

Instructor Guide

Lesson 4:

Walk The Line (WTL)

Purpose: To provide participants with greater detail on the Walk The Line (WTL) portion 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 4: Behavior Definitions Practice</i> Worksheet

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.
	Reference identifies materials for the participant to reference for more or specific information.
	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 delve into the WTL process. This is a crucial element in SPOT, because it allows for engagement with the individual.



Facilitated Discussion: Lead a discussion on WTL challenges.



Chart: WTL Challenges

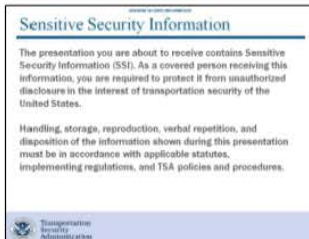


Ask: WTL is a critical component in SPOT screening, so it is important to excel in this activity. What do you currently find most challenging about WTL?

Answer: Answers will vary.

Teaching Point: WTL can be a daunting challenge for some BDOs. Use this activity to identify those areas that are troublesome, and then speak to these issues as you progress through the lesson.

Teaching Point: One facilitator should lead the discussion while the other facilitator captures the answers on a chart entitled WTL Challenges. Leave this chart posted so that you can go back to it and check off items as you address each issue.

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:

- State the purpose of WTL
- Demonstrate WTL

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

Reiterate that this course is focused on "back to basics."

Slide 4: WTL

Ask: What are the steps in the SPOT process?

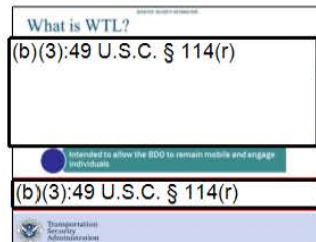


Answer: The steps are: Establish environmental baseline, Behavior observation and analysis, WTL, and SPOT Referral Screening.



Ask: What is the first way a Behavior Detection Officer (BDO) begins to engage an individual?

Answer: The first way a BDO begins to engage an individual is WTL.

Slide 5: What is WTL?

Teaching Point: This slide is click-based. The slide that follows continues this discussion. Discuss the different roles that BDOs need to conduct during WTL.

Ask the question and solicit discussion before clicking to reveal the slide bullets. Ensure that participants have addressed these points.

This discussion should take no more than 20 minutes.



Facilitated Discussion: Lead a discussion on the purpose of WTL. After discussing with the class, click to reveal the bullet points on this slide and the following slide.



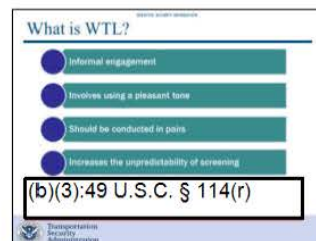
Ask: Who can tell me what WTL involves?

Answer: Answers should include:

(b)(3):49 U.S.C. § 114(r)

- **Intended to allow the BDO to remain mobile and engage individuals -** (b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Slide 6: What is WTL?

Teaching Point: This slide is a continuation of the previous slide and it is click-based. Ask the questions and solicit answers

- **Informal engagement** - WTL is an informal engagement. It is imperative that BDOs engage as many individuals as possible.
- **Involves using a pleasant tone** - WTL always involves using a pleasant tone because it is an informal engagement. Exercise your tactical communication (TACCOM) strategies.
- **Should be conducted in pairs** - In this way, one BDO can observe reactions while another BDO remains mobile.

before clicking to reveal the slide bullets. Ensure that participants have addressed these points.

Instructor Note: Bold text in the IG signifies text visible on the PPT.

Teaching Point: Emphasize that BDOs should work in pairs, unless otherwise directed by an FSD.

Teaching Point: Refer to the WTL Challenges chart to address issues that you have addressed during this discussion.

Demonstrate to participants diverse WTL strategies. If BDOs are working in pairs, consider:

- Communicating with partner
- Remaining in sight of their partner and frequently check in with each other
- Developing non-verbal communication techniques to know when face-to-face communication is warranted

- (b)(3):49 U.S.C. § 114(r)

Instructor Note: TACCOM Foundational Principles include:

- Voluntary Compliance
- Persuasion
- Gentle Power

Teaching Point: Remind participants that US citizens have a Constitutional right not to respond to a BDO. (b)(3):49 U.S.C. § 114(r)

- **Increases the unpredictability of screening -** Engagement also encourages unpredictable screening, meaning that individuals will not know what is coming next.

- (b)(3):49 U.S.C. § 114(r)



Facilitated Discussion: Lead a very brief discussion on why unpredictable screening is important.



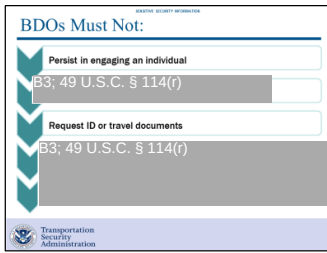
Ask: Why is unpredictability important for security?

Answer: Answers should include:

- If someone knows where you are at all times and your pattern of work activity, it would be easy to circumvent that and get around certain types of screening.
- When BDOs remain mobile and engage individuals during WTL, it increases this unpredictability. Individuals will not have a distinct pattern of your work.

(b)(3):49 U.S.C. § 114(r)

Slide 7: BDOs Must Not:



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.

Teaching Point: Refer to the WTL Challenges chart to address issues that you have addressed during this discussion.



Facilitated Discussion: Lead a discussion on what BDOs must not do during WTL.



Ask: What must a BDO not do during WTL?



Answer: A BDO must not:

- Persist in engaging an individual when the individual indicates he or she does not wish to speak to the BDO.

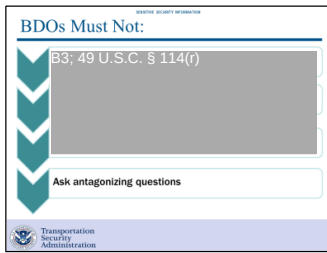
- B3; 49 U.S.C. § 114(r)

- Request identification (ID) or travel documents. This happens at the Travel Document Checker (TDC). We do not want to give the individual the feeling that this interaction is a screening.

- B3; 49 U.S.C. § 114(r)

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B3; 49 U.S.C. § 114

Slide 8: BDOs Must Not:

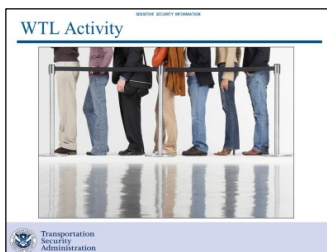
Teaching Point: This slide is a continuation of the previous slide. Ensure that participants have addressed these points.

B3; 49 U.S.C. § 114(r)

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- Ask antagonizing questions. The BDO must remain pleasant and keep the engagement informal.

Do not continue to engage someone if he or she makes it clear that he or she does not want to talk with you. Just like a Casual Conversation, this engagement is voluntary, especially outside of the screening checkpoint.

Transition: *"Now that we have refreshed your understanding of WTL, in this next activity, we are going to demonstrate the proper way to conduct it."*

Slide 9: WTL Activity

Teaching Point: Prior to walking the line you should demonstrate a structured approach by discussing the following: baseline, communication, rotation, and how far out a BDO can effectively go.

Be subtle when demonstrating these roles. Participants are already experienced, so there is no need to exaggerate your behavior.

Instructor Note: Instructors do not need to demonstrate more than twice. Leave the activity time to allow participants to practice as much as possible.

Participants should be made aware that questioning will be limited in duration to a period necessary for BDOs to engage and observe.

**Activity: WTL Demonstration**

Purpose: To help BDOs recognize correct and incorrect WTL procedures

Duration: 40 minutes

There are two parts to this activity.

Part 1:

Instructors will demonstrate correct and incorrect WTL procedures using the participants in the class as the "line."

For the first demonstration, one instructor will act as BDO 1, observing from a general area, and the second instructor will act as BDO 2 and walk the line.

BDO 2 should conduct a correct version of WTL, asking questions and showing that he or she is still observing the line as a whole. Do not ask the same question repeatedly to the participants in the line. The demonstration should emphasize proper positioning and roaming, partner communications, adjusting to the environment, and rotation.

In the second demonstration, instructors should switch roles. During this demonstration, the WTL BDO will conduct WTL incorrectly, including asking the same question over and over, and no real engagement with the individuals.

Part 1 Instructions:

1. Break participants into two groups. Have one group observe the demonstration while the other group stands in line. Switch groups for the second demonstration.
2. Have participants form a line. Instructors will demonstrate the correct procedures for WTL, including checking in with a partner.
3. Instructors will demonstrate a second time, with their roles reversed and will use incorrect procedures.
4. Reconvene the class to debrief.



Ask: Obviously, these two demonstrations were very different from each other. Which one of these was the more effective version?

Answer: The first demonstration was more effective.



Ask: What were some of things that were not conducted correctly during the second demonstration, and why is it important to conduct these actions correctly?

Answer: Answers should include:

(b)(3):49 U.S.C. § 114(r)

Teaching Point: Refer to the WTL Challenges chart to address issues that you have addressed during this activity.



Ask: What are some good questions a BDO can use when Walking the Line?

Answer: Answers will vary. Examples include:

(b)(3):49 U.S.C. § 114(r)

	(b)(3):49 U.S.C. § 114(r)
(b)(3):49 U.S.C. § 114(r)	

Part 2:

Now it is time for participants to demonstrate WTL. Ask for two volunteers from the class. If no one volunteers, then select two people at random.

Part 2 Instructions:

1. Allow the two volunteers a few minutes to form a plan of how they will demonstrate behavior cues and appearance factors.
2. Break the remaining participants into two groups. Have one group observe the demonstration while the other group stands in line.
3. Thank the volunteers and reconvene the class to debrief.



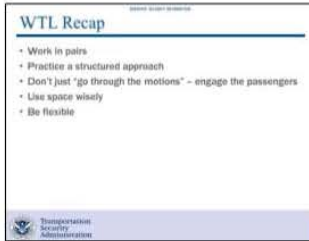
Ask: Who would like to recap what we just saw?

Answer: Answers will vary, depending on the role-playing.



Ask: (Ask the volunteers) What if anything would you do differently if you had to do it over again?

Answer: Answers will vary.

Slide 10: WTL Recap

Teaching Point: This slide is click-based. Really emphasize these points.

Diversify the people you engage during WTL (ages, races, genders).

Teaching Point: Refer to the WTL Challenges chart to address issues that you have addressed during this lesson.



Ask: Do you have to engage every person you encounter in WTL by talking to them?

Answer: You do not have to talk to every person. In fact, you want to increase unpredictability, so “mixing it up” is a good strategy.

It is strongly suggested that you all work together as pairs and have a structured approach to WTL prior to going out on the floor and conducting WTL.

(b)(3):49 U.S.C. § 114(r)

Slide 11: 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.

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.



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 individually and 45 minutes to debrief as a class

Materials: *Lesson 4: Behavior Definitions Practice Worksheet*, pens, or pencils



Reference: *Lesson 4: Behavior Definitions Practice Worksheet*

Instructions:

1. Divide the class into groups and refer them to the *Lesson 4: Behavior Definitions Practice Worksheet*.
2. Inform participants they have 15 minutes to write down the definition of the behavior cues and appearance factors (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 4: Behavior Definitions Practice Worksheet Key

(b)(3):49 U.S.C. § 114(r)

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Slide 12: Fear Factor

(b)(3):49 U.S.C. § 114(r)

Slide 13: Suicide Bomber Indicator

(b)(3):49 U.S.C. § 114(r)

Slide 14: Fear Factor

(b)(3):49 U.S.C. § 114(r)

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Slide 16: Fear Factor

(b)(3):49 U.S.C. § 114(r)

Slide 17: Deception Factor

(b)(3):49 U.S.C. § 114(r)

Slide 18: Fear Factor

(b)(3):49 U.S.C. § 114(r)

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(b)(3):49 U.S.C. § 114(r)

Slide 20: Deception Factor

(b)(3):49 U.S.C. § 114(r)

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Slide 21: Fear Factor

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Slide 23: Suicide Bomber Indicator

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(b)(3);49 U.S.C. § 114(r)

Slide 25: Suicide Bomber Indicator

(b)(3):49 U.S.C. § 114(r)

Slide 26: SPOT Check



Ask: What happens when a BDO walks the line?

(b)(3):49 U.S.C. § 114(r)



Ask: What happens when BDOs engage individuals?

Answer: Engagement of individuals increases the chances for behaviors to leak through.

Engagement also encourages unpredictability, meaning that individuals will not know what is coming next.

Slide 27: Summary



Participants should now be able to:

- State the purpose of WTL
- Demonstrate WTL



Ask: What is the purpose of WTL?

(b)(3):49 U.S.C. § 114(r)

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

Slide 28: 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 the answer to a question is unknown, add question 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.