

Instructor Guide

Lesson 2: SPOT Overview

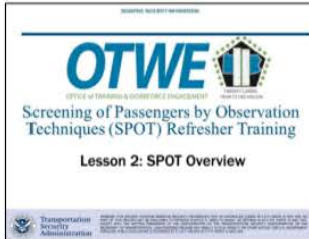
Purpose: To provide participants with an overview of the entire Screening Passengers by Observation Techniques (SPOT) process

Lesson Time: 3 hours

Instructor Materials	Participant Materials
• Instructor Guide (IG) • Chart, Easel • Laptop • Projector, Screen • Markers • <i>Steps in the SPOT Process</i> Poster	• Pen or Pencil • Chart, Easel • Markers • Blank Paper • Lesson 2: <i>Behavioral Indicators and Weights</i> Handout • <i>Secretary Memo on Race Neutrality</i> 2013 • Lesson 2: <i>Behavior Definitions Practice Worksheet</i> • <i>SPOT Behavioral Indicator Reference Guide – Page 2</i> Handout

Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the instructor take place during the course.
	Click identifies click-based animation. Look for the icon in the narrative to know when to advance to the next piece of information.
	Chart identifies where the instructor should use already created charts or where discussion points should be captured on a chart.
	Question Mark identifies where the instructor should ask questions.

Slide 1: SPOT Overview



Teaching Point: Before we get into the “nuts and bolts” of the course, this question and answer is a reminder as to why we are here: to keep the traveling public safe.

During this lesson, we will go over the SPOT process in general for a big-picture view.



Ask: What is our main goal as Transportation Security Administration (TSA) employees?

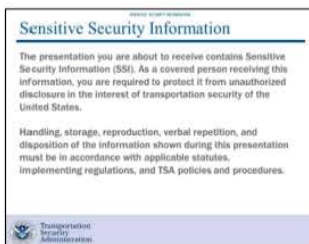
Answer: Our main goal is to keep the traveling public safe.



Ask: Can we do it alone? Who helps us with that?

Answer: Law enforcement, passengers, Transportation Security Officers (TSO), Supervisory Transportation Security Officers (STSO), and everyone.

Slide 2: SSI Statement



Teaching Point: the statement on this slide may be read aloud to the class or you may direct participants to read it to themselves.

“The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States.

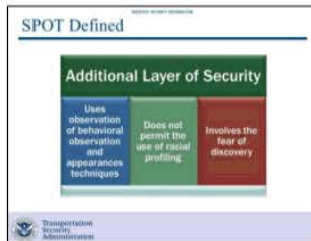
Handling, storage, reproduction, verbal repetition, and disposition of the information shown during this presentation must be in accordance with applicable statutes, implementing regulations, and TSA policies and procedures.”

Slide 3: Objectives

At the end of this lesson participants should be able to:

- Articulate the definition of SPOT
- Explain the purpose for conducting SPOT
- Summarize the steps in the SPOT process
- Describe the scoring process

Teaching Point: Ensure participants understand what will be covered in the lesson. The class will revisit the objectives during the lesson summary.

Slide 4: SPOT Defined

Teaching Point: Emphasize the fact that we never stray from the established methodology. For example, we never use race for decision-making purposes.

Teaching point: Emphasize to participants that no "defined characteristics" exist that can readily identify terrorists. Terrorists can be of any race, ethnicity, national origin, or religion which is the very reason why we do not racially, ethnically, or religiously profile. Instead of identifying terrorists by profiling, SPOT looks for behavior cues that an individual may be a terrorist because of his or her behavior(s) that appear out of place or are suspicious in nature. Refer participants to the *Secretary Memo on Race Neutrality 2013*.

Really emphasize this point; accusations of profiling could lead to termination of the SPOT program.

Teaching Point: Feel free to use other terrorist examples.



Ask: What is SPOT?

Answer: SPOT is a layer of security focused on identifying individuals who warrant further screening based on behavior cues and observation factors that deviate from an established environmental baseline.

As stated in the SOP, when conducting SPOT, Behavior Detection Officers (BDO) observe the behaviors and appearances of individuals whose behavior cues and appearance factors meet or exceed predetermined thresholds. These individuals are referred for additional screening or law enforcement intervention.



Ask: When can we stray from using this methodology?

Answer: Never.

At no time should Behavior Detection Officers (BDO) stray from this methodology and use any form of racial or ethnic profiling. Racial profiling completely negates the use of SPOT by using someone's ethnic background and appearance as the decision base for additional screening. The use of this type of profiling is illegal and wrong and should never be used.

The terrorist profile is independent of race, ethnicity, and background. We have seen this many times before with various individuals who wanted to cause harm.



Ask: Can anyone provide examples of these individuals who wanted to cause harm?

Answer: Timothy McVeigh of the Oklahoma City Bombing and Jihad Jane are two examples.

The behavioral indicators we use in SPOT make it ideal for distinguishing individuals without regard to race, ethnicity, or background. It is strictly a behavior-based methodology.

Teaching Point: Ensure that participants understand the concept of “behavior analysis” before describing the fear of discovery or leakage. Ask the question, “What is the concept of behavior analysis?”

SPOT involves the fear of discovery. The theory supporting behavior and appearance holds that people have little control over behavior manifesting itself when they are trying to hide something or “get away” with something.

Behavior cues and observation factors will manifest themselves in various ways, and in many instances, without the individual even being aware of it occurring.



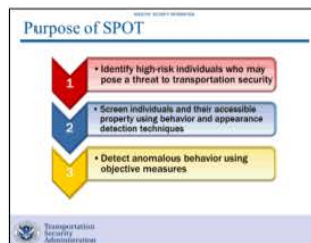
Ask: What do we call it when these behavior cues and observation factors manifest themselves?

Answer: We call it “leakage.”

The fear of discovery often times results in stress, fear, or anxiety, and behavior cues and observation factors will “leak” out in visible forms, both verbal and non-verbal.

As BDOs, we look for this leakage to occur. It is the same for terrorists as it is for drug smugglers. As long as the situation is high-risk for that individual, he or she will suffer mental stress, fear, or anxiety.

Slide 5: Purpose of SPOT



Teaching Point: This slide is click-based. Ask the question and solicit answers before clicking to reveal the slide bullets. Ensure that participant have addressed these points.



Facilitated Discussion: Guide a brief discussion on the purpose of SPOT.

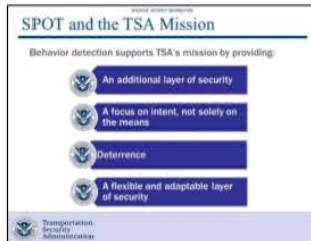


Ask: What are our main goals as BDOs?



Answer:

- To identify high-risk individuals who may pose a threat to transportation security
- To screen individuals and their accessible property using behavior and appearance detection techniques
- To detect anomalous behavior using objective measures

Slide 6: SPOT and the TSA Mission

Teaching Point: This slide is click-based. Ask the questions and solicit answers before clicking to reveal the slide bullets. Ensure that participants have addressed these points.



Ask: How does SPOT support TSA's overall mission?



Answer: Behavior and appearance supports TSA's mission in the following ways:

- Providing an additional layer of security
- Focusing more on intent rather than on means
- Providing visible deterrence
- It is a flexible, mobile, and adaptive layer of security

As BDOs, we must work with all other TSOs and law enforcement entities to increase the veil of security that is TSA.

Our effectiveness is dependent upon others.

**Activity: Conducting SPOT**

Purpose: To review SPOT fundamentals

Duration: 15 minutes total; 5 minutes in breakout groups and 10 minutes to debrief as a class

Materials: Chart and markers

Instructions:

1. Write the three questions below on chart paper.
2. Instruct table groups to answer the questions below and list their answers on chart paper.

**Chart: Conducting SPOT**

Teaching Point: This is a good place to give real examples of situations in which knowing what to do or how to communicate with your BDO partner is critical.

- Why is it important to work in pairs?
- Why is it important to conduct SPOT at a stress point?
- What are the other locations where SPOT is conducted?

3. After five minutes, reconvene the large group.

Ask for a group to volunteer to share their answers for the following questions:

Teaching Point: Explain to participants that during WTL, BDOs can work by themselves if the Federal Security Director (FSD) or SPOT Coordinator has determined that urgent or emergency circumstances exist that prevent the BDO from using a partner.



Ask: Why is it important to work in pairs?

Answer: To be most effective, BDOs should work in pairs to increase observation coverage, to validate observations and serve as safeguards against possible unruly passengers, to be able to conduct more than one referral at a time, and to have a back-up.

With BDOs as partners, there is the advantage of ensuring that what one BDO has seen is what the other BDO has seen. By validating your observations, you are strengthening the referrals.

Two sets of eyes are better than one and can significantly enlarge the observation coverage area. For example, while one BDO Walks The Line (WTL), the other is continuously observing the area and the passengers' reactions.

BDOs working in pairs assist each other with making sure everything is covered and the proper procedures are being followed.



Ask: Why is it important to conduct SPOT at a stress point?

Answer: Answers should include:

- Fear of discovery will likely be at its highest

(b)(3):49 U.S.C. § 114(r)



Ask: What is a stress point?

Answer: Stress points are locations where a passenger's fear of discovery will become heightened. His or her physical and physiological reactions will most likely be displayed because he or she is coming into a situation where he or she could potentially be caught or possible prohibited items could be found.

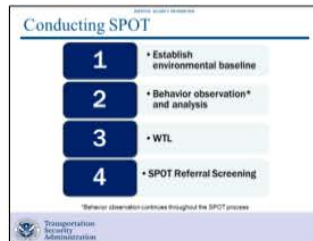


Ask: What are some examples of a stress point?

Answer: Answers should include WTL, Travel Document Checker (TDC), Playbook, Visible Intermodal Prevention and Response (VIPR), divesting, and the ticket counter.

(b)(3):49 U.S.C. § 114(r)

Transition: *“Those were all great answers and all go to show why we must work in teams and have a plan to work well as a team. Now, this next slide will review the basic steps in the SPOT process. As this course continues, we will dig deeper into each of these steps. Let’s review.”*

Slide 7: Conducting SPOT

The basic steps in the SPOT process are:

- Establish an environmental baseline
- Behavior observation and analysis
- WTL
- SPOT Referral Screening
 - Screening of persons and accessible property
 - The Casual Conversation that includes the final step, resolution

Teaching Point: The steps in this process may have changed since some BDOs attended Basic training. Briefly go through each of these steps. Explain that we will cover these in greater detail in the next lesson. If participants start asking questions, answer them as best you can, but reiterate that things will become clearer as we progress through the slides.

Notice that WTL has become a major process on its own. This is because the engagement of passengers is so crucial that this step needed to be a core process.

Behavior observation occurs at all times during the process.

Each of these steps is critical to the success of SPOT. We will go into more detail for each of these in the next lesson.

Slide 8: Steps in the SPOT Process: Review

Here is another way to look at the main steps in the SPOT process.

It shows the cyclical nature of SPOT. Once a referral has been completed, the process starts over again.

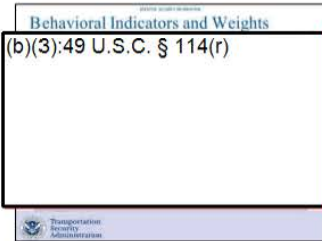
We will revisit this slide throughout the rest of the course to represent SPOT visually.

Instructor Note: Prior to this lesson, hang up the *Steps in the SPOT Process Poster*. Leave the poster up for the duration of the class. At the end of each day the poster can be put back in the kit.

Transition: *"In order to conduct SPOT, BDOs must know and understand what the behavioral indicators are and how to score them throughout the process. This is a daunting task, as we have many indicators, but it is not impossible. With the right learning and practice, you can learn these behavior cues and observation factors and apply them to the scoring schema.*

Next, we will take a look at a representation table of the SPOT behavioral indicators."

Slide 9: Behavioral Indicators and Weights



Teaching Point: Quickly run through each section of this table and explain the purpose of it.

Cover the Additions and Deductions sections in detail.

Selectee refers to only Secure Flight Selectees.

Discuss the definition of a "traveling companion."

Really stress the differences between behavior cues and appearance factors. Ask for examples of each.

Instructor Note:  Chart the definitions of Behavior Cues and Appearance Factors. This will help during behavior discussion later in the curriculum.

Teaching Point: Just gather two or three examples from each category and move on. If the examples are incorrect, be sure to correct and then ask again.

This table includes all of the indicator categories and associated weights that we look for and subsequently score.

This is a large amount of data to remember on a day-to-day basis. It is vital that you take time to learn these and the corresponding definitions.

This behavior representation table gives you a way to categorize the various sections and subsections of the SPOT indicators.



Reference: *Behavioral Indicators and Weights Handout*

(b)(3):49 U.S.C. § 114(r)



Ask: What are some examples of each type of behavior?

Answer: Answers will vary.

Slide 10: SPOT Check: Thresholds

Ask: Why are pre-determined thresholds important?

Answer: They ensure that the SPOT process is conducted consistently for all BDOs.

The thresholds are point based, meaning that certain weights correspond to certain behavior cues and observation factors, which help make the process as objective as it can be, considering this is a behavior-based program.

Pre-determined thresholds safeguard against BDOs making subjective judgements on who should be screened, and against consciously or sub-consciously using improper racial or ethnic screening.

Teaching Point: Emphasize the need for pre-determined thresholds to eliminate bias.

Transition: "Now let's take a brief look at the SPOT scoring process and what it means."

Slide 11: SPOT Overview: Scoring Process

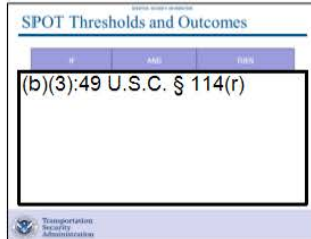
It is critical to ensure that every SPOT Referral Screening is consistent and uses the same objective measures throughout the SPOT program at every airport.

As BDOs, we look for anomalies -- things that stand out from the environmental baseline. This is critical to the success of SPOT.

Reliability is increased when a standard scoring system is used. This is because the same behavior cues and observation factors are assessed the same way, all the time. It is a reliable measure of high-risk passengers.

Teaching Point: Reiterate that it is critical to the success of SPOT to follow the scoring process. You must never decide to refer individuals because you think that they may reach the threshold. They must meet our threshold(s) to be considered for a SPOT Referral Screening.

Slide 12: SPOT Thresholds and Outcomes



This table represents our two thresholds.

This is an “If, And, and Then” table that simplifies and visually represents our scoring schema.

Teaching Point: Give an example of when it is not allowable to conduct a full SPOT Referral Screening (e.g., (b)(3):49 U.S.C. § 114(r)).

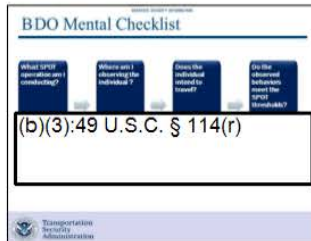
Thresholds and Outcomes will be covered in more detail in Lesson 4. Provide participants with a general overview and then move on.



Ask: Can a BDO search any accessible property or check identification (ID) and travel documents while in the public area?

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Slide 13: BDO Mental Checklist:

Teaching Point: Discuss the importance and potential impact of each question in the checklist.

A BDO's primary responsibility under the SPOT Program is to engage, observe, and assess multiple individuals simultaneously using defined SPOT methods to detect anomalous behavior, activity, or appearance that may indicate possible hostile intent. Regardless of location, as long as the BDO is in a position where he or she can observe behavior cues and observation factors, point values should be assessed and the appropriate procedures should be followed as described in the *SPOT SOP*.

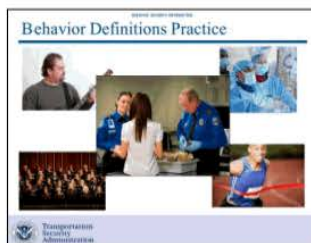
When a BDO observes an individual exhibiting SPOT Behavior Cues and Appearance Factors, the BDO should go through the "Mental Checklist" to determine the SPOT rules of engagement, next course of action, and required resolution process.

The factors that a BDO should take into consideration for the rules of engagement are:

- What SPOT operation am I conducting?
- Where am I when I observe the individual?

(b)(3):49 U.S.C. § 114(r)

- Does the individual's observed behavior cues and observation factors meet the SPOT thresholds?
 - (b)(3):49 U.S.C. § 114(r) - SPOT Referral Screening
 - (b)(3):49 U.S.C. § 114(r) - SPOT Referral Screening and LEO notification

Slide 14: Behavior Definitions Practice

Teaching Point: This is a click-based slide. Click once to start the animation. Click a second time for the images to appear, including a picture of BDOs. Individuals in this slide include an athlete, musician, choir, and surgeons.



BDOs are not the only ones who need to practice to stay sharp. Other individuals routinely practice to be able to excel in their fields.

**Activity: Behavior Definitions Practice**

Purpose: To help BDOs memorize behavior definitions and point scores

Duration: 1 hour: 15 minutes in table groups and 45 minutes to debrief as a class

Teaching Point: Depending on the class, instructors may structure this activity so that participants work in a group, in pairs, or alone.

Instructor Note:  Go over relative versus contextual behavior cues and observation factors and chart the definitions for future reference.

(b)(3):49 U.S.C. § 114(r)

Teaching Point: The definition can be paraphrased, and does not need to be verbatim.

Teaching Point: The teams will be on the honor system to ensure that they really were able to provide accurate definitions for the behavior indicators.

Teaching Point: As time permits, go over some or all of the answer sheets and make comments based on participant input later in the course.

Materials: *Lesson 2: Behavior Definitions Practice Worksheet*, pens, or pencils



Reference: *Lesson 2: Behavior Definitions Practice Worksheet*

Instructions:

1. Read, or have a participant read, page 2 of the *Behavioral Indicator Reference Guide*.
2. Divide the class into groups and refer them to the *Lesson 2: Behavior Definitions Practice Worksheet*.
3. Inform participants they have 15 minutes to write down the definition of the behavior cues and observation factors (in their own words). (b)(3):49 U.S.C. § 114(r)
(b)(3):49 U.S.C. § 114(r)
4. After 15 minutes, tell the participants to put their pens or pencils down and be ready to respond to the questions verbally.
5. Ask participants to raise their hands, and lower them when we get to the number of definitions they were able to provide. (b)(3):49 U.S.C. § 114(r)
6. Go through each Behavioral Indicator slide and invite the groups to volunteer their answers. Using the slides, provide the correct answers and clarifications to the class as needed.
7. When the class has completed the activity, ask the groups to turn in their worksheets.

SPOT Behavioral Indicator Reference Guide – Page 2

Introduction

This reference guide is intended to serve as a job-aid for Behavior Detection Officers (BDO). This guide provides an operational description for each of the Screening of Passengers by Observation Techniques (SPOT) behavioral indicators. These descriptions are meant to guide the BDO in learning what to observe and when it is acceptable to score these behaviors.

In addition to the operational descriptions provided, exemplars are included to give instances in which these behaviors may be assessed and when they may not be assessed. These are simply examples and situations to help further define the indicators. These do not include all of the possible cases where these indicators could be observed or not observed; they are meant only as relevant and common examples of each.

Application

This guide is meant to act as an aid in performing SPOT and serves as a tool to help accurately and consistently observe and detect the various behavioral indicators. This in no way supersedes the SPOT Standard Operating Procedures (SOP).

This guide should be used as a reference and learning tool for the BDO. At no time should this guide be in the public view, nor should it be taken out of an SSI secure area.

Structure

This guide is categorized by the type of behavioral indicator: Stress, Fear, and Deception Factors, Signs of Deception, and Suicide Bomber Indicators.

Within each behavioral indicator, the point values are included along with the operational description and exemplars. The exemplars are grouped into, "Assessable" and "Non-Assessable." These grouping are only meant to give a clearer understanding of each description.

Lesson 2: Behavior Definitions Practice Worksheet Key

(b)(3):49 U.S.C. § 114(r)

Version 2.0

WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.

Lesson 2: Behavior Definitions Practice Worksheet Key

(b)(3):49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3):49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3):49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

(b)(3);49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3); 49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3):49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3):49 U.S.C. § 114(r)

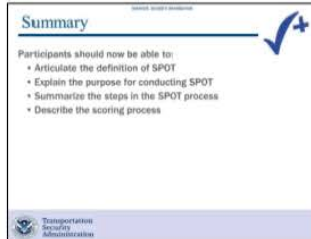
Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

(b)(3):49 U.S.C. § 114(r)

Version 2.0

~~WARNING: THIS RECORD CONTAINS SENSITIVE SECURITY INFORMATION THAT IS CONTROLLED UNDER 49 C.F.R. PARTS 15 AND 1520. NO PART OF THIS RECORD MAY BE DISCLOSED TO PERSONS WITHOUT A "NEED TO KNOW," AS DEFINED IN 49 C.F.R. PARTS 15 AND 1520, EXCEPT WITH THE WRITTEN PERMISSION OF THE ADMINISTRATOR OF THE TRANSPORTATION SECURITY ADMINISTRATION OR THE SECRETARY OF TRANSPORTATION. UNAUTHORIZED RELEASE MAY RESULT IN CIVIL PENALTY OR OTHER ACTION. FOR U.S. GOVERNMENT AGENCIES, PUBLIC DISCLOSURE IS GOVERNED BY 5 U.S.C. 552 AND 49 C.F.R. PARTS 15 AND 1520.~~

Slide 30: Summary

Teaching Point: To maintain participant interest, summarize the lesson by asking a series of open-ended questions rather than reading the objectives verbatim. Suggested questions are listed at right and identified by the ? icon.

Participants should now be able to:

- Articulate the definition of SPOT
- Explain the purpose for conducting SPOT
- Summarize the steps in the SPOT process
- Describe the scoring process



Ask: How is SPOT defined?

Answer: SPOT is a layer of security focused on identifying individuals who warrant further screening based on behaviors that deviate from an established environmental baseline, without taking stereotypes and biases into account.



Ask: What is the purpose for conducting SPOT, and how does it complement the other layers of security?

Answer: The purpose is to identify high-risk individuals who may pose a threat to transportation security using behavioral indicators. By focusing more on *intent* than on means, SPOT provides visible deterrence, and it is a flexible, mobile, and adaptive layer of security.



Ask: What are the steps in the SPOT process?

Answer: The steps are: establish the environmental baseline, behavior observation and analysis, WTL, and SPOT Referral Screening.



Ask: What are the SPOT thresholds and why are they important?

Answer: (b)(3):49 U.S.C. § 114 = SPOT Referral Screening;
(b)(3):49 U.S.C. § 114(r) = SPOT Referral Screening and LEO intervention

Thresholds are important because they:

- Ensure consistency
- Create an objective process and get rid of personal biases and any type of profiling
- Increase reliability both between and within BDOs

Slide 31: Questions



Ask: What questions do you have before we move to the next lesson?

Answer: Provide participants with the appropriate answers. Make use of the Parking Lot if unable to answer a question.

Teaching Point: Remember, if instructors do not know the answer to a question at this time, add it to the Parking Lot. Instructors may wish to hold some questions when the answers will be covered in a later lesson. Be sure to remove questions from the Parking Lot when they are answered.