

Instructor Guide

Lesson 5: SPOT Referral Process

Purpose: To provide participants with greater detail on the referral and resolution portions of the Screening of Passengers by Observation Techniques (SPOT) process

Lesson Time: 3 hours

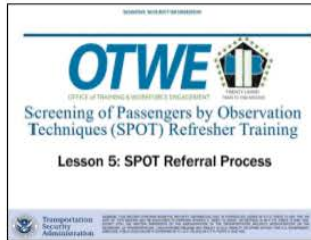
Instructor Materials	Participant Materials
• Instructor Guide (IG) • Laptop • Projector, Screen • Chart, Easel • Markers • Sticky Notes • Laminated cards with topic choices	• Pen or Pencil • Chart, Easel • Markers • <i>BDO Rules of Engagement Handout</i> • <i>Lesson 5: Behavior Definitions Practice Worksheet</i> • <i>Lesson 5: What Would You Do? Worksheet</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.
	Reference identifies materials for the participant to reference for more or specific 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.

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Slide 1: Welcome



Teaching Point: Casual Conversation can be a daunting challenge for some BDOs. Use this activity to identify those areas that are troublesome, and then speak to them 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 Casual Conversation Challenges. Leave this flipchart posted so that you can go back to it and check off items as you address each issue.

In this lesson we will review the SPOT Referral Process.



Ask: What are the SPOT thresholds?

Answer: The SPOT thresholds are (b)(3):49 U.S.C. § 114(r) for a SPOT Referral Screening and (b)(3):49 U.S.C. § 114(r) for Law Enforcement Officer (LEO) notification.

Once it is determined that an individual has reached a SPOT threshold, whether scoring (b)(3):49 U.S.C. § 114(r) a SPOT Referral Screening must be completed. We will review this process and then go into detail on the Casual Conversation.



Facilitated Discussion: Lead a discussion on Casual Conversation challenges.



Chart: Casual Conversation Challenges



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

Answer: Answers will vary.

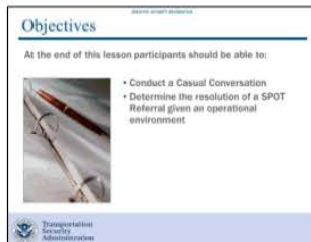
Slide 2: SSI Statement



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:

- Conduct a Casual Conversation
- Determine the resolution of a SPOT Screening Referral given an operational environment

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: SPOT Process

Teaching Point: This slide is click-based. Ask the first question and solicit answers before clicking to reveal the slide.



Ask: What are the steps in the SPOT process?

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

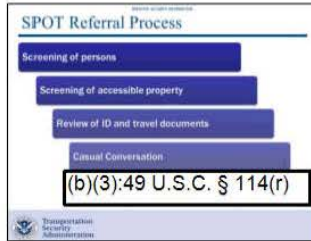


Ask: What step continues throughout the Behavior Detection Officer (BDO) process?



Answer: Behavior observation and analysis continues throughout the SPOT process.

Slide 5: SPOT Referral Process



Teaching Point: This slide is click-based. Ask the questions and solicit answers before clicking to reveal the slide.



Facilitated Discussion: Lead a discussion on the SPOT Referral Screening process. After discussing with the class, click to reveal the bullet points on this slide.



Ask: What are the tasks that occur during the Referral? What do these tasks entail?

Answer: There are four main tasks that have to occur during the Referral:

- Screening of persons
- Screening of accessible property
- Review of Identification (ID) and travel documents
- Casual Conversation

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Screening of accessible property: The BDO escorts the individual to a location (b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Teaching Point: Review procedures for individuals who may have an electronic boarding pass.

Review of ID and travel documents: When reviewing ID and travel documents, (b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

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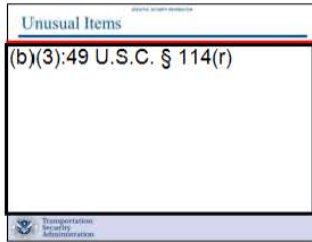
Click to reveal the slide contents.



Facilitated Discussion: Lead a discussion on how to proceed if you are unable to resolve a referral.

(b)(3):49 U.S.C. § 114(r)

Slide 6: Unusual Items



Teaching Point: Go over the list of unusual items to ensure participants are familiar with them.

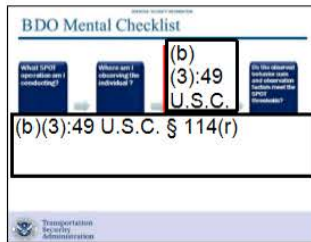
Teaching Point: This factor should be taken in conjunction with the Casual Conversation and

(b)(3):49 U.S.C. § 114(r)

Ensure students are familiar with *Screening Checkpoint SOP* Chapter 21.1.

(b)(3):49 U.S.C. § 114(r)

Slide 7: BDO Mental Checklist



Teaching Point: Review the contents of this slide, which was already discussed in Lesson 2.



Ask: What is a BDO's primary responsibility?

Answer: 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 in accordance with 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)

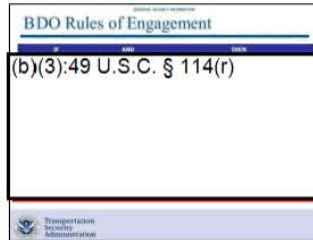
- Do the individual's observed behavior cues and observation factors meet the SPOT thresholds?

(b)(3):49 U.S.C. § 114(r)

- SPOT Referral Screening
- SPOT Referral Screening and LEO notification

Teaching Point: Move to next slide to continue this discussion.

Slide 8: BDO Rules of Engagement



Teaching Point: Because there is so much information on this slide, refer participants to the *BDO Rules of Engagement* Handout, which is easier to read.

Instructors should offer scenarios to open discussion and to ensure comprehension of material is covered.

(b)(3):49 U.S.C. § 114(r)

The situation as well as the BDO's answers will dictate the BDO's response and resolution procedures that are in accordance with the *SPOT SOP* to resolve the behavioral alarm.



Reference: *Lesson 5: BDO Rules of Engagement* Handout



Facilitated Discussion: Lead a discussion on conducting SPOT on the public side, at the screening checkpoint, sterile side concourse, and boarding gate per the *BDO Rules of Engagement* Handout. Ensure that the class discusses the following:

(b)(3):49 U.S.C. § 114(r)



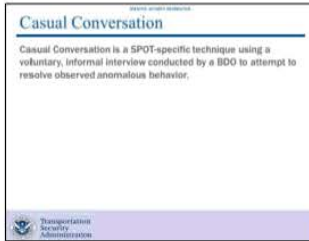
Ask: How long do we keep points?

Answer: Answer should include that this is not a "cut and dried" answer. This is a risk-based decision that takes into account the totality of the situation. BDOs must be able to defend and articulate their decision.

Teaching Point: Emphasize the importance of the totality of the situation and need to be able to articulate and defend their referral decision.

Transition: "Now let's talk in greater depth about the *Casual Conversation*."

Slide 9: Casual Conversation



Teaching Point: This slide is click-based. Ask the first question and solicit answers before clicking to reveal the slide.



Ask: What is a Casual Conversation?



Answer: The Casual Conversation is a SPOT-specific technique using a voluntary, informal interview conducted by a BDO to attempt to resolve observed anomalous behavior.

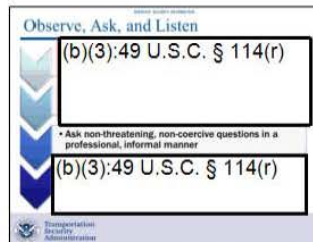


Ask: How is Walk The Line (WTL) different from a Casual Conversation?

Answer: WTL is a brief verbal exchange while BDOs observe behavior cues and observation factors. Casual Conversation is a voluntary and informal interview that takes place during the Referral process.

(b)(3):49 U.S.C. § 114(r)

Slide 10: Observe, Ask, and Listen



Teaching Point: This slide is click-based. Ask the first question and solicit answers before clicking to reveal the slide.

Teaching Point: Acknowledge and discuss all challenges brought up in addition to the ones included in this answer.



Ask: What do you need to be doing during Casual Conversation?



Answer: The most important components are to observe, ask, and listen. This means that you:

(b)(3):49 U.S.C. § 114(r)

- Ask non-threatening, non-coercive questions in a professional, informal manner

(b)(3):49 U.S.C. § 114(r)

This is a difficult task because not only must BDOs pay close attention and observe for behavior cues and observation factors, but they must also ask relevant and meaningful questions, listen to the responses, and not influence any part of the individual's reactions.

The overarching goal of the Casual Conversation is to obtain resolution, so a BDO's actions must remain non-threatening and professional.

Conducting Casual Conversation can be challenging because:

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)



Ask: What is the difference between an environmental baseline and an individual baseline?

Answer: An environmental baseline is the norm at your location -- the behavior cues and observation factors and appearances of the crowd as a whole at your location.

An individual baseline is an individual's normal or typical behavior. It is individual-specific. This is not comparing against other individuals.



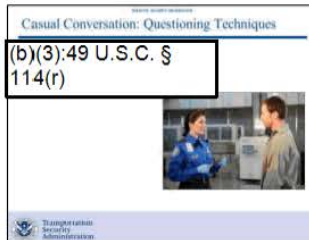
Ask: Why is this distinction important?

Answer: Answers should include the following:

(b)(3):49 U.S.C. § 114(r)

Transition: "Now let's talk about questioning techniques."

Slide 11: Casual Conversation Questioning Techniques



(b)(3):49 U.S.C. § 114(r)

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Ask: What are some other examples of leading questions?

Answer: Answers will vary. The examples must be of leading questions. If not, re-form the question and make it into one.

Transition: Say, *"We will now learn about building rapport and why this is important during your Casual Conversation."*

Slide 12: Casual Conversation: Building Rapport

Teaching Point: This slide is click-based. Click once to reveal the “Why” bullets and click again to reveal the “How” bullets.

Building rapport is essential in having a successful interview.



When rapport is established:

- Cooperation is gained from the individual
- The conversation flows more freely
- You are likely to elicit more information than if you failed to build rapport

This means that the individual feels that you are here for a purpose and that the interaction is a positive one. Without rapport, individuals will close up, and it will be difficult to get any information from them.

**Activity: Building Rapport**

Purpose: To identify best practices in building rapport

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

Materials: Chart, markers

Instructions:

1. In table groups, ask participants to discuss building rapport. Advise participants that they have 10 minutes to develop a list of techniques or best practices that they use on the job.
2. Participants should record summaries on a chart.

**Chart: Building Rapport Best Practices**

3. After 10 minutes, reconvene the class. Ask for one group to volunteer to present the results of their discussion to the class.



Ask: Does anyone else have a different approach? If so, what is it?



Answer: Answers will vary but should include:

- Using non-threatening questions
- Maintaining a neutral tone throughout
- Active listening
- Self-awareness



Ask: What does active listening mean, and what are some examples?

Answer: Active listening means allowing the individual to speak when spoken to and actually hearing him or her in order to understand what he or she is saying. It is letting the individual's answers drive your questioning.

Examples include:

- Rephrasing or summarizing what the person has stated
- Asking suitable questions and avoiding random questions that may throw the individual into confusion
- Using empathetic comments (for example, if an individual states he or she hates long lines at the airport, your response may be, "Yeah, me too, I wish I could change it.")



Ask: What are other examples of empathetic comments?

Answer: Answers will vary.



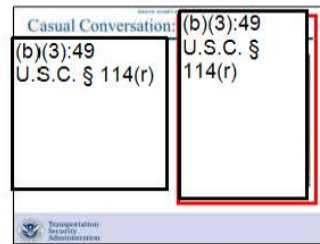
Ask: What is meant by self-awareness?

Answer: It means keeping yourself in check and making sure your attitude is not having an effect on the individual. This may contaminate the individual's behavior.

You must have the understanding that your behavior, both verbal and non-verbal, has an effect on people's actions and reactions.

Teaching Point: As an alternative to asking the question, the instructor can role-play and provide a comment that could lead to an empathetic comment in return from the participants.

Slide 13: Casual Conversation:



(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Slide 14: Activity: Casual Conversation



Teaching Point: Two facilitators should demonstrate using the (b)(3):49 U.S.C. § 114 first and then start the activity.

(b)(3):49 U.S.C. § 114(r)



Activity: (b)(3):49 U.S.C. § 114

Purpose: The purpose of this activity is to practice questioning techniques, as well as building rapport

Duration: 30 minutes

Materials: Laminated cards with topic choices

Instructions:

1. Before beginning the activity, demonstrate a brief example to participants using a question not included as a card, such as, (b)(3):49 U.S.C. § 114(r)
2. Ask participants to pair up, and hand out a card to each participant. Participants should not show the topic card to anyone.
3. Inform participants that they will carry on a Casual Conversation using the key points previously discussed. Each participant will play the role of interviewer and interviewee.
4. Participants will each have five minutes to conduct a conversation. The instructors will announce for participants to switch once five minutes is up.
5. The interviewer will try and find out what he or she can about the topic on his or her card from the other person without asking the question outright.
6. Once each participant has had five minutes to conduct a conversation the instructors will reconvene the class.

Instructor Note: There are 34 cards, each with a different question.

Teaching Point: Observe the body language of each participant and discuss this during the debrief. Remind participants that as a BDO, body language is important. For example, crossing your arms, having objects between you and the individual, or facing away from the individual versus having your hands at your side and facing the individual.



Facilitated Discussion: Lead a discussion on what the participants thought of the role-play Casual Conversations.



Ask: What were the most difficult parts to this activity?

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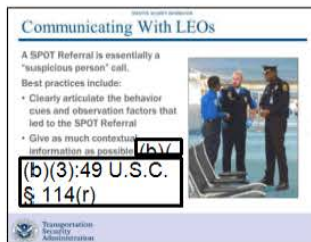
Answer: Answers will vary. Listen and acknowledge each person's answer. Once everyone has had a chance to speak, recap what they thought was the most difficult.



Ask: What are some ways we can work through these difficulties?

Answer: Answers will vary.

Slide 15: Communicating with LEOs



Teaching Point: This slide is click-based. Ask the first question and solicit answers before clicking to reveal the slide.



Facilitated Discussion: Lead a brief discussion on effectively communicating with an LEO.



Ask: How do we effectively communicate with LEOs?

Answer: We effectively communicate by providing as much detail as possible as to the totality of the situation and why their assistance is requested.

(b)(3):49 U.S.C. § 114(r)



Ask: What are some ways to effectively communicate with LEOs?



Answer: Answers should include:

- Clearly articulate the behaviors that were shown that led to the SPOT Referral, but do not provide point information
- Give as much contextual information as possible, such as the individual's circumstances that has been communicated to you during the Casual Conversation (e.g., "Passenger states that he just came from a fight and is still irritated by it...")

• (b)(3):49 U.S.C. § 114(r)

(b)(3);49 U.S.C. § 114(r)



Ask: If a BDO requests LEO intervention, is screening still required?

Answer: Yes. Intervention from an LEO does not substitute for screening.



Activity: Communicating with an LEO

Purpose: The purpose of this activity is to provide an informal opportunity to practice communication techniques

Duration: 10 minutes

Materials: None

Instructions:

1. With the instructor acting the role of an LEO, ask for two participants to demonstrate how they would communicate with an LEO.
2. Participants should use a real-life example of when they called for an LEO referral.
3. In one scenario, the “LEO” should be familiar with the SPOT program. In the other scenario, the “LEO” should not be familiar with the SPOT program.
4. After one or two participant demonstrations, instructors should demonstrate how they would communicate with an LEO.

Slide 16: LEO Notification



Teaching Point: Instructors should capture this information on a chart. As an alternative, instructors can request a participant volunteer to capture the information on a chart.



Facilitated Discussion: Lead a brief discussion about LEO notification.

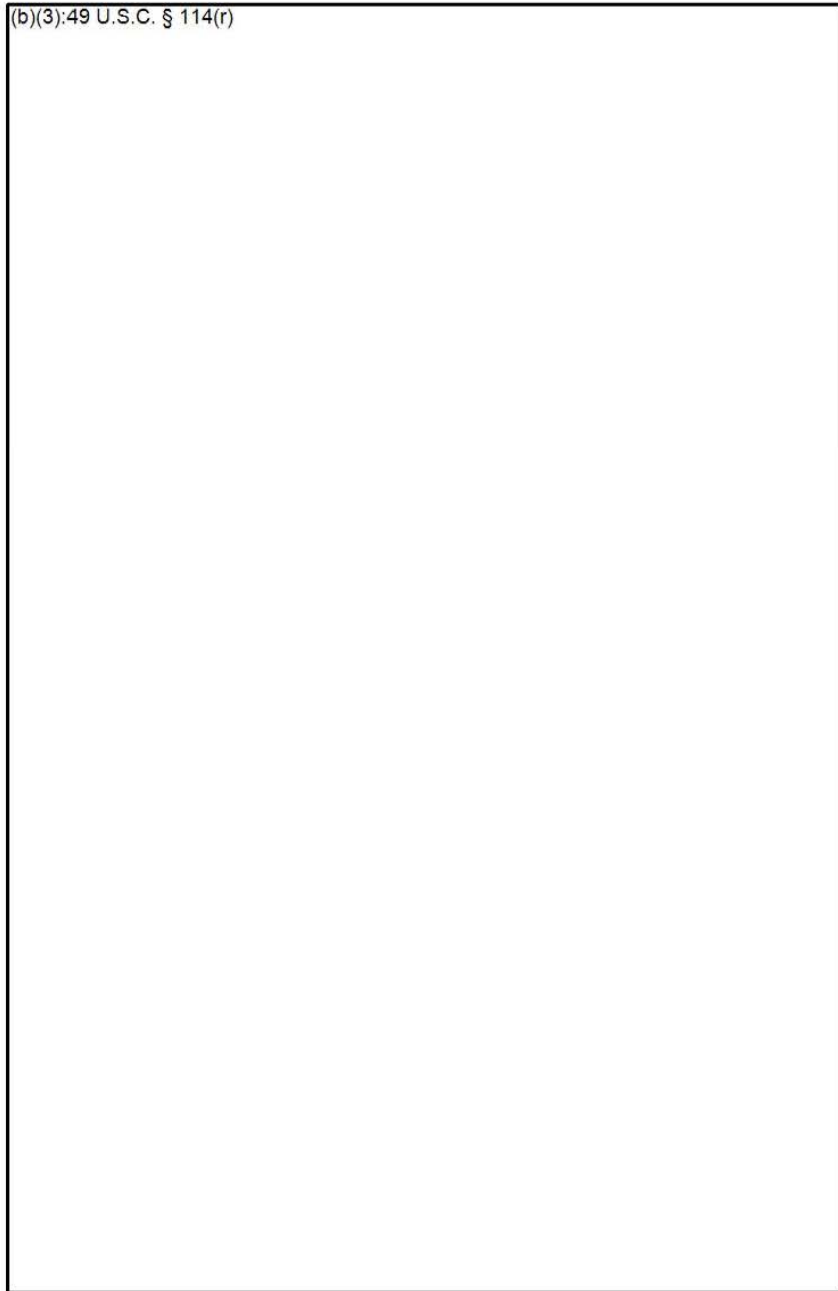


Ask: What is the trigger for completing an Incident Report?

Answer: Incident Reports must be completed when a referral involves LEO notification.

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)



(b)(3):49 U.S.C. § 114(r)

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Slide 17: Suicide Bomber Indicators

(b)(3):49 U.S.C. § 114(r)

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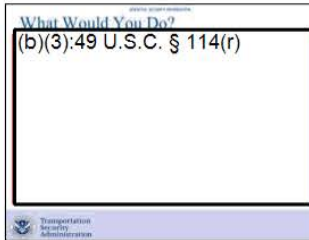
Slide 18: Surveillance Activities

(b)(3);49 U.S.C. § 114(r)

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Slide 19: What Would You Do?



Teaching Point: Ask for a participant to read the scenario aloud to the class.



Facilitated Discussion: Lead a discussion on the following scenario using the handouts in the Reference box below and the information discussed from the BDO Mental Checklist earlier in this lesson.

(b)(3):49 U.S.C. § 114(r)



Reference: *BDO Rules of Engagement Handout and Lesson 5: What Would You Do? Worksheet*



Ask: Ask the following questions:

1. What SPOT operation am I conducting?
2. Where am I when I observe the individual?
3. What is the individual's location within the airport?
4. Do the observed individual's behaviors meet the SPOT thresholds?

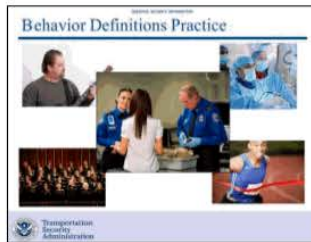
Answer: Answers should include:

(b)(3):49 U.S.C. § 114(r)

(b)(3):49 U.S.C. § 114(r)

Transition: *"Now that we've reviewed the Referral process, it is time to continue our practice of Behavior Definitions."*

Slide 20: Behavior Definitions Practice



Teaching Point: 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: Read aloud, or ask a participant to read aloud, the note at the top of the *Lesson 5: Behavior Definitions Practice Worksheet* included from page 49 of the *Behavioral Indicator Reference Guide*. This should be read prior to reviewing the Signs of Deception.

(b)(3):49 U.S.C. § 114(r)

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 read verbatim. 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.



To gain expertise and maintain an “edge,” all top performers practice regularly, including BDOs.

**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 5: Behavior Definitions Practice Worksheet*, pens, or pencils



Reference: *Lesson 5: Behavior Definitions Practice Worksheet*

Instructions:

1. Divide the class into groups and refer them to the *Lesson 5: Behavior Definitions Practice Worksheet*.
2. Inform participants they have 15 minutes to write down the definition of the behaviors (in their own words), and whether it is a behavior cue or an appearance factor.
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 they 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 5: Signs of Deception Worksheet Key

(b)(3):49 U.S.C. § 114(r)

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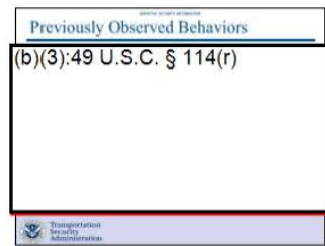
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(b)(3):49 U.S.C. § 114(r)

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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 21: Previously Observed Behaviors

Teaching Point: Points must not be assigned more than once for these behaviors to avoid duplication if they were assessed prior.

Teaching Point: Slides 21-31 are click-based. Ask the questions and solicit answers before clicking to reveal the slide bullets. The slides also include exemplars for the purpose of providing clarification on the behaviors.

(b)(3):49 U.S.C. § 114(r)

Slide 22: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 23: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

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Slide 24: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 25: Signs of Deception

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Slide 26: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 27: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

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Slide 28: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

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Slide 29: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

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Slide 30: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 31: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 32: SPOT Check



Ask: What types of questions should be used during a Casual Conversation?

(b)(3):49 U.S.C. § 114(r)



Ask: What is an example of a leading question?

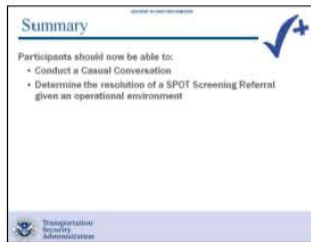
Answer: An example of a leading question is, "You're nervous today, aren't you?"



Ask: What is the one step that continues throughout the SPOT process?

Answer: Behavior Observation and Analysis continues throughout the SPOT process.

Slide 33: 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 question is listed at right and identified by the ? icon.

Participants should now be able to:

- Conduct a Casual Conversation
- Determine the resolution of a SPOT Screening Referral given an operational environment



Ask: What is the purpose of Casual Conversation?

Answer: The Casual Conversation is a voluntary and informal interview. The goal of the BDO is to try to resolve observed anomalous behavior.

Slide 34: Questions



Teaching Point: Remember, if the answer to questions is unknown, add questions 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.



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.