

Instructor Guide

Lesson 6: Report Requirements

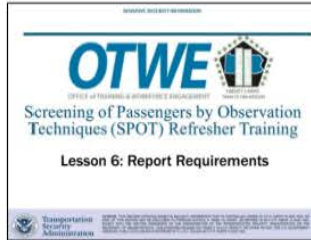
Purpose: To provide participants with a review of Screening of Passengers by Observation Techniques (SPOT) reporting requirements and the mechanics of a good report

Lesson Time: 2 hours

Instructor Materials	Participant Materials
• Instructor Guide (IG) • Laptop • Projector, Screen • Chart, Easel • Markers	• Pen or Pencil • Chart, Easel • Markers • <i>Poor Example</i> Handout • <i>Good Example</i> Handout • <i>Lesson 6: Report Requirements – Narrative Reports Worksheet</i> • <i>Lesson 6: Behavior Definitions Practice Worksheet</i>

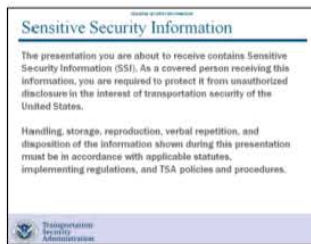
Icon	Description
	Activity identifies where activities take place during the delivery.
	Facilitated Discussion identifies where discussions led by the instructor take place during the course.
	Click identifies click-based animation. Look for the icon in the narrative to know when to advance to the next 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.

Slide 1: Welcome



In this lesson we will review Behavior Detection Officers' (BDO) reporting requirements and the mechanics of a good report.

Slide 2: SSI Statement

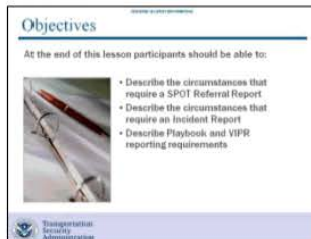


"The presentation you are about to receive contains Sensitive Security Information (SSI). As a covered person receiving this information, you are required to protect it from unauthorized disclosure in the interest of transportation security of the United States.

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

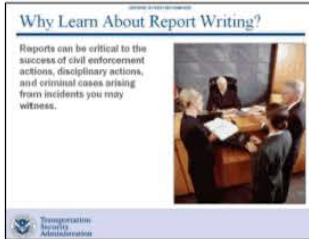


At the end of this lesson participants should be able to:

- Describe the circumstances that require a SPOT Referral Report
- Describe the circumstances that require an Incident Report
- List preferred documentation that may accompany an Incident Report
- Describe Playbook and Visible Intermodal Prevention and Response (VIPR) reporting requirements

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

Slide 4: Why Learn About Report Writing?



Teaching Point: There is a copy of a blank *SPOT Referral Report* in the Participant Materials as a reference for this lesson.

Many incidents that occur at the airport require documentation. Depending on the incident, multiple types of reports may need to be completed.



Facilitated Discussion: Lead a brief discussion about why reports are necessary.



Ask: Why are reports necessary?

Answer: Answers should include:

- Many reports feed into other systems that provide for real-time tracking of incidents, analysis, and trending of incidents at a national level.
- Reports generated by BDOs can lead to civil enforcement and be used by other agencies in criminal proceedings.
- The BDO's ability to assist in improving the quality of the reports directly impacts Transportation Security Administration's (TSA) ability to fulfill its mission.



Ask: What types of reports do you complete?

Answer: Answers should include SPOT Referral Reports entered in the Performance Management Information System (PMIS) and Incident Reports entered in the Performance and Results Information System (PARIS). If the BDO has received training, reports must also be entered in the Transportation Information Sharing System (TISS) database.

Slide 5: Activity: Referral Reports



Given that BDOs are not able to record observations openly in the airport, data collection for SPOT Referral Reports can be a challenge.



Ask: What initiates the need to complete a SPOT Referral Report?

Answer: BDOs complete SPOT Referral Reports when an individual accrues (b)(3):49 U.S.C. § 114(r) points and is referred for SPOT Referral Screening.



Activity: Communication

Purpose: To identify strategies used to complete SPOT Referral Reports and list them on chart paper within two minutes

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

Materials: Chart, markers

Instructions:

Challenge table groups to identify the strategies they use to remember the data required to complete a SPOT Referral Report and list those strategies on a chart.



Ask: What are the methods and strategies you use to ensure you complete SPOT Referral Reports accurately?

Answer: Strategies should include tips for remembering details until the BDO can write down the information in their SPOT-designated notebook, determining who will complete the report, and methods to ensure accurate and complete reports.

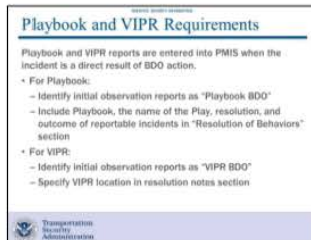


Chart: SPOT Referral Report Strategies

At the end of the 5 minutes, ask for a group to volunteer to present its summary to the class. Ask if other groups had additional or different strategies they would like to share.

Teaching Point: Divide the class into four to six groups. Be sure to “mix up” the class so that the same participants are not always sitting together at the same table.

Slide 6: Playbook and VIPR Requirements



BDOs involved in Playbook and VIPR deployments must be aware of additional reporting requirements.

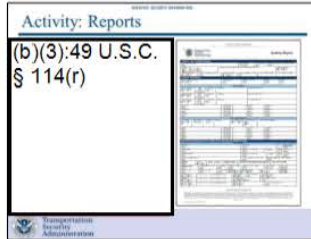
Reports must be entered into PMIS when an incident results as a direct result of BDO action.

For Playbook:

- Identify initial observation reports as "Playbook BDO."
- Include Playbook, the name of the Play, resolution, and outcome of reportable incidents in "Resolution of Behaviors" section.

For VIPR:

- Identify initial observation reports as "VIPR BDO."
- Specify VIPR location in resolution notes section.

Slide 7: Activity: Reports**Activity: Reports**

Purpose: To identify areas for improvement on SPOT Referral and Incident Reports

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

Materials: *Poor Example Handout, Good Example Handout, chart, markers*



Reference: *Poor Example and Good Example Handouts*

Instructions:

Teaching Point: Divide the class into four to six groups. Be sure to “mix up” the class so that the same participants are not always sitting together at the same table.

1. In table groups, advise participants that they have 5 minutes to evaluate the SPOT Referral Reports and determine the issues associated with the reports.
2. Participants should record issues on a chart.

Teaching Point: Ensure that participants know that the reports used in this exercise are real reports that were actually submitted.

**Chart:** SPOT Referral Reports Issues

3. After 5 minutes, reconvene the class. Ask for one group to volunteer to present the results of its discussion to the large group.



Ask: What are some of the basic problems with the *Poor Example* Handout?

Answer: Answers should include:

There are grammar and spelling errors in the Environmental Baseline section, and it does not include information about the physical layout of the area. The Passenger Data section is missing most of the data. The Resolution of Behaviors section is not completed. Most of the information in the Law Enforcement Officer (LEO) Referral Notes section belongs in the Resolution of Behaviors section.



Ask: What are some strengths of the *Good Example* Handout?

Answer: Answers should include:

This example includes a detailed description in the Environmental Baseline section, and has properly filled out all sections of the report. There are no grammar and spelling errors.



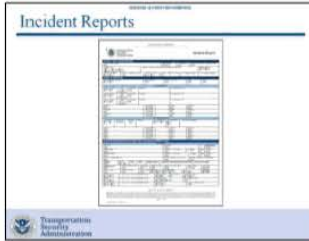
Ask: How do these reports reflect on the report writers and the Transportation Security Administration (TSA)?

Answer: Answers may include: the writing is sloppy, incomplete, and the writer and TSA may appear unprofessional.



Ask: If subpoenaed, would the report support the agency's mission and the government's cause in a court of law?

Answer: Answers will vary.

Slide 8: Incident Reports

Teaching Point: Ask the question before you display this slide.

Incident Reports include many fields that require specific types of data to be entered.

Incident Reports also include a narrative section where the BDO describes the incident so that the data can be used by other entities who were not directly involved in the incident.

The Incident Report may be used as evidence in a court case, so it is essential that incidents are recorded thoroughly and accurately.



Facilitated Discussion: Lead a brief discussion about Incident Reports, including the reporting requirements and report writing. Instructors should capture the list on a chart.



Chart: Report Issues



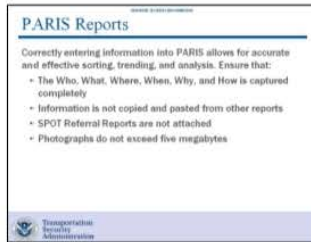
Ask: What makes an effective narrative report?

Answer: An effective narrative report contains only the facts. A reader who was not present should be able to easily understand the Who, What, When, Where, Why, and How of the incident.



Ask: What should be excluded from an Incident Report? Should these same things be excluded from a SPOT Referral Report?

Answer: Incident and SPOT Referral Reports should exclude opinions, justifications, rationale, jargon, conclusions, embellishments, biases, and stereotypes.

Slide 9: PARIS Reports

Teaching Point: Narratives should not include assumptions, opinions, abbreviations, or embellishments. They should include facts only.

Correctly entering information into PARIS and utilizing the available data fields allows for accurate and effective sorting, trending, and analysis.



Ask: Are SPOT Referral Reports entered into PARIS?

Answer: Only Incident Reports are entered into PARIS.

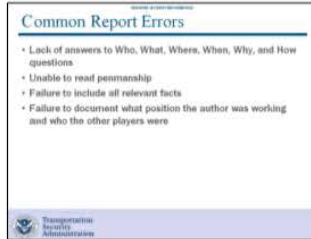


Ask: What initiates the need to complete an Incident Report?

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

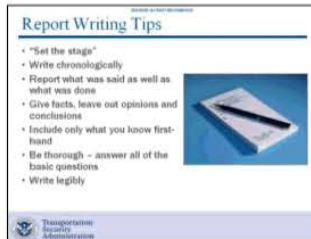
For accurate PARIS reporting use the following tips:

- Ensure the elements of an Incident Report (Who, What, Where, When, Why, and How) are captured completely and avoid unnecessary embellishments.
- Do not “cut and paste” the narrative from other reports.
- Do not attach SPOT Referral Reports; only include the *SPOT Referral Report* number.
- Use restraint when attaching photographs to incident reports. Different angles or distances do not add much more value.
- Photographs should be taken at the lowest fidelity possible to capture sufficient detail. Attachments to incident reports cannot exceed five megabytes.

Slide 10: Common Report Errors

Some common errors found in Incident Reports include:

- Lack of answers to Who, What, Where, When, Why, and How questions
- Unable to read penmanship
- Failure to include all relevant facts
- Failure to document what position the author was working and who the other players were

Slide 11: Report Writing Tips

Some general guidelines for completing reports include:

- "Set the stage"
- Write chronologically
- Report what was said as well as what was done
- Give the facts but leave out opinions and conclusions
- Include only what you know first-hand
- Be thorough – answer all of the basic questions
- Write clearly
- Write legibly

Teaching Point: These tips are general in nature. Some of them are more applicable to SPOT Referral Reports and some are more applicable to Incident Reports.

Slide 12: "Set the Stage"

Teaching Point: The first bullet point is relevant to Incident Reports.

Remember, reports will be read and used by various entities, so it is important to "set the stage."

If the information is not already included in data fields, state:

- Who you are (name, title) and the names of any other officers involved in the incident
- When events took place (date, approximate time)
- Where you were working at the time of the incident

Slide 13: Write Chronologically

Teaching Point: Tip relates to both SPOT Referral and Incident Reports.

The readers of your report need to know the order in which reported events took place.

- Relate the facts of the incident in sequence.
- Tell what happened first, second, third, and so forth.

For example, reports should include at what point the LEO arrived (if applicable), where the boarding pass and ID were when the LEO arrived, and any other details of LEO involvement in the order that it occurred.

Slide 14: Stick to the Facts

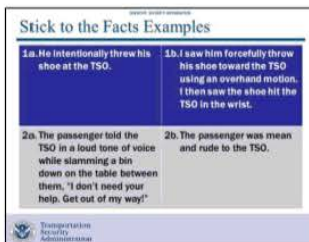


In your reports, stick to the facts above all else. You are reporting what happened. Reports should include who did what to whom and why -- not what might have happened, should have happened, or did not happen.

Do not put a "spin" on the facts or exaggerate them.

Teaching Point: Tip relates to both SPOT Referral and Incident Reports.

Slide 15: Stick to the Facts Examples



Facilitated Discussion: Lead a brief discussion on facts versus opinions and conclusions.



Ask: Which of the following sentences is an opinion, and which one provides factual evidence?

1a. He intentionally threw his shoe at the TSO.

1b. I saw him forcefully throw his shoe toward the TSO using an overhand motion. I then saw the shoe hit the TSO in the wrist.

Answer: Sentence 1a offers an opinion, but there is no factual evidence. Sentence 1b provides that evidence.



Ask: Which of the following sentences is a conclusion, and which one is factual?

2a. The passenger told the TSO in a loud tone of voice, while slamming a bin down on the table between them, "I don't need your help. Get out of my way!"

2b. The passenger was mean and rude to the TSO.

Answer: Sentence 2a is factual. Sentence 2b is an opinion and conclusion.

Slide 16: Report What Was Said and Done



Teaching Point: Tip relates to both SPOT Referral and Incident Reports.

Sticking to the facts is especially important in relating things that an individual says.

If a person says something important, relate it as well as you can remember it, quoting it if possible.

For example, if an individual says, "I want to punch you in the face!" do not write, "Mr. Jones threatened me."

If you cannot recall exactly what was said, make sure your statement reflects this.



Ask: How do you indicate that you are paraphrasing?

Answer: Do not use quotation marks.

Be objective in relating the facts, even if you were personally insulted (or worse) during the incident.

While you should not let emotions guide your writing, it is appropriate to recount strong emotions that resulted from an incident.

For example, if a person's actions caused you to feel fear for your safety, those feelings are appropriate to include in your report (in an objective manner).

Slide 17: First-hand Knowledge

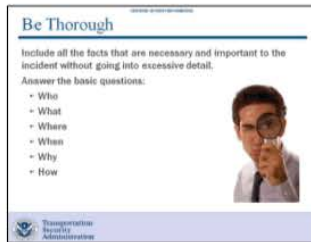


Teaching Point: Tip relates to both SPOT Referral and Incident Reports.

Write from your own perspective, and do not use another person's description of the incident.

It is okay if you do not know all of the facts pertaining to the incident. Just write what you know.

Slide 18: Be Thorough



Teaching Point: Tip relates to both SPOT Referral and Incident Reports.

Teaching Point: Part 1 of the SPOT Referral Report requires the date and time, so this information should only be included in Section 1 if it is relevant to the Environmental baseline description.

Include all the facts that are necessary and important to the incident without going into excessive detail.



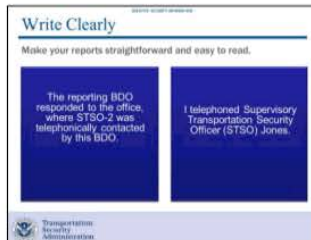
Ask: What are the basic questions BDOs should address in a report?

Answer: Who, What, Where, When, Why, and How

Your narrative should be complete but not overdone. One way to help you keep the narrative concise is to use bullets to help summarize.

If time permits, have your partner review reports prior to submission.

Slide 19: Write Clearly



Teaching Point: Tip relates to both SPOT Referral and Incident Reports.

Make your reports straightforward and easy to read by using simple words and sentences.

Do not use long phrases where simple words will do. For example, do not say, "He was in an unclean condition." Instead say, "He was dirty." However, do explain what made him appear dirty to you. For example, "His face and clothes were muddy."

Everyday words and language will increase the clarity of your report.

Compare the differences between the following two narrative statements:

- The reporting BDO responded to the office, where STSO-2 was telephonically contacted by this BDO.
- I telephoned Supervisory Transportation Security Officer (STSO) Jones.



Ask: Which narrative statement is easier to understand?

Answer: Both describe the same action, but the second one is clearer and easier to understand.

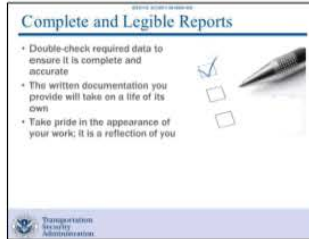


Ask: What are some of the issues with the first narrative?

Answer: Answers should include:

- It is written in the third person, passive voice making it stilted and difficult to read.
- It contains undefined acronyms.
- The sentence is wordy (16 words versus 7 words).

Slide 20: Complete and Legible Reports



Effective reports ensure that all required data fields (such as identification number, phone number, address, and flight information) are completed to the best of the report writer's ability based on the situation.

There is a space on the Incident Report to indicate the SPOT Referral Report locator number. This number should be used instead of attaching the actual report.

If a report is written by hand, it needs to be legible.



Ask: Why is it important to write a report legibly?

Answer: Answers should include:

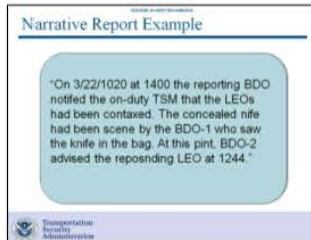
- Others may need to read the reports later.
- Reports written by hand may need to be entered later by a third-party into different reporting systems.
- Writing legibly prevents transcription errors.

Double-check each person's name, phone number, and any questionable spellings of names or locations.

Take pride in the appearance of your work – it is a reflection of you (and the written documentation you provide will take on a life of its own).

Penmanship counts.

Slide 21: Narrative Report Example



Teaching Point: Keep this a short two- to three-minute discussion. Give the participants time to read the scenario quietly or ask for a volunteer to read it out loud. Elements of effective narrative report writing will be discussed later in the lesson.

Teaching Point: Be prepared to provide your own answers to these questions.

Below is a sample report narrative.

"On 3/22/1020 at 1400 the reporting BDO notified the on-duty TSM that the LEOs had been contaxed. The concealed nife had been scene by the BDO-1 who saw the knife in the bag. At this point, BDO-2 advised the reposnding LEO at 1244."



Ask: What are some of the basic problems with this narrative?

Answer: Answers should include: grammar, spelling, sentence structure, word context (scene instead of seen), and undefined acronyms. Additionally, the times listed in the report are confusing and inconsistent.



Ask: How does this narrative report reflect on the report writer and TSA?

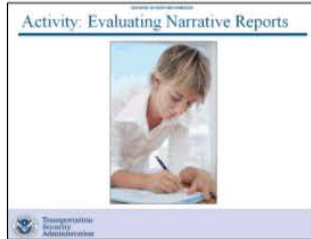
Answer: Answers may include that the writing is sloppy and it makes the writer and TSA appear unprofessional.



Ask: In a court of law, would the report better support the government or the defense? Why would this be so?

Answer: Answers will vary.

Slide 22: Activity: Evaluating Narrative Reports



Activity: Evaluating Narrative Reports

Purpose: To allow participants the opportunity to begin evaluating reports and providing feedback

Duration: 15 minutes

Materials: *Lesson 6: Report Requirements – Narrative Reports Worksheet*, pens or pencils



Reference: *Lesson 6: Report Requirements – Narrative Reports Worksheet*

Instructions:

As a group, participants will evaluate the following narrative report and answer the questions in the activity.

(b)(3):49 U.S.C. § 114(r)



Ask: What are some things that are wrong with the report?

Answer: Answers should include:

- There are numerous spelling errors.
- The events are not stated chronologically.
- "Funderburke" is spelled three different ways.
- The reasons for referral were not provided.
- The LEO Resolution is not provided.



Ask: What are possible causes and consequences of the report being incomplete?

Answer: Answers should include:

- Possible causes are lack of time, poor report writing skills, or poor observation skills.
- Possible consequences include making it more difficult to conduct accurate trending and analysis of incidents, and it may also impact a case that is being prosecuted in a court of law.

Slide 23: 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: Points must not be assigned more than once for behaviors marked with an asterisk to avoid duplication if they were assessed prior.

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.



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 hours: 15 minutes individually and 45 minutes to debrief as a class

Materials: Lesson 6: *Behavior Definitions Practice Worksheet*, paper, pens, or pencils



Reference: Lesson 6: *Behavior Definitions Practice Worksheet*

Instructions:

1. Divide the class into groups and refer them to the *Lesson 6: Behavior Definitions Practice Worksheet*.
2. Inform participants they have 15 minutes to write down the definition of the behaviors (in their own words).
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.

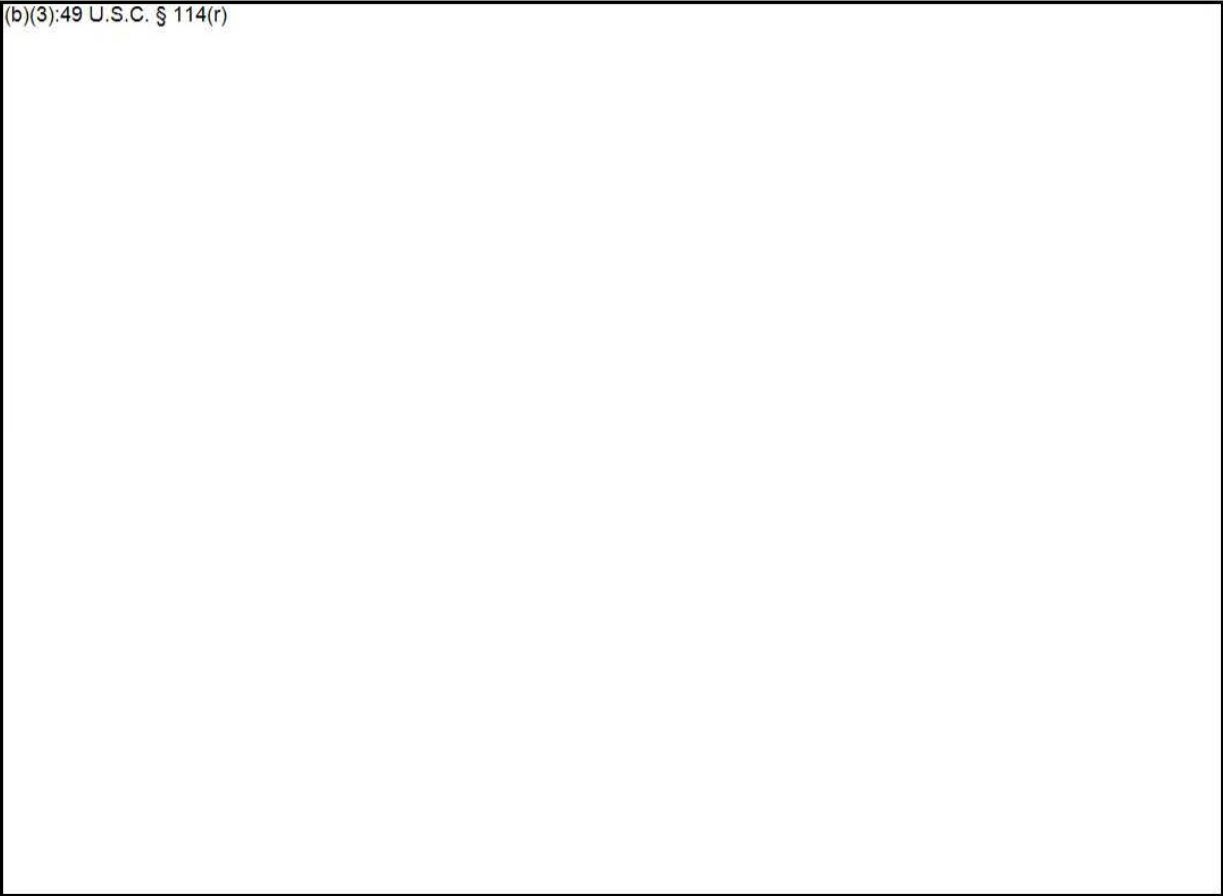
Lesson 6: SPOT Process – Signs of Deception Practice Worksheet Key

(b)(3);49 U.S.C. § 114(r)

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(b)(3):49 U.S.C. § 114(r)



Slide 24: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 25: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 26: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

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Slide 27: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

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)

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: Signs of Deception

(b)(3):49 U.S.C. § 114(r)

Slide 33: Signs of Deception

(b)(3); 49 U.S.C. § 114(r)

Slide 34: SPOT Check

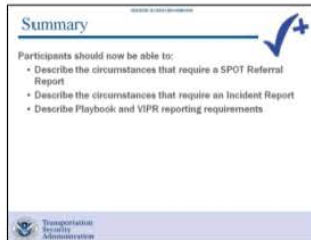


Ask: What are common report errors?

Answer: Answers should include:

- Lack of answers to Who, What, Where, When, How and Why questions
- Unable to read penmanship
- Failure to include all relevant facts
- Failure to document what position the author was working and who the other players were

Slide 35: 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:

- Describe the circumstances that require a SPOT Referral Report
- Describe the circumstances that require an Incident Report
- Describe Playbook and VIPR reporting requirements



Ask: When do you need to write a SPOT Referral Report?

Answer: BDOs complete SPOT Referral Reports when an individual accrues (b)(3):49 U.S.C. § 114(r) points.



Ask: When do you need to write an Incident Report?

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



Ask: What is the preferred documentation that may accompany an Incident Report?

Answer: Photographs, taken at the lowest fidelity possible to capture sufficient detail, are the preferred documentation. Attachments to Incident Reports cannot exceed five megabytes.



Ask: What are Playbook and VIPR reporting requirements?

Answer: Reports must be entered into PMIS when an incident is a direct result of BDO action.

Slide 36: Questions



Ask: What questions do you have before we proceed?

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 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.