

Instructor Guide

Lesson 3:

Baseline and Behavior Analysis

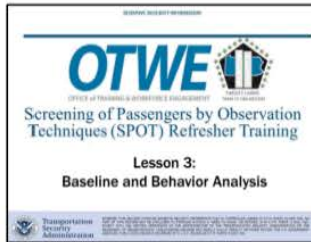
Purpose: To provide participants with greater detail on establishing the environmental baseline and the behavior analysis portions of the Screening of Passengers by Observation Techniques (SPOT) process

Lesson Time: 3 hours

Instructor Materials	Participant Materials
• Instructor Guide (IG) • Laptop • Projector, Screen • Chart, Easel • Markers	• Pen or Pencil • Chart, Easel • Markers • <i>Lesson 3: Behavior Definitions Practice Worksheet</i> • <i>Lesson 3: Scenarios - What Would You Do? Handout</i> • <i>Lesson 3: Environmental Baseline Handout</i>

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.

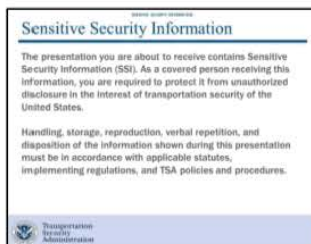
Slide 1: Welcome



During this lesson, we will briefly go over the steps to set up for the day, determine environmental baselines, and discuss ways to increase observation.

Because this is the Refresher Training, we will spend less time on some job tasks, such as establishing the environmental baseline and behavior observation and a little more time on those job tasks that may be more difficult to understand, such as Walk The Line (WTL) and Casual Conversation.

Slide 2: SSI Statement



"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."

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

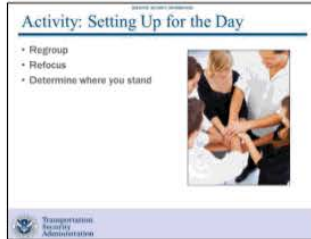
Slide 3: Objectives



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

- Determine environmental baselines
- Identify criteria for determining follow-up actions during behavior analysis

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

Slide 4: Activity: Setting Up for the Day

Teaching Point: The intent of this exercise is for participants to focus on communication with their partners prior to establishing the environmental baseline. Discuss the “Structured Approach” with participants.

Working effectively in pairs requires good communication and planning. However, good communication does not happen all by itself. The following activity will reveal some best practices to ensure that good communication is possible.

**Activity: Communication**

Purpose: To identify strategies used to set up for the day and list them on chart paper within two minutes

Duration: 10 minutes total; 2 minutes in breakout groups and 8 minutes to debrief as a class

Materials: Chart, markers

Instructions:

1. Explain that the way Behavior Detection Officers (BDO) set up each day can work like a huddle in sports. It allows BDO teams to regroup, refocus, and determine where they stand.
2. Challenge table groups to identify as many strategies as possible that they use to set up for the day and list them on chart paper within two minutes.

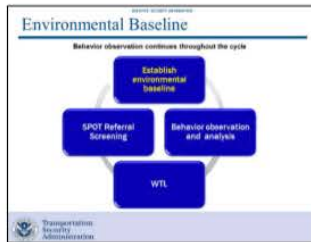


Ask: What are the different ways that you set up for the day?

**Chart: Setting Up for the Day**

3. At the end of the two minutes, ask a group to volunteer to present their summary to the class. Ask if other groups had more or different strategies they would like to share. Ensure that participants include the following points in their summaries:
 - Establish initial strategies:
 - Positioning
 - Rotation length for WTL
 - Team member responsibilities during SPOT Referral Screening
 - Communication techniques

Slide 5: Environmental Baseline



Ask: What is the first step in the process?



Answer: The first step is to establish the environmental baseline, or what the norm is at your location.

Let's take another look at the SPOT diagram.

Each time a BDO steps onto the floor to conduct SPOT, these major steps must be followed.



Ask: Why is establishing an environmental baseline important?

Answer: It is important to have a reference point from which BDOs can observe deviations.

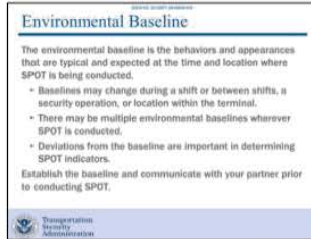


Ask: How do you ensure that both BDOs in a pair have the same baseline? Why does it matter?

Answer: The environmental baseline sets the stage for conducting SPOT. It begins by establishing the norm and puts the BDOs on level ground.

Prior to conducting SPOT, you and your BDO partner must work together to establish the environmental baseline. Remember that the baseline can change quickly. Be alert for changes.

Slide 6: Environmental Baseline



Teaching Point: Be sure to emphasize BDOs should not focus on just one of these items. (b)(3):49 U.S.C. § 114(r)

(b)(3):49 The baseline is comprised of a combination of these items. Use examples.

The environmental baseline is the behaviors and appearances that are typical and expected at the time and location where SPOT is being conducted.

- Baselines may change during a shift or between shifts, a security operation, or location within the terminal.
- There may be multiple environmental baselines wherever SPOT is conducted.
- Deviations from the baseline are important in determining SPOT indicators.

Establish the baseline and communicate with your partner prior to conducting SPOT.



Facilitated Discussion: Lead a brief discussion on establishing the environmental baseline.



Activity: Environmental Baseline

Purpose: To identify the different factors that BDOs look for when determining the environmental baseline

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

Materials: Lesson 3: Environmental Baseline Handout

Instructions:

1. Advise participants that they have 5 minutes to identify, label, and circle the different factors located in the baseline activity handout.
2. After 5 minutes, discuss the environmental baseline factors that have been identified.



Ask: What are the things we look for in determining the baseline?

(b)(3):49 U.S.C. § 114(r)



Ask: How often does the baseline change? What do you do when that happens?

Answer: The baseline can change at any time. It is important that participants verify the change with their partners.



Ask: Can multiple baselines exist in the same area of operation?

Answer: Yes, depending on the situation.

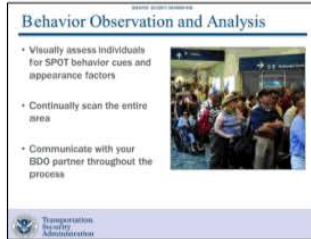
Slide 7: Behavior Observation and Analysis



Ask: What is the next step in the SPOT Process?



Answer: The next step is observation and analysis.

Slide 8: Behavior Observation and Analysis

Teaching Point: This slide is click-based. Discuss the questions first, and then click through the slide. Emphasize that this step continues throughout all phases of the SPOT process.



Facilitated Discussion: Lead a brief discussion on increasing observation and ensuring that observation is continuous.



Chart: Use a chart to record answers.



Ask: What are some ways that you as BDOs can increase your observation coverage?



Answer: Answers will vary and may include:

- Work in pairs
- Focus on positioning and communicating with your partner
- Use your periphery at all times
- Continuously scan area, focus on stress points
- Remain mobile
- If talking to your partner, an associate, or a traveler, never turn your back to the crowd or passengers. For example, when standing side-by-side talking to your partner, you can still observe while communicating with him or her

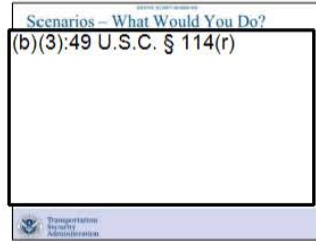


Ask: When someone catches your attention based on SPOT behavioral indicators, for example, he or she has reached a point (b)(3):49 U.S.C. § 114(r), what should you do?

(b)(3):49 U.S.C. § 114(r)

Deviations from the baseline include assessing whether SPOT behavioral indicators are present and whether they depart from the norm.

Observation and analysis continue throughout the entire SPOT process.

Slide 9: Scenarios - What Would You Do?

Teaching Point: Instructors should circulate in the room to ensure discussions stay focused and answer any questions that arise. Announce when two minutes are remaining for the group discussions.

**Activity: What Would You Do?**

Purpose: To identify best practices in behavior observation

Duration: 20 minutes total; 10 minutes in breakout groups and 10 minutes to debrief as a class

Materials: Lesson 3: *Scenarios - What Would You Do?* Handout, chart, markers

Instructions:

1. In table groups, assign each group a scenario. Scenarios include:

(b)(3):49 U.S.C. § 114(r)

2. Advise participants that they have 10 minutes to discuss the scenarios and develop the best solutions for dealing with the situations. Each group should record a summary on a chart to use to brief the class on the solutions.

**Chart: Scenarios**

3. After 10 minutes, reconvene the class. Have each group present the results of their discussion to the large group. As groups debrief, ensure that they cover the following points for each scenario.

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Teaching Point: Emphasize to participants that passengers are not obligated to respond.



Ask: Does anyone else have a different approach to these scenarios? If so, what would that be?

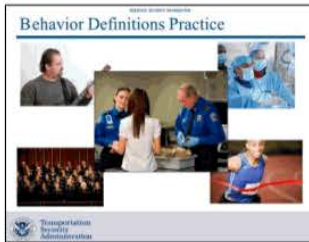
Answer: Answers will vary.

(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 10: 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 pairs and 45 minutes to debrief as a class

Materials: *Lesson 3: Behavior Definitions Practice Worksheet*, pens, or pencils



Reference: *Lesson 3: Behavior Definitions Practice Worksheet*

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

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.

Instructions:

1. Divide the class into groups and refer them to the *Lesson 3: Behavior Definitions Practice Worksheet*.
2. Inform participants they have 15 minutes to write down the definition of the behaviors (in their own words), the kind of indicator, the number of points that would be assessed for the behavior, whether it is a behavior cue or an appearance factor, and if it is relative or contextual.
3. After 15 minutes, tell the participants to put their pens or pencils down and be ready to respond to the questions verbally.
4. 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)
5. 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.
6. When the class has completed the activity, ask the groups to turn in their worksheets.

Lesson 3: 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)



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 14: Stress Factor

(b)(3):49 U.S.C. § 114(r)

86

Slide 15: Stress Factor

(b)(3):49 U.S.C. § 114(r)

Slide 16: Stress Factor

(b)(3):49 U.S.C. § 114(r)

Slide 17: Stress Factor

(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)

Slide 19: Fear Factor

(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 20: Deception Factor

(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 22: Fear Factor

(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.

Slide 24: Suicide Bomber Indicator

(b)(3):49 U.S.C. § 114(r)

Slide 25: SPOT Check



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 the right and identified by the ? icon.

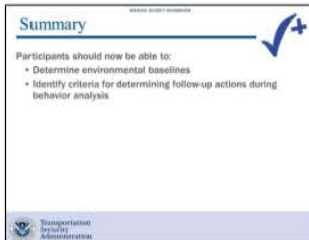


Ask: What do we as BDOs do to increase our scope of observation, help verify our observations, and remain mobile?

Answer: We work in pairs.

(b)(3):49 U.S.C. § 114(r)

Slide 26: 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 the right and identified by the ? icon.

Participants should now be able to:

- Determine environmental baselines
- Identify criteria for determining follow-up actions during behavior analysis



Ask: How do you determine environmental baselines?

Answer: With your BDO partner, identify the behaviors and appearances that are typical and expected at the time and location where SPOT is being conducted.



Ask: What are the criteria for determining follow-up actions during behavior analysis?

Answer: When you notice deviations, determine point scores based on the SOP and whether scores meet the SPOT thresholds: (b)(3):49 for a SPOT Referral and (b)(3):49 for a Law Enforcement Officer (LEO) Referral.



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.



Ask: Besides observation, what is the other most important task a BDO must do?

Answer: The BDO must engage passengers!

Slide 27: 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.