

## **Hair Salon Skills (Roller Setting and Combing Out Hair)**

**Objective:** To teach students to roller set and comb out hair.

### **Setting and Materials**

**Setting:** Instruction is conducted in a vocational training cosmetology salon using peer mentors.  
**Materials:** Materials include manikin, manikin wigs, hair roller sets, hair brush, comb, shampoo, hair rinsing sink, hair dryer, and a hood hair dryer.

### **Content Taught**

Student is taught to roller set hair and comb out hair on three manikin wigs with different hair lengths.

Task analysis for roller setting:

1. shampoo hair
2. rinse hair
3. dry hair
4. section hair with a comb
5. position rollers with clips
6. place manikin under dryer

Task analysis for combing out:

1. rollers removed
2. hair brushed in the correct direction for the style
3. back-combed or back-brushed
4. hair subsequently combed or brushed in the direction indicated by the style

### **Teaching Procedures**

1. Prior to the lesson:
  - a) Choose four advanced students to serve as peer mentors based on their task proficiency and personal characteristics (able to exhibit appropriate verbal behavior, patience, good listening skills, willingness to participate).
  - b) Train peer mentors on procedures for roller setting and combing out, including delivering descriptive praise and corrective feedback.
2. Instructional procedures:

- a) Peer mentor will explain that they will be helping the student learn work-related skills more quickly.
- b) Peer mentor will explain that they will interact in ways that will not embarrass the student (e.g., demonstrations or corrective feedback will be given as a suggestion or as verbal prompts delivered quietly or away from the community patrons).
- c) Peer mentor will then explain and model each step of the task analysis for a) roller setting and b) combing out.
- d) Student will practice steps of the task analysis for a) roller setting and b) combing out.
- e) Peer mentor will provide descriptive praise for any portion of the task analysis that is correctly demonstrated and corrective feedback on missed portions of the behavior.
- f) If the student fails to demonstrate correct behavior for 3 trials, the peer mentor should model the behavior again.

### **Evaluation**

Data should be collected on the percentage of steps completed correctly on the task analysis. Students are required to meet the following criteria for roller setting:

1. combed sections in line with pictures illustrating style pattern
2. section lines even on both sides, and hairs combed away and not crossing the section line
3. correctly sized rollers selected for the style
4. all hair on a roller and evenly distributed
5. roller clipped tightly in place
6. hair dried adequately

Students are required to meet the following criteria for combing out after roller setting:

1. hair within each section lying in the direction illustrated by the hair style patterns.
2. hair blended without splits, except in accordance with the pattern diagrams.

**Lesson Plan Based on:**

Westerlund, D., Granucci, E. A., Gamache, P., & Clark, H. B. (2006). Effects of peer mentors on work-related performance of adolescents with behavioral and/or learning disabilities. *Journal of Positive Behavior Interventions*,

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