatments used in facial services.

BASIC FACIAL PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Had client remove jewelry					
Escorted client to dressing room					
Offered assistance					
Placed clean towel across back of facial table or chair					
Helped client onto facial table					
Placed towel across chest and sheet over body, folding top edge of towel over it					
Removed client's shoes and tucked cover around feet					
Fastened headband, towel or other head covering around head to protect hair					
Removed lingerie straps from shoulders or tucked into topless gown					
Removed makeup					
Applied cleanser					
Removed cleanser with facial sponges, tissues, moist cotton pads, or warm, moist towels					
Started at forehead and followed contours of the face					
Removed all cleanser from one area of face before proceeding to the next					

FACIAL FOR DRY SKIN PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Properly draped chair and client					
Removed eye makeup					
Applied cleanser					
Removed cleanser residue					
Analyzed the client's skin					
Steamed face					
Exfoliated face with product designed for dry skin					
Applied eye cream under eyes					
Applied moisturizer or massage cream					
Performed basic facial manipulations					
Removed massage cream					
Electrotherapy Option #1: Performed galvanic treatment					
Electrotherapy Option #2: Performed high-frequency treatment					
Applied additional moisturizer					
Applied soft-setting cream or hydrating gel mask					
Applied cold cotton eye pads					
Removed mask					
Applied toner					
Applied moisturizer or sunscreen					
Proceed with additional desired service					
Post-service cleanup and appointment scheduling completed					

FACIAL FOR ACNE-PRONE AND PROBLEM SKIN PROCEDURE

Performance Assessed	Improvement Plan			
	1	2	3	4
If skin was clogged, proceeded to mask step				
If not clogged, applied hydration fluid and performed massage manipulations				
Applied mask				
Removed mask				
Applied toner				
Applied moisturizer or sunscreen				
Proceeded with additional desired service				
Post-service cleanup and appointment scheduling completed				
Properly draped chair and client				
Put on disposable gloves				
Removed client's eye makeup				
Applied cleanser				
Removed cleanser residue (did not apply toner)				
Steamed face				

ESSENTIAL REVIEW

ACTIVITY 1 Word Scramble

Using the clues provided, unscramble the terms below.

Scramble	Correct Word
naechtsee	Clue: covering used during basic facial. _____
lalcateermitsa	Clue: moisturizes and softens facial skin. _____
askm	Clue: concentrated facial treatment product. _____
deahvocireng	Clue: protects the hair. _____
eslwot	Clue: can replace headbands. _____
gsespro	Clue: used for cleansing makeup. _____
ghhicyueerfn	Clue: uses electrodes for application. _____
itengtnrsa	Clue: help rebalance the pH. _____
fnredarmpal	Clue: used to heat skin and increase blood flow. _____
ngffgnlyamamlp	Clue: used in skin analysis. _____
pslasuta	Clue: used to remove product from containers. _____
nrizutsum	Clue: help increase moisture content on skin surface. _____
seamgasracem	Clue: facilitates massage movements. _____
zuega	Clue: loosely woven cotton. _____
gmasesa	Clue: Exercises facial muscles. _____

15. _____ movement involves pressing and twisting the tissues with a fast back-and-forth movement.
16. Use of the wrists and outer edges of hands in fast, light, firm, flexible motions against the skin in alternate succession is called _____.
17. Mixtures of humectants that help diminish the appearance of fine lines and wrinkles are called _____.
18. When the skin is grasped between the fingers and palms and tissues are lifted from the underlying structures and squeezed or pinched with light, firm pressure, it is called _____.
19. _____ is the process of using galvanic current to enable water-soluble products that contain ions to penetrate the skin.
20. _____ is a rotating electric appliance with interchangeable brushes that can be attached to the rotating head.

ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO1 Describe the various types of cosmetics and their uses for facial makeup.
- LO2 Explain how to use color theory when choosing cosmetics for makeup application.
- LO3 Identify different facial types and summarize basic makeup techniques to alter them.
- LO4 Name and describe the two types of artificial eyelashes.
- LO5 List tips for creating special-occasion makeup for eyes, cheeks, and lips.

why study FACIAL MAKEUP?

What makes learning to apply makeup such a critical part of your career as a cosmetologist? You need to consider the structure of the client's face, the color of the eyes, skin, and hair. You will need to consider how the client wants to look, keeping in mind the reasonable results you will be able to achieve. For example, you cannot change a large nose into a petite nose. You can, however, artistically and scientifically apply makeup and arrange hair so as to minimize the size of the nose. You will truly become an artist when you can apply color, shading, and highlighting to create illusions that present the client in the most attractive manner. You will need to know all the techniques used for face shapes and features, and, as a professional cosmetologist, you will be able to apply all those techniques combined with the appropriate hair color and design to create the best possible image for your client.

Cosmetologists should study and have a thorough understanding of facial makeup because:

- > Clients rely on you for advice on how to look their best.
- > Basic makeup techniques provide the finishing touch to any hairstyling service.
- > A general understanding of facial makeup formulation assists you in understanding when and on whom they should be used.
- > Highlighting, contouring, and other face-shape altering techniques will help you accent your clients' best features while minimizing those that are less desirable.

explaining each product's purpose and how it is used.

Be prepared to do an oral presentation to your classmates about your project,

chosen.

Your collage, built on a large poster board or other suitable background, should depict a complete cosmetic and skin care regimen for the category you have

an artistic representation for your chosen category.

Look through industry and fashion magazines and choose ads that depict various types of cosmetics, such as lipstick, eye cream, moisturizer, foundation, mascara, etc. Cut out the ads and use colored markers and any other implements to create

makeup, evening makeup, normal skin, dry skin, or oily skin.

a collage of commercial cosmetics in at least two categories, such as daytime

Choose a partner and conduct a joint research project. Your goal is to create

ACTIVITY 2 Commercial Cosmetics



• Eye Shadows

o Purpose:

• Eyeliner

o Purpose:

• Eyebrow Pencils and Eyebrow Powders

o Purpose:

• Cheek Color

o Purpose:

• Lip Color

o Purpose:

• Mascara

o Purpose:

Down
Word

- Clue**
1. Used to add matte finish to face
 3. Part of a complete and effective makeup application if well groomed
 4. Used to darken, define, and thicken lashes
 5. Used for theatrical purposes
 6. Used to accentuate eyelids
 10. Used to color cheeks

Alter Face Shapes with Makeup

ACTIVITY 1 Identify Face Shapes

Let your mind think in pictures and sketch the essential concepts printed in each of the following windowpanes. Do not be concerned with your artistic ability. Use lines and stick figures to depict the concepts requested.

Diamond Face Shape	Inverted Triangle Face Shape	Triangle Face Shape
Square Face Shape	Round Face Shape	Oval Face Shape

Oblong Face Shape



Apply Artificial Eyelashes

ACTIVITY 1 Name the two types of artificial eyelashes.

1.

2.

ACTIVITY 2 Strip Eyelashes Procedure

Number the following steps in the preparation, procedure, and cleanup activities for applying artificial strip eyelashes in the order they should occur. The numbers do not align exactly with the core book, so you will need to pay extra attention to the step order.

Procedure

Apply adhesive. Apply a thin strip of lash adhesive to the base of the lash and allow a few seconds for it to set.

Prepare lashes. Brush the client's eyelashes to make sure they are clean and free of foreign matter, such as mascara particles. Curl the eyelashes with an eyelash curler before you apply the artificial lashes.

Use tweezers to carefully remove the eyelash strip from the package.

Lightly apply mascara to the tips to minimize separation between the false and natural lashes.

Measure the strip lash by lightly placing them along the client's lash line. Shape eyelash. Adjust the length by trimming the outer edges of each strip.

Apply the lash. Align the strip with the client's lash line, starting at the outer edge of the eye. Using an orange stick (wooden pusher) or the rounded edge of your tweezers to slide the strip right up to the base of the lashes.

Alternative method: Starting with the shorter part of the lash and placing it at the inner corner of the eye toward the nose is also acceptable. The technician starts at the outer lash line in this specific procedure so that the longest areas are aligned. The lash can always taper off to the shortest natural lashes, but not vice-versa.

ACTIVITY 3 Practice Session!

Demonstrate to your instructor how to apply and remove both types of artificial eyelashes.

ESSENTIAL RUBRICS

Rubrics are used in education for organizing and interpreting data gathered from observations of student performance. A rubric is a clearly developed scoring document used to differentiate between levels of development in a specific skill performance or behavior. A rubric is provided in this study guide as a self-assessment tool to aid you in your behavior development.

Rate your performance according to the following scale:

(1) Development Opportunity: There is little or no evidence of competency; assistance is needed; performance includes multiple errors.

(2) Fundamental: There is beginning evidence of competency; task is completed alone; performance includes few errors.

(3) Competent: There is detailed and consistent evidence of competency; task is completed alone; performance includes rare errors.

(4) Strength: There is detailed evidence of highly creative, inventive, mature, presence of competency.

Space is provided for comments to assist you in improving your performance and achieving a higher rating.

BASIC PROFESSIONAL MAKEUP APPLICATION PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Draped client					
Cleansed face and removed cleanser					
Applied toner					

STRIP (BAND) LASH APPLICATION PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Sharpened lip pencil to apply lip liner					
Applied lip liner					
Applied lip color (without using lip color directly from the container)					
Used lip brush to smooth over any crevices					
Blotted the lips with tissue to remove excess product					

Performance Assessed	1	2	3	4	Improvement Plan
Brushed eyelashes					
Curled eyelashes with an eyelash curler					
Removed eyelash back from package with tweezers					
Trimmed each eyelash strip to fit eye					
Applied thin strip of adhesive and allowed a few seconds for it to set					
Applied upper band lashes					
Lightly applied mascara to the tips to minimize separation between the false and natural lashes					

4. _____ adds a little color to the face in powder, gel, liquid, or cream forms.
5. Eye shadows are applied on the eyelids to accentuate or contour them and come in a variety of finishes, including metallic, _____, frost, or shimmer.
6. A _____ color is darker than the client's skin tone and is applied to minimize a specific area so it is less noticeable.
7. The cosmetic used to define the eyes and make the lash line appear fuller is called _____.
8. _____ are special preparations for removing eye makeup.
9. _____ is applied to the skin before foundation to cancel out and help disguise skin discoloration.
10. _____ is a corrective makeup technique used to conceal scars, burns, and pigmentation issues ranging from vitiligo to tattoos.

ACTIVITY 2 Word Search

After identifying the appropriate word from the clues listed below, locate the word in the word search puzzle.

- Applied to the skin before foundation to cancel out and help disguise skin discoloration.
- The metal part of the brush that attaches the glued bristles to the handle and adds a certain amount of strength to the bristles
- Also known as pancake makeup
- Cosmetics applied on the eyelids to accentuate or contour
- Cosmetic preparation used to darken, define and thicken the eyelashes
- Separate artificial eyelashes that are applied to the base of the eyelashes one at a time
- Colors that suggest coolness and are dominated by blues, greens, violets, and blue-reds
- An obvious line where foundation begins or ends
- An application technique that draws light to an area, emphasizing features
- Also known as lipstick or lip gloss
- Also known as eyebrow powders
- Eyelash hairs attached to a band that is applied with adhesive to the natural lash line
- Colored pencil used to outline the lips and to help keep lip color from bleeding into the small lines around the mouth

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write notes about key points learned in the chapter. Share your Essential Discoveries with other students in your class and ask if the notes are helpful to them. You may want to update your discoveries based on good ideas shared by your peers.

Discoveries:

Accomplishments:

List at least three things you have accomplished since your last entry that relate to your career goals.

why study MANICURING AND PEDICURING?

It may help to understand a little of the history of manicuring in order to understand its relevance in today's society. The word *manicure* comes from the Latin word *manus* (which means hand), and the word *cura* (which means care). So, manicuring means just that, to improve the appearance of the hands and nails. You need to be able to provide this important service to your clients, but you also must maintain your own hands and nails in the best possible condition. After all, you will be touching your clients with your hands during every service you offer. It is important that your nails are smooth and do not scratch the client's skin or scalp.

The early societies of Egypt and China considered long, polished, and colored fingernails as a mark of distinction between the aristocrats and the commoners. Nails were shaped with pumice stones and colored with vegetable dyes. In the late 1800s, painted fingernails became a trend among the elite in Paris. Manicuring as a service and wearing nail polish became so popular in the 1920s that barber shops began to offer services for nails to both men and women. By the late 1950s, most states began to require licensure for this special service.

Cosmetologists should study and have a thorough understanding of manicuring and pedicuring because:

- > The appearance of nails and hands has become a visual benchmark in our society in the assessment of a person both socially and professionally.
- > Fashion continuously changes, and a professional cosmetologist should always stay current to new trends in all facets of the beauty industry.
- > Some clients cannot, due to health constraints, maintain their own nails; some just prefer to have a knowledgeable professional perform this task for them.
- > Clients love the relaxation and pampering manicures and pedicures provide. It will enable you to add these very desirable services to your service offerings.
- > It is important to differentiate between the various manicure and pedicure tools and to know how they are properly used.
- > It will allow you to perform a manicure or pedicure safely and correctly.

ACTIVITY State and Government Regulations

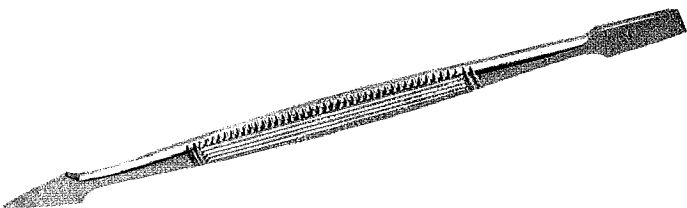
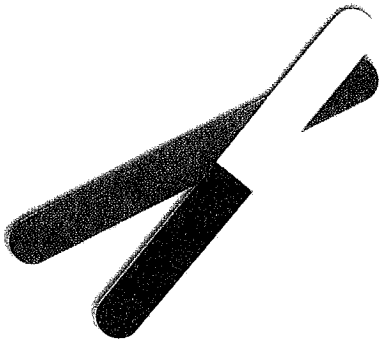
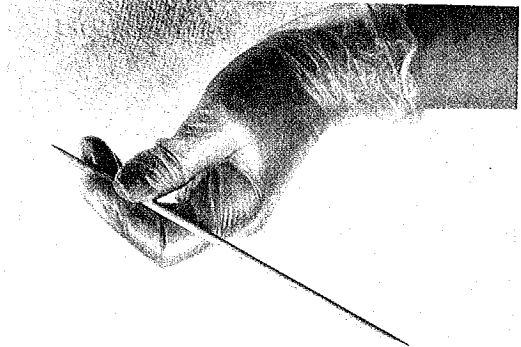
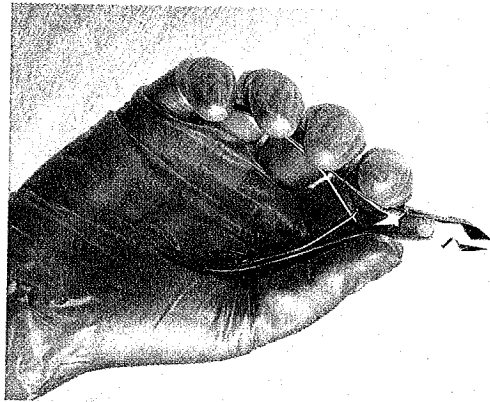
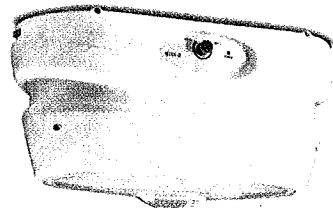
What do the following abbreviations stand for? In your own words, describe the following regulations.

• SOP:

• OSHA:

• PPE:

ACTIVITY 2 Manicuring Tools and Implements
 Identify each of the manicuring implements depicted below and list which implements are single-use or multiuse.



Photography by Dino Perocelli.



ESSENTIAL EXPERIENCE

Learn the Necessary

Components to Perform

the Basic Manicure

ACTIVITY 1 Three-Part Procedure
The nail care services are broken into three parts. List and describe them below.

- _____
- _____
- _____

ACTIVITY 2 Nail Consultation

There are nine tips to consider discussing with the client during the nail care consultation; list them below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



ESSENTIAL EXPERIENCE

How to Cater to a Man's Manicure Service

ACTIVITY Men's Nail Shapes and Massage

1. Men usually prefer their nails _____ with _____ with only a small amount of _____.
2. Usually men want a _____ massage with finger movements on the _____ and longer _____.
3. Men usually prefer _____ nails, _____ gloss, or a _____, clear _____ coating.

Spa Manicures and Basic Manicures

ACTIVITY Spa Manicures

In the salon, a variety of services and products can be added to a basic manicure that takes it a step beyond the basic manicure using added specialty techniques and skin treatments.

Complete the chart below:

Benefits	Manicure
	Spa Manicure
	Theme Manicure
	Waterless Manicures

ACTIVITY 3 Performing a Basic Manicure

Put the following steps for a basic manicure in the appropriate order.

- _____ Confirm or choose polish color.
- _____ Dry hands.
- _____ Repeat steps 5 through 10 on opposite hand.
- _____ Wash and dry client's hands.
- _____ Remove debris.
- _____ Loosen and remove cuticles.
- _____ Buff with high shine buffer.
- _____ Apply nail oil.
- _____ Brush nails.
- _____ Remove traces of oil.
- _____ Clean under free edge.
- _____ Apply cuticle remover.
- _____ Apply bleach.
- _____ Bevel nails.
- _____ Remove polish.
- _____ Apply lotion and massage.
- _____ Shape nails.
- _____ Soften eponychium and cuticle.
- _____ Nip dead tags of skin.
- _____ Apply polish.

35.	Postservice steps were completed.	1	2	3	4	5
34.	Dehydrator, base coat, two color coats, and top coat were applied.	1	2	3	4	5
33.	Sandals or single-use pedicure slippers were placed on both feet. Toe separators were inserted.	1	2	3	4	5
32.	Lotion or cream was removed from toenails with polish remover.	1	2	3	4	5
31.	Steps 29 and 30 were repeated on the other foot.	1	2	3	4	5
30.	The first foot was massaged, rewrapped in towel, and placed on a clean towel on floor or step.	1	2	3	4	5
29.	The towel was unwrapped and then cream, oil, or lotions were applied to the first foot.	1	2	3	4	5
28.	Steps 23 to 27 were repeated on the other foot.	1	2	3	4	5
27.	Your foot was dipped into the foot bath and toenails were brushed. The foot was dried thoroughly and wrapped it in a towel.	1	2	3	4	5
26.	The curette was used to push the soft tissue folds away from the walls of the lateral nail plate and remove debris.	1	2	3	4	5
25.	Any loose tags of dead skin were removed with a nipper.	1	2	3	4	5
24.	Loosened dead tissue was gently removed using a wooden or metal pusher. Excessive pressure was not used.	1	2	3	4	5
23.	The first foot was unwrapped and cuticle remover was reapplied beginning with the little toe and toward the big toe.	1	2	3	4	5
22.	Steps 16 through 21 were performed on the other foot.	1	2	3	4	5
21.	The nails were brushed with a nail brush, rinsed, and the foot was dried.	1	2	3	4	5
20.	The first foot was placed in the foot bath to rinse off the cuticle remover and callus softener.	1	2	3	4	5

ESSENTIAL RUBRICS

Rubrics are used in education for organizing and interpreting data gathered from observations of student performance. A rubric is a clearly developed scoring document used to differentiate between levels of development in a specific skill or performance. A rubric is provided in this study guide as a self-assessment tool to aid you in your development.

Rate your performance according to the following scale:

(1) Development Opportunity: There is little/no evidence of competency; assistance is needed; performance includes multiple errors.

(2) Fundamental: There is beginning evidence of competency; task is completed alone; performance includes few errors.

(3) Competent: There is detailed and consistent evidence of competency; task is completed alone; performance includes few errors.

(4) Strength: There is detailed evidence of highly creative, inventive, mature presence of competency.

Space is provided for comments to assist you in improving your performance and achieving a higher rating.

PRE-SERVICE PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Wore gloves					
Rinsed and then washed implements with soap and a nail brush					
Made sure to brush grooved areas and open hinged implements to scrub the area					
Rinsed implements					
Dried implements thoroughly					
Immersed implements in disinfectant for required time (opened hinged implements before immersing)					

PRE-SERVICE PROCEDURE: GREET CLIENT

Performance Assessed	1	2	3	4	Improvement Plan
Greeted client					
Client washed hands, including using a nail brush					
Used clean towels					
Made client comfortable					
Performed consultation					
Put on gloves to start the service					

Performance Assessed	1	2	3	4	Improvement Plan
Set out tools and implement					
Placed finger bowl and brush on table on left or right side of the table					

BASIC MANICURE PROCEDURE

Performance Assessed Improvement Plan

1
2
3
4

Removed polish and inspected nails

Shaped the nails

Softened eponychium and cuticle

Cleaned nails

Dried hands

Applied cuticle remover

Loosened and removed cuticles

Nipped dead skin tags

Cleaned under free edge

Removed client's hand from finger bowl

Removed debris

Repeated steps on opposite hand

HAND MASSAGE PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Applied massage lotion, oil, or cream					
Performed relaxer movement of wrist					
Performed joint movement on fingers					
Performed circular movement on palm					
Performed circular movement on wrist					
Performed transition movement and finger massage					
Performed effleurage of the arm					
Performed underarm massage					
Performed friction movement on the arms					
Performed wringing/friction movement on the forearms					
Performed kneading movement on arms, wrist to elbow, and back down to the wrists					
Performed elbow movement					

BASIC PEDICURE PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Finished the surface of the nail					
Used tip sealing or tipping techniques					
Applied the second coat of color on all nails					
Applied top coat					
Sealed the free edge					
Applied polish-drying product					
Assisted client under the nail dryer					

Performance Assessed	1	2	3	4	Improvement Plan
Checked water temperature					
Put on gloves					
Soaked feet					
Dried first foot thoroughly and placed foot on footrest or on towel in lap					

Improvement Plan	4	3	2	1	Performance Assessed
					Brushed nails above water
					Rinsed foot and dried thoroughly; loosely wrapped foot in a clean towel
					Repeated steps on opposite foot
					Reapplied cuticle remover to the first foot
					Removed cuticle tissue with wooden or metal pusher and loose tags with a nipper
					Used curette to push soft tissue away from nail plate walls
					Rinsed, brushed, and dried foot
					Repeated steps on other foot
					Applied lotion, cream, or oil to first foot
					Massaged foot
					Repeated steps on other foot
					Removed traces of lotion

ESSENTIAL REVIEW

Complete the following review of Chapter 25, Manicuring, and Chapter 26, Pedicuring.

1. When you perform nail services, you use permanent tools called _____.

- a) equipment
- b) implements
- c) materials
- d) cosmetics

2. Disposable implements include _____.

- a) nail clippers
- b) metal pushers
- c) tweezers
- d) wooden pushers

3. In a manicure service, to shape the free edge, you use a/an _____.

- a) wooden pusher
- b) metal pusher
- c) abrasive file
- d) tweezers

4. During a manicure procedure, the implement should be _____.

- a) cleaned and disinfected
- b) rinsed with water
- c) bagged and discarded
- d) wiped off with cotton

5. The benefit of using nail clippers to shorten nail length is to _____.

- a) create high shine
- b) strengthen weak nails
- c) reduce filing time
- d) reduce splitting

Performance Assessed	1	2	3	4	Improvement Plan
Joint movement for toes					
Repeated all movements on the other foot					
Feathered off					
Effleurage on the front of the leg					
Effleurage on the back of the leg					

16. After a manicure, before base coat is applied, you must _____.
- a) soak fingers in finger bowl
 - b) remove all traces of oil
 - c) apply cuticle remover
 - d) wash hands thoroughly
17. When removing nail polish from nails with wrap resins, a/an _____ product is recommended.
- a) acetone
 - b) oily
 - c) non-acetone
 - d) potassium
18. The best way to prevent excessive odors and control vapors from nail services in the salon is to use _____.
- a) a plastic trash can
 - b) ventilated receptacles with lids
 - c) multiple paper bags
 - d) a trash container with self-closing lid
19. Products designed to hasten the drying of nail polishes may be sprayed on or applied with a _____.
- a) wooden pusher
 - b) cotton swab
 - c) metal pusher
 - d) dropper
20. One of the functions of a top coat or sealer is to make the nail polish _____.
- a) dry more quickly
 - b) adhere to nail plate
 - c) resistant to chipping
 - d) appear thick and smooth
21. Nail hardeners include those with reinforcing fibers such as nylon, protein, and _____.
- a) potassium
 - b) methylene glycol
 - c) acetone
 - d) UV gels
22. The base coat creates a colorless layer on the natural nail that improves _____.
- a) adhesion of polish
 - b) and smoothes ridges
 - c) discoloration and stains
 - d) strength and rigidity
23. Another name for nail polish is _____.
- a) lotion
 - b) cream
 - c) lacquer
 - d) oil
24. Yellow surface discoloration or stains on fingernails can be removed with _____.
- a) cuticle removers
 - b) penetrating oils
 - c) polish removers
 - d) nail bleaches
25. Products used to soften dry skin around the nail plate and to increase flexibility by reducing brittleness of natural nails are _____.
- a) cuticle removers
 - b) nail conditioners
 - c) polish removers
 - d) nail bleaches

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write down key points learned in the chapter. Share your Essential Discoveries with the other students in your class and ask if they are helpful to them. You may want to update your discoveries based on any good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

ADVANCED NAIL TECHNIQUES?

why study

- LO 4 List two ways to create nail art from monomer liquid and polymer powder.
- LO 6 Describe the chemistry and main ingredients of light cured gels.
- LO 9 Explain when you would use a one-color or two-color method for applying UV or LED gels.
- LO 20 List the different types of light cured gels used in current systems.
- LO 21 Identify the supplies needed for light cured gel application.
- LO 22 Determine when to use light cured gels on your client.
- LO 23 List the four guidelines that will assist you in choosing the proper light cured gel technology for your client.
- LO 24 Discuss the differences between light cured lamps and bulbs.
- LO 25 Identify the advantages of using light cured gel polish.
- LO 26 Describe how to maintain light cured gel nail enhancements.
- LO 27 Explain how to correctly remove hard light cured gels.
- LO 28 Identify the correct way to remove soft light cured gels.

The nail industry experienced great expansion when the first artificial nail extensions were introduced in the early 1970s. The popular singer and actress Cher started a trend of very long nails that were squared off at the ends. By the 1980s, manufacturers had developed products that created very natural-looking artificial nails. It was then that the nail industry became the fastest growing area in the entire field of cosmetology, and it continues to grow. Cosmetologists who fine-tune their skills with manicuring, pedicuring, and advanced nail techniques can earn a very good income.

Cosmetologists should study and have a thorough understanding of advanced nail techniques because:

- > Offering advanced nail services expands your service offerings and enables clients to have a "one stop shop" experience in your salon.
- > Learning the proper technique for applying and removing nail tips will help your client keep her natural nails in the best possible health and condition.
- > Understanding the types and uses of nail wraps will enable you to determine the appropriate wrap for your client's specific needs.
- > An understanding of the chemistry of gel products will allow you to choose the best system and products to use in your salon.
- > An understanding of how gel nails are made, applied, and cured will allow you to create a safe and efficient salon service.
- > Clients often become loyal and steadfast when they receive excellent advanced nail services, maintenance, and removal.